AN ETHNOGRAPHIC STUDY OF CONSULTATION TO IMPROVE COLLEGE INSTRUCTION

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ABSTRACT

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Recent research on teaching has led to fuller understanding of social interactive aspects of teaching and mental processes that guide teacher decision making. These findings prompted development of an instructional improvement consultation process to utilize them and reduce limitations of college teaching improvement approaches. The purpose of this study was to describe and analyze the dynamics of consultation by examining activities and negotiations that occurred during enactment of the Collaborative Analysis and Action Planning (CAP) process. An instructional developer, four university faculty clients, and student volunteers from their classes participated in the study. The results constitute a descriptive account of the process and its dynamics.

The inquiry employed ethnography, ethnomethodology, and sociolinguistic methods. The holistic, interactive, and iterative process examined consultation on several levels. Broad questions about events comprising the CAP process were addressed through reviews of audiotapes of the consultations, participant interview and questionnaires, and observations of sessions. From these data, narrative descriptions, four brief case studies, and an evaluation report were constructed. More specific questions about tasks and social dynamics were addressed through audiotape analyses and participant interviews. These were combined with

discourse and conversational analyses to develop grounded theory of the cognitive-social-interactive process of teaching improvement consultation using CAP.

A series of conclusions and implications were integrated to construct the descriptive model. These conclusions presented CAP as a potential learning event in which instructor values and reflection play central roles. The joint problem solving process was described as a collaborative venture with specific, rule-governed procedures and as an instructional analysis that demanded and was enriched by multiple perspectives and interpretations. The collaboration and negotiations during problem solving were the basis for the evolving relationship between the instructor and the developer. This fluid conceptualization represents an alternative to the relatively static relationship reported throughout instructional development literature. The source of motivation was theorized to arise from balanced emphasis on teacher strengths and weaknesses. Finally, the change process was initiated through the cognitive-social-interactive dynamic which generated expanded models of the teaching-learning process. Recommendations for using the CAP process were also presented.

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CHAPTER I

INTRODUCTION TO THE STUDY

Introduction

The primary purpose of this study was to explore and describe the dynamics of college teaching improvement consultation by examining the analyses and negotiations which occurred during the use of a specific developing consultation process, Collaborative Analysis and Action Planning (CAP). The CAP process represented a rational response to a number of limitations which exist within the current approaches to instructional improvement. However, a full description and analysis of the process and its dynamics were required in order to determine how these limitations were reduced. The study utilized a practicing instructional developer, university faculty clients, and students. It documented and analyzed interchanges centered around the analysis of teacher behaviors videotaped during actual class sessions and plans for improving classroom instruction. The enactment of the CAP process was captured through audiotapes of consultant-client and consultant-student review and planning conferences. A series of interviews and questionnaires were used to collect evaluative data and to verify findings. The findings of this study report the results of the analysis of those audiotapes, interviews and questionnaires. They include recommendations for improvements to the process and its utilization in the hope that the quality of college instruction might be enhanced through its use.

The research was conducted at Michigan State University during the academic year of 1980-81. The intent of this research was to broaden the

body of knowledge in college teaching improvement and to document a process which facilitated teaching improvement by providing consultants with an additional instructional systems analysis strategy. It represents a reconceptualization of the client-consultant relationship as an evolving and negotiated interaction during which problem solving and social interaction strategies are employed by the participants in order to analyze the instructional system and derive meaningful improvement plans.

Background of the Problem

Research on college teaching has identified characteristics of effective teaching, such as enthusiasm, interesting (Wilson & Gaff, et al., 1975), systematic, based on principles of discovery and inquiry (Axelrod, 1973), utilizing the mastery model of instruction (Block & Burns, 1976), and involving student interaction (Centra & Rock, 1971; Wood & Wilson, 1972). These findings are largely the result of educational inquiry conducted in the quantitative tradition. Thus, they reflect the assumptions which underlie quantitative research and have taken a component approach which stresses individual presage, process, and product variables. These findings have also been necessarily defined and limited by the nature of research questions and methods dictated by the quantitative paradigm. Domination by this tradition has also influenced teaching improvement programs designed to assist college faculty in their roles as teachers.

Such programs for teaching improvement have used research on teaching as their foundation. They were established in recognition that college faculty receive no specific training in preparation for teaching (Shoben, 1968) and in response to the current climate of retrenchment in institutions of higher education (Centra, 1976; Gaff, 1975; Astin, et al.,

1974). This climate, caused by shifts and reductions in student enrollment, increased numbers of tenured faculty and reduced faculty mobility, has also contributed to an expansion in the scope of instructional improvement efforts (Berquist & Phillips, 1975). These efforts now seek to achieve improvement through changes in individual faculty members, courses, curricula, course materials, and policies within the institution. However, within this comprehensive framework, a major focus continues to be on interventions directed toward behavior changes in the teacher (Levinson & Menges, 1980).

These interventions have varied in form, in purpose, and in the manner in which they utilize research findings. They include newsletters, internal grants, workshops, seminars, microteaching laboratories, student ratings and individual consultation (Burris, 1979; Ericksen, 1979; Levinson & Menges, 1980). While there is some overlap in their functions, they can be grouped in three categories: the resource approach, the training approach, and the consultation approach.

The resource approach is intended to facilitate change through the provision of information or financial support. Examples of this approach are newsletters distributed by improvement centers and internal grants awarded to faculty who propose improvement projects. Newsletters report new developments in college teaching and accomplishments of local faculty to reduce departmental provincialism and the isolation of classroom teachers (Ericksen, 1979). They are based on the assumption that college teachers have both willingness and ability to adapt ideas to their own teaching situation. Grants, on the other hand, are intended to create a climate for change (Davis, 1979) by providing the necessary dollars to individuals evidencing commitment to innovation and requisite skills to implement instructional change. The resource approach thus facilitates

instructional improvement by providing additional information or finances. It can operate most successfully when the conditions of adequate faculty commitment, skill, and ability to improve instruction independently, are met.

Like the resource approach, the training approach also attempts to improve instruction by remedying a deficiency. In this case, the intent is to increase faculty skills and commitment to teaching. This approach includes seminars, workshops, and training programs.

Workshops and seminars are programs designed to inform faculty about learning theory and college teaching practices, to encourage discussion and analysis of complex problems and issues, and to provide an opportunity to practice specific teaching skills (Burris, 1979). Annual reports from ten large universities indicate that the major topics of these programs include: goals, objectives and performance criteria, teaching and learning activities, material presentation and student characteristics (Burris, 1979). Training programs promote the use of specific teaching skills through the use of techniques adapted from preservice teacher education programs. Microteaching and its variations form the basis for many of these programs. They represent a process-product conception of teaching as a series of discrete components which combine to form the instructional process.

The third approach for facilitating teacher change is individual consultation. Consultation is intended to provide direct assistance to the faculty member relating to the content, process, structure or evaluation of some instructional task. It involves a temporary relationship with the client during which information is gathered and processed in preparation for some action (Pilon & Berquist, 1979). Consultation offers the potential to focus on both the deficiencies and strengths of the

college teacher and to permit the client to assume an active role in determining the nature and scope of his or her behavior change.

Consultation for instructional improvement, as it occurs in higher education, can be characterized as taking two distinct approaches. The first is instructional development consultation. This approach has been defined as the process of providing professional assistance in solving instructional problems (Bratton, 1979) and as a process of giving advice to clients while allowing them to make final decisions (Davies, 1973). This occurs within the context of instructional development, which is a systematic intervention into an on-going system for the purpose of instructional design, development, implementation and evaluation (Davies, 1973).

There are three major models of instructional development consultation which determine the nature of the resulting client-consultant relationship. Davies (1973) identified these as the product, process, and product-process models. These are very similar to the puchase, doctor-patient, and process models described by Schein (1969). Limitations and weaknesses in these models have led Davies (1973) to recommend the use of the product-process model and Schein (1969) to favor process consultation. These two models are very similar and share a set of assumptions about the most effective type of client-consultant relationship. Davies describes these assumptions in the following way:

> The product-process orientated set of assumptions concern themselves with the view that the most efficient and effective relationship comes from considering it as a process directed towards the achievement of some mutually agreed and valued instructional result in accord with the organization's mission. In other words, what is involved in the relationship is a system of decisions, reached by aggreement, concerning what is expected in terms of both results to be achieved and the changing roles to be exercised as advice is given and critically accepted. The relationship is essentially a dynamic

> one, as compared with the static relationship assumed in the two previous models, continuously looks upon the relationship between the two parties as something to be managed and above all a relationship that is managed by the client. (p. 359)

Although a series of theoretic models and heuristic guidelines have been posited (Davies, 1973; Havelock, 1973; Silber, 1973; Haney, Lange & Barson, 1968), very little is known about the actual practice of consultation for instructional improvement in higher education. The limited research in this area suggests that theoretic models are not adhered to in actual practice (Price, 1976) and that instructional improvement consultants tend to shift between product, process and process-product models (Rutt, 1979) with a marked tendency toward a prescriptive role (Price, 1976). Further, Price found that data collection leading to the identification and solution of instructional problems was limited to verbal exchanges between the client and consultant during the initial session. Class observation, student ratings or other data sources were not used. These findings were reiterated by Pilon and Berquist (1979), who reported that data collection, analysis, and feedback were the most frequently bypassed activites among those listed in their comprehensive ten stage consultation model. These findings clearly suggest that instructional improvement consultants tend to adopt a problem-orientation and base their analyses on a limited information exchange with clients.

The second consultation approach, less widely used in higher education, is the clinical supervision model advocated by Cogan (1973) and Goldhammer (1969) for use with preservice and inservice elementary and secondary teachers. This approach, with modifications in the specificity of the models and roles of supervisory personnel, was used by graduate student supervisors at the now defunct Clinic to Improve University Teaching at the University of Massachusetts (Melnik & Sheehan, 1976). It

was intended to identify and remediate instructional weaknesses using teaching skills inventories derived from the microteaching literature (Allen & Ryan, 1969; Hildebrand, Wilson & Dienst, 1971) and the experience of the clinical supervisors.

While a collaborative relationship between the supervisor and teacher and focus on both strengths and weaknesses of the teacher are the theoretical backbone of clinical supervision (Cogan, 1973; Goldhammer, 1969), practice in higher education suggests that these goals have yet to be realized.

Statement of the Problem

From this brief review of interventions to produce teacher change, it is clear that a number of shortcomings exist which reduce the effectiveness of the entire teaching improvement enterprise. These shortcomings are the following:

1. Teaching has yet to be addressed as a dynamic and interactive process. The cursory analysis of instructional systems practiced by consultants and reported in the literature (Price, 1976; Pilon & Berquist, 1979) precludes the possibility of a full consideration of teaching as a complex social interaction between an instructor and students. A more complete analysis has also been hampered by a lack of appropriate methodologies available to the consultant (Gallessich, 1974; Cooper, 1979) and the domination of competing definitions of teaching (Gage, 1977).

2. The multiple data sources representing the viewpoints of the participants in the instructional system have not been adequately represented in the analysis of the instructional system. Various interventions emphasize the teacher's, student's, or consultant's views, but none have fully combined the knowledge of all three to more completely analyze the inter-workings of the instructional system.

3. The strengths of the teacher have been neglected as points of departure for further improvement. Interventions have assumed a deficiency- or problem-orientation which emphasizes remediation, rather than addressing both strengths and weaknesses.

4. The collaborative quality of decision-making, identified by social psychologists (Zimbardo & Ebbesen, 1970) and change theorists (Rogers & Shoemaker, 1973) as the decisive factor in the persistence of behavior change over time, has yet to be evidenced in the client-consultant relationship (Price, 1976).

In light of the foregoing, what is needed is an intervention which follows a qualitative paradigm to examine teaching as a holistic, interactive process. This requires data and interpretations from the relevant social actors that can be analyzed to identify strengths and weaknesses in the instructional system. Through a collaborative analysis process, the knowledge of the teacher and students can be combined with the consultant's expertise to reach accurate, data based statements of need and specific achievable goals. Such an intervention has been under development at Michigan State University (Cooper, 1980).

Scope of the Investigation

The primary purpose of this study was to explore and describe the nature of the analyses and negotiations which occurred during the enactment of the Collaborative Analysis and Action (CAP) process of teaching improvement consultation. The study utilized practicing instructional developer, four university faculty clients, and student volunteers from their classes. The inquiry process was based on methods of ethnography, ethnomethodology, and sociolinguistics. It was initiated in order to examine the process on several levels. Methods were chosen as the study progressed and were matched to questions as they were generated through the inquiry process.

Broad questions about the events which comprised the CAP process were addressed through reviews of audiotapes of the consultation sessions, interviews and questionnaires completed by the participants, and observations of review sessions. From these data, a narrative description of the

process, four brief case studies, and an evaluation report were constructed.

The broad questions included the following: What are the elements of the CAP process? What are the stages? When do they occur? When asked to assess their experience as participants in the CAP consultation process, what are the faculty members' judgments about its usefulness? In what ways are teacher strengths emphasized during the process? What are the categories of instructional variables addressed during the consultations?

More specific questions about the tasks and social dynamics of the consultations were addressed through audiotape analysis and participant review sessions. They were combined with discourse and conversational analysis techniques to develop a grounded theory of the social-cognitive-interactive process of teaching improvement consultation using the CAP model.

The specific questions included the following: How is the CAP process enacted? What are the dynamics of the process? How are the perspectives of the client, students and consultant evidenced? How does the planning process occur? How is the developer able to engage the instructor in joint problem solving? How is commitment generated by the developer? In what ways is the instructor involved in the analysis and planning process? Are there specific skills and strategies employed by the developer during the consultation process? In what ways can the process be described as collaborative?

Findings from the inquiry and analysis process were integrated to construct a descriptive model of the CAP process of teaching improvement consultation.

Assumptions

Assumptions which underlie the naturalistic inquiry process employed in this study include the following:

1. In order to understand how people interact to accomplish goals within social events, those events must be studied as they naturally occur.

2. During social interactions, individuals interpret and assign meanings to behaviors in order to guide their own behavioral responses.

3. In order to understand the behaviors which occur during an interaction, the behaviors must be examined from the perspectives of the participants in the interaction.

4. The interpretations and meanings that individuals assign to events and behaviors can be discovered by examining the talk and actions of those individuals.

5. A holistic understanding of the event requires that an inductive, open-ended inquiry approach be taken to examine the event in its totality and within the context in which it occurs.

Summary

In the interest of achieving, maintaining and improving instructional effectiveness, agencies have been established within higher education institutions and improvement efforts have been undertaken. These efforts have included a number of interventions which adopt a resource approach, a training approach, and a consultation approach.

The resource approach includes newsletters, internal grants, and student ratings. It is intended to eliminate deficiencies in information and financial resources, thereby permitting faculty members to improve their teaching through the implementation of innovations.

The training approach is also intended to reduce deficiencies by providing seminars, workshops and training programs which encourage the development of commitment and skills necessary for improving instructional performance.

The third approach to changing teacher behavior is consultation between a faculty-client and an instructional improvement specialist. While such consultation has the potential to provide extensive analysis of the instructional system, to identify strengths and assist in the remediation of weaknesses, and to place the change process in the hands of the client through a collaborative relationship, research suggests that these goals are seldom realized (Price, 1976; Melnik & Sheehan, 1976).

From this brief review of interventions to produce teacher change, it is clear that a number of shortcomings exist which reduce the effectiveness of the entire teaching improvement enterprise. The Collaborative Analysis and Action Planning (CAP) process has been proposed as a means of reducing these shortcomings. The purpose of this study was to examine the CAP process and to construct a descriptive model of the interactive dynamics of teaching improvement consultation.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this study is to explore the nature of the information and negotiation process which arise during the analysis of college teaching using the CAP process within an instructional consultation intervention. The strategy employed in this review was to address the limitations of current teaching improvement interventions and to indicate how the CAP process might address those limitations. Thus, the first part of this review will offer evidence suggesting the importance of reducing each of the four major limitations identified in the background and statement of the problem. The second part of the review will present research related to the two major components of CAP: confrontation and the qualitative tradition in research on teaching.

Limitations of Teaching Improvement Strategies

Interventions to facilitate changes in college teacher behavior have been a major focus of teaching improvement programs in higher education. Resource, training, and consultation approaches have been based on knowledge of effective college teaching characteristics and practices. Since most of this research has been conducted in the quantitative tradition, the limitations of this paradigm have been shared by improvement interventions. For this and other reasons, four limitations in current practices exist. For each limitation, there is evidence that its reduction could contribute to the effectiveness of teaching improvement programs.

Limitation 1: Teaching is not Analyzed as a Dynamic and Interactive Process.

In 1975, McKeachie concluded an extensive review of literature on college teacher effectiveness with a statement about the important role that student participation and interpersonal interactions play in teaching and learning. More recently, support for his statement has been forthcoming from three separate lines of inquiry. First, process-product research has provided increasing evidence for the Pygmalian effect established and maintained through differential patterns of teacher behavior, particularly when eliciting student responses and providing feedback (Brophy & Good, 1970, 1974; Evertson, Brophy & Good, 1973; Mendoza, Good & Brophy, 1969). In a complex reconceptualization of the phenomenon, Cooper and others (Cooper, 1979; Cooper, Burger & Seymour, 1979) have posited and tested a causal model which outlines the cognitive processes through which teacher expectations, communicated by teacher behavior, can sustain a given level of achievement in students. Second, research in the Carroll Model tradition has provided extensive support for the relationship between active learning time and achievement (Wiley & Harnischfeger, 1978; Berliner, 1978) thus, by implication, suggesting the necessity for engagement of students in classroom interactions. Third, recent ethnographic studies in education have defined teaching as social events during which teachers and students interact for the purpose of teaching and learning (Becker, Geer & Hughes, 1968). This research has shown that the norms and expectations which define appropriate classroom behavior are communicated by the teacher, often through subtle verbal and nonverbal behaviors (Becker, Geer & Hughes, 1968; Mann, et al., 1970; Cooper, 1979). These studies indicate that the teaching-learning process is highly complex with considerable potential for breakdowns resulting from incomplete or misunderstood communications. A cursory third party

analysis of instruction, such as those typically occurring during a consultation intervention, is unlikely to sufficiently address these concerns. Instead, the capture of such dynamic variables requires sensitive naturalistic observations and interpretations by participants.

Limitation 2: Multiple Data Sources Emphasizing Viewpoints of the Participants in the Instructional System have not been Included in the Analysis of the Instructional System.

A sufficient analysis of the instructional system, when defined as a complex, dynamic and interactive social event, demands that it be examined from the perspectives of the participants. A social event is a subjective experience which is jointly created by the participants and assigned meanings according to their individual interpretations of it. Thus, to define concerns and recommend solutions in this context without theory triangulation, or the examination of events from multiple perspectives (Denzin, 1980), increases the probability of error in conclusions reached. Such an analysis has yet to be documented in instructional improvement consultation, since most teaching improvement interventions have involved the client alone (resource approach) or the client and a consultant (training and consultation approaches).

The closest approximation of theory triangulation has been the combined use of student ratings and individual consultation between a supervisor and faculty member, as in the consultation approach practiced at the Clinic to Improve University Teaching, or between an instructional developer and faculty member, as reported by Centra (1979). However, such rating systems do not capture the students' reactions to specific classroom activities or teacher behaviors. Instead they require the students to make judgments about the adequacy of global characteristics of the course or classes of behavior defined by the item writer.

In spite of their inherent limitations, the use of student rating forms with consultation has been shown to be highly effective in stimulating faculty behavior change (Roten, 1978; Braunstein, Klein & Pachla, 1973; Pambookiam, 1974; Centra, 1973; McKeachie & Lin, 1975). These rating forms are usually distributed at the conclusion of courses and most often assess dimensions of organization, structure or clarity; student-teacher interaction or rapport; and teacher skill, communication or lecturing ability (Coffman, 1974; Hodgson, 1978; Isaacson, et al., 1964; Centra, 1973). The informational and motivational (Yelon, 1977) value of these responses as feedback to the instructor varies with the quality and purpose of the instrument (Centra, 1979). The most useful were designed for teaching improvement, rather than administrative purposes. They function as powerful impetus for change under two conditions: first, when student-assigned ratings are lower than faculty self-evaluations and, second, when they are combined with consultation (Roten, 1978; Braunstein, Klein & Pachla, 1973; Pambookiam, 1974; Centra, 1973; McKeachie & Lin, 1975).

While this approach has been effective in encouraging instructional improvement, it is not without weaknesses. Centra (1979) has identified four. First, student ratings are highly prone to the "micrometer fallacy," or assumptions of excessive precision and assignment of undue weight as a result of quantitative design characteristics. Second, ratings are subject to teacher manipulation through grading and behavioral practices. Third, items are frequently formulated to carry deceptive positive bias. Fourth, the high visibility of ratings invites assumptions of adequate institutional support for the larger mission of improving teaching. To Centra's list, a fifth limitation can be added. The general nature of the information provided by ratings is less useful

as feedback than information related to specific teacher behaviors. Thus, consultation should involve additional analysis to identify specific, attainable behavioral goals, which educators and psychologists have indicated have the greatest liklihood of implementation (Stewart, et al., 1978; Yelon, 1977).

Limitation 3: The Strengths of the Teacher have been Neglected as Points of Departure for Further Improvement.

A comprehensive teaching improvement program might be expected to include interventions which address both teacher strengths and weaknesses. Yet, the resource, training, and consultation approaches in higher education have been almost exclusively concerned with the remediation of deficiencies and reduction of problems. The resource approach has emphasized the provision of information or monies where they are lacking. The training approach has emphasized the development of commitment and skills where they are deficient. Consultation has been largely devoted to correcting instructional problems or directing faculty into microteaching laboratories for training (Price, 1976; Melnik & Sheehan, 1976). This condition exists in spite of the obvious validity that an approach accentuating the positive aspects of the faculty's teaching skills would seem to possess.

In addition to a certain face validity, an approach emphasizing strengths is advocated by Goldhammer (1969) and Cogan (1973). These authors were responsible for the clinical supervision approach to professional development which originated at Harvard University. Clinical supervision was intended to address both the personal and professional aspects of teaching with public school teachers. In that context, Cogan (1973) described the role of the supervisor as one which "starts from and returns to the process of working within the frame of the teacher's

classroom strengths and weaknesses" (Cogan, 1973:73). However, as both Cogan (1976) and Krajewski (1976) have observed, supervision in public schools remains heavily weighted toward general administrative and evaluative concerns with the ideals of personal and professional development yet unrealized.

In contrast to the public school setting, teaching improvement interventions in higher education are usually administered at the request of a faculty-client. Thus, the administrative and evaluative concerns of public school supervisors are not in competition with improvement efforts at the college level. Instead, the ideals of clinical supervision were exchanged for a prescriptive, skills training approach when this model was implemented in higher education at the Clinic to Improve University Teaching (Melnik & Sheehan, 1976).

The emphasis on deficiency approaches also suggests that consultants have overlooked the powerful technology of positive reinforcement (Skinner, 1968) as a tool in teaching improvement interventions. The principle of reinforcement states that the strength of a response and the liklihood of its recurrance is dependent on its consequences. Therefore, responses which are reinforced are more likely to recur while responses which are not reinforced are less probable in the future. The effectiveness of positive reinforcement strategies in the counseling setting has been well documented (Krasner, 1962; Murray, 1956; Truax, 1966; Winder, Ahmed, Bandura & Rau, 1962). This approach has been shown to produce more effective responses by clients outside the counseling environment (Stewart, et al., 1978). Thus, in addition to face validity, an approach which builds on the faculty-client's strengths as a teacher would be consistent with the aims and ideals of clinical supervision and would permit the consultant to rely on the technology of positive reinforcement.

Limitation 4: The Client-Consultant Relationship During Teaching Improvement Activities has not been Collaborative.

In 1973, Davies wrote one of the definitive works on the client-consultant relationship in the college instruction improvement context. In that article he warned that

> ...great care needs to be exercised so as to insure that it is advice and not decisions that are offered (by the consultant). Developers and evaluators are usually called in to help their client make a decision. It is not really their function to make that decision for him...(p. 353)

The model of consultation Davies was recommending in that statement is known as "product-process" and assumes the same collaborative relationship referred to as characteristic of instructional development consultations by Bratton (1971). However, a review of the literature on instructional improvement consultation suggests that this recommended model is not the predominant one in practice. Rutt (1979) concluded that instructional developers use product, prescriptive, product-process/collaborative and affiliative models approximately equally. This was based on responses by 83 practitioners to statements within six scenarios, which composed a self-report inventory of consulting styles. In contrast to Rutt's conclusion, the only empirical study of an instructional development consultation intervention indicated that each of the six developers observed were highly prescriptive in their behaviors and did not foster a collaborative relationship with their clients (Price, 1976).

Support for the adoption of such a relationship extends beyond the recommendations of instructional improvement practitioners to include social psychology and communication theorists. Zimbardo and Ebbesen (1970) summarized social psychological research findings to conclude:

> Attitude change is more persistent over time if the receiver actively participates in, rather than passively receives, the communication.
>
> Providing information, per se, may be the least effective way to change behavior (p. 23).

Zaltman, Florio, and Sikorski (1977) reviewed studies in communication and organizational change which led to these summary statements:

> Innovation is facilitated by the meaningful and early involvement of those who will implement change, and it is seriously hampered when participants are not involved...
>
> It is not enough to simply consult with or ask the approval of those who will implement change; rather, they must be actively involved in shaping change, there must be real resolution of conflicts and differences, and there needs to be meaningful collaboration among key actors...(p. 95)

The Collaborative Analysis and Action Planning Process

Introduction

Recent research in the qualitative tradition holds promise for contributing to the remedy of some of these deficiencies. By providing an alternative set of assumptions and methods, a fuller analysis of the instructional system and more collaborative relationship within instructional improvement consultations may be possible. Such an intervention would examine teaching as a holistic, interactive process. It would require data and interpretations from the relevant social actors that can be analyzed to identify strengths and weaknesses in the instructional system. Through a collaborative analysis process, the knowledge of the teacher and students can be combined with the consultant's expertise to reach accurate, data-based statements of need and specific achievable goals. Such an intervention has been under development at Michigan State University and is known as the Collaborative Analysis and Action Planning

(CAP) process.

The steps for conducting a CAP process analysis are as follows:

Step 1: Initial Contact

The CAP process typically begins when a faculty member contacts an instructional developer or consultant for assistance with teaching matters. Tasks accomplished at this time usually include a determination of instructor interests and whether the CAP process will address those interests, an explanation of the process, and arrangements to observe the instructor's teaching.

Step 2: Classroom Observation

Consultant observes the actual classroom instruction. He or she sits among the students and prepares observational notes of the events with as little inference as possible. The notes are later analyzed to identify patterns of verbal and nonverbal behavior, the general instructional character of the class session, and the roles assumed by the teacher. General working hypotheses about the teacher's behaviors and their effects are posited.

Step 3: Classroom Videotape

A videotape of an actual class session is made, focussing on the client as teacher. Student volunteers for reviewing the tape are solicited.

Step 4: Instructor Review Session

An instructor videotape review session is conducted. At this time, the client-instructor is asked to describe his or her behaviors and the intentions or beliefs which motivated them while observing the taped class session. Other instructor concerns are identified at that time.

Step 5: Student Review Session

A student videotape review session is conducted with several (usually five to eight) student volunteers. These students are enrolled in the client's class and were present during the day of the videotaping. At this time, they are asked to describe the behaviors of the teacher and their impact on student learning and motivation.

Step 6: Review and Planning Session

A review and action planning session is conducted by the instructor and developer. At this time, the transcripts of earlier review sessions are used to identify discrepencies between the client's and students' descriptions and interpretations of teacher behaviors, as those behaviors are viewed on the videotape. Together the instructor and developer discuss the discrepencies and mutually agreeable plans for constructively responding to those discrepencies are made.

Step 7: Summary Letter

> A record of the final session is provided by the developer for the instructor's use. It includes a listing of the strengths and weaknesses identifed during their discussions and a statement of the action plans reached at its conclusions.

The Collaborative Analysis and Action Planning (CAP) process can be described in terms of the levels of inquiry and analysis through which it passes, the stages of the process, or from the perspective of the roles assumed by the consultant at each stage. These levels, stages, and roles are described by Figure 1, as well as the procedures completed during the one week period in which the CAP process occurs.

The major theoretical basis of the CAP process are the 1) emphasis on qualitative data collection and analysis and 2) video confrontation. From the qualitative research tradition, the social interaction definition of teaching and data collection and analysis strategies are derived. Confrontation provides direction and motivation in the behavioral change process through joint use of the techniques of feedback and discrepency analysis. The literature in the areas of qualitative research on college teaching and video confrontation of teachers will be reviewed next.

Qualitative Theoretic Base in Research on Teaching.

The qualitative theoretic base is derived from research on teaching using the ethnographic approach and that of research on teacher thinking. Studies in these areas typically employ an inductive approach and emphasize subjective beliefs held by the participants. They are often conducted in the natural setting and employ methods of participant observation, in-depth interviewing, and total participation in the activity being investigated. The researcher obtains first hand knowledge about events and the participants' interpretations in order to analyze reality, meaning, and behavior from both the observer's and the

LEVELS of INQUIRY	STAGES in PROCESS	ROLES of DEVELOPER
DATA COLLECTION	**STEP 1:** INITIAL CONTACT & INTERVIEW	INQUIRER/ MANAGER
	STEP 2: CLASSROOM OBSERVATION	INQUIRER
	STEP 3: VIDEOTAPING OF CLASS	MANAGER/ TECHNICIAN
	STEP 4: INSTRUCTOR REVIEW SESSION	MANAGER/ FACILITATOR
	STEP 5: STUDENT REVIEW SESSION	MANAGER/ FACILITATOR
DATA ANALYSIS, DATA INTEGRATION & ACTION PLANNING	**STEP 6:** REVIEW & PLANNING SESSION	EXPERT/ FACILITATOR/ PLANNING AGENT
RECORD OF FINDINGS & ACTION PLAN	**STEP 7:** SUMMARY LETTER	REPORTER

Figure 1. Steps in the Collaborative Analysis and Action Planning (CAP) Process.

participants' perspectives (Rist, 1977). Through these activities, new phenomena, relationships, and hypotheses may be discovered. The holistic approach permits the identification of causal links without separating teaching acts into component parts (Gage, 1977).

Several assumptions which underlie this approach can be identified. The first assumption is related to the philosophical concept of intentionality (Fenstermacher, 1978). It is assumed that human behavior is purposive and goal-oriented. The teacher is viewed as a thinking agent capable of explaining the rationale behind his or her actions. Second, this research assumes that situations in which social interactions are prominent cannot be separated into component parts without obscuring important boundaries and destroying information. Third, it is assumed that man is concerned with structuring and making sense of his experiences as a means of accumulating knowledge and gaining understanding. Thus, much of behavior is controlled from within and reflects efforts to understand and meaningfully interact with the environment.

The descriptions which result from these inquiries are intended to contribute to an understanding of the behaviors of teachers and the process of teaching. Because this research is based on a collaborative effort between the teacher and the researcher, the results are related to the subjective beliefs of the participating teachers.

Both the ethnographic and research on teacher thinking approaches are reflected in the CAP process because through it, teaching is examined as a jointly constructed process in which all of the classroom interactors play a part and one in which the teacher's intentions, decisions and concepts of profession and role are among the central determinants of the structures and activities which are permissible in that setting. The CAP process also emphasizes analysis which is derived through inquiry in which

the developer and instructor act as co-researchers.

Ethnographic Approach

When ethnographers study teaching, they examine the dynamics and structure of events within the context of social interaction. Each event is viewed as a whole and the perspectives of both the instructor and the students are reported. The classroom activities are studied as they naturally occur in that setting. In order to gain access into the instructional process, the researcher must negotiate entry with the teacher and the students. The goal of the researcher is to describe instructional events, record the participants' understandings of them, and analyze them to reveal their underlying meanings. Wilson (1977) describes this quest as "seeking theory grounded in the reality of the participants."

The major tool in ethnography is the researcher. He or she begins by adopting the role of participant observer and collects field notes as a means of addressing broad questions about complex social events. While general approaches and suggestions for accomplishing this are provided in the literature, an important underlying belief in ethnography is that no one right method can be prescribed. Instead the method must be matched to the particular study (Wilson, 1977).

Additional data is collected using multiple methods which may include audio- and video-taped records of events, course documents, and observational notes. Frequently interviews and questionnaires may be designed as a means of casting a participant in the role of informant. This permits a closer examination of personal thoughts and feelings. Wilson (1977) classifies these data into five categories:

1. Form and content of verbal interaction between participants.

2. Form and content of verbal interaction with the researcher.
3. Nonverbal behavior.
4. Patterns of action and nonaction.
5. Traces, archival records, artifacts, documents.

The researcher examines the data and begins to develop tentative hypotheses from them. These working hypotheses lead to more specific questions and continued data collection in order to confirm or disconfirm them. This continued search for evidence to verify hypotheses and to correct for bias is known as "disciplined subjectivity." At this point, the multiple methods of studying the phenomena become part of a triangulation process (Denzen, 1978) which ensures that observed results are valid. Triangulation is accomplished when two or more distinct methods are found to be congruent and yield comparable data (Jick, 1980). The researcher also begins to move between the perspectives of the insider (emic) and the outsider (etic) to uncover the implicit guiding logic of the behaviors.

Within this paradigm, the college classroom has been described as a culture in which individuals interact in order to teach and learn (Becker, Geer & Hughes, 1968). Mann and others (1970) further developed this analogy by examining the roles of the participants. The college classroom was found to function as a social unit with its own set of rules, norms, and expectations (Becker, Geer & Hughes, 1968). To determine what these rules and expectations are, participants gather information from three sources. These include the social context of the classroom, social interactions of the participants, and the social order of the event. In addition to examining the classroom as a culture, Mann, and others (1970), concluded that both the task or work perspective and dynamic interpersonal relationships need to be explicated before these events can be understood.

Cooper (1979) expressed this notion more simply by describing a class session as consisting of two loops: the instructional loop and the involvement loop.

As ethnography becomes a more widely accepted and utilized approach in research on teaching, some authors have expressed concern that it not be reduced to "mere" ethnography (Erickson, 1979). Erickson defines mereness as the tendency of ethnography to lapse into "mere subjective idealism." His discussion of the limitations of ethnography identify the problems of timing and sequencing, validity, superficiality, evidentiary adequacy, and bias toward the typical as potential problems of ethnographic studies. These concerns are shared by other researchers in education (Rist, 1977) who recognize that ethnography demands the same precision and discipline as more traditional quantitative research and that these qualities are frequently lacking in educational research.

Research on Teacher Thinking

Research which focuses on the mental operations of teachers has been called research on teacher thinking. These studies have attempted to document teacher cognitive processes as critical variables in the educational setting. They have examined teacher thinking in four major areas: teacher planning, teacher judgment, teacher interactive decision making, and teachers' implicit theories or perspectives (Clark & Yinger, 1978).

Two models have been developed as frameworks for defining and organizing these studies. Both models define the teacher as a rational being and the educational environment as a complex setting. However, the emphases of the two models differ. First, the decision making model is concerned with explaining and understanding deliberate teacher activity. It focuses on the kinds, nature, and frequency of decisions made by the

teacher. Research which employs this model is highly controlled by the researcher, who defines the situations to be examined (Clark & Yinger, 1978). In this model, teaching is conceived as decision making under uncertainty (Shavelson, 1976). It has its origins in Bayesian probability and employs the Brunswick (1956) lens model, where accuracy of judgment is based on assignment of value to cues or objects in a situation. The accuracy of decision making is determined by how the accumulation of new information changes one's beliefs. From these studies, models can be constructed to predict decisions.

The second model is the information-processing model. Its focus is on how teachers define teaching situations and determine their actions (Clark, 1978). Research within the information-processing model leads to descriptions of reasoning processes teachers use to simplify and understand their environment. The goal here is to provide explanations of teacher thinking as the teacher engages in planning, judging, problem solving, and prescribing. Frequently, a more open ended and exhaustive approach characterizes these studies (Clark, 1978).

Studies of research on teacher thinking have been reviewed from the point of view of the researchers (Shulman & Elstein, 1975; Clark & Yinger, 1978, 1979) as well as from the educational philosopher's point of view (Fenstermacher, 1978). Shulman, Elstein, Clark and Yinger generally agree that this line of inquiry is a promising one. They anticipate the integration of existing theories as one of its possible outcomes. Fenstermacher (1978) is less enthusiastic. His concern is that the research might fail to include the education of teachers and generation of knowledge useful to teachers among its primary aims. In his view, research on teacher thinking is appropriate if the possibilities for collaboration and intentionality inherent within it are realized in

practice. This demands that it hold the improvement of education as its goal.

In general, data in these studies have been collected through self reports, observations, and policy capturing techniques. Self reports have taken the form of interviews, questionnaires, journals, audiotapes and stimulated recall. Both participant observations and unobtrusive observations have been conducted. Policy capturing techniques include the use of the lens model (Brunswick, 1956) and computer modelling of decision processes (Vinsonhaler, 1978).

Three major classes of research findings have been identified by Clark (1979). First, research on teacher thinking yields descriptions of teachers' thoughts, theories, deliberations, and decisions. Second, the professional deliberations which result in the application of theory to practice can be revealed. Third, a collegiality which contributes to the credibility of both the research community and practitioners can be fostered by the collaborative nature of research on teacher thinking.

While it is currently too early to predict the final contributions this line of inquiry will make to the field of education, one can conclude that research on teacher thinking is taking the research community in new directions and that it has the potential to link existing theories within its framework.

However, this approach has yet to be applied to teaching in the higher education setting. Each of the specified topics of study addressed by this research bear further investigation and exploration with college teachers. In addition, it would be useful to examine the collaborative relationship which can develop in the conduct of these research studies.

Teacher Confrontation Using Video Technology

Self-confrontation is a techinque for directing and motivating behavior change. It used mirror feedback, a direct representation of one's own behavior with a minimal amount of distortion, selection, translation or evaluation (Fuller & Manning, 1973). Among teachers, self-confrontation has usually involved a videotape of performance which permits the viewer to compare their actual behavior with their ideal performance or goals. This discrepency between the two is intended to create a dissonant state leading to the initiation of change (Fuller & Manning, 1973; Schmuck, 1971).

Self-confrontation has the potential for increasing teachers' realism about themselves (Braucht, 1970) and receptivity to pupil input (Fuller & Manning, 1971). Previous research has shown that self-confrontation may also incidentally arouse interest or motivation of subjects (Cooper, 1970; Geertsma & Reivich, 1965; Hedges, 1970; Hopkins, 1969; Kagan & Krathwohl, 1967; Neilsen, 1964; Neilson & Gold, 1964; Stoller, 1967; Walz & Johnston, 1963; Yenawine, 1969), increase verbal productivity (Bailey, 1968; Kidorf, 1963), physical activity (Barnhart, 1971; Yenawine, 1969), experimentation with new behaviors (Kagen, 1970), positive attitudes toward learning (Bradley, 1970), and interpersonal skills (Archer, 1972). Videotape feedback can also be a stressful, anxiety-arousing experience (Nielsen, 1964; Perlberg, Peri, et al., 1971; Steward & Steward, 1970). A review of self-confrontation and anxiety effects led Fuller and Manning (1973) to conclude that the viewer noticed discrepencies between actual and ideal behaviors when he or she was "not too stressed, or closed, or anxious, or distracted" (p. 147). Other authors have provided recommendations for coping with user's stress reactions (Perlberg & O'Bryant, 1968; Schmuck, 1971) in order to prevent

their rise to dysfunctional levels, especially among those who are already anxious (Harvey, Hunt & Schroder, 1961; May, 1950; Schumacher, Wright & Wiesen, 1968).

Performance confrontation is concerned with the task environment and permits the client to reflect on his or her goal oriented behaviors, decision making and information processing activities. It combines videotape viewing of one's performance with focussed feedback (Stoller, 1968). The focus may range from instructions provided during microteaching to thoughts and feelings in stimulated recall (Bloom, 1954; Kagan & Krathwohl, 1967) and explanatory information provided by counselors (Fuller & Baker, 1970; Fuller, Brown, Newlove & Brown, 1973). Fuller and Manning (1973) report greater effectiveness of focussed confrontations in contrast to self-confrontation with mirror feedback only. Two explanations for this difference have been proposed. First, dissonance is low in cases of independent viewing, therefore contributing little to the behavioral change process (Fuller & Manning, 1973). Second, the viewer often unknowingly employs psychological devices to protect his or her self-esteem (Kagan, 1970). Research also suggests that focus on information which is only moderately different from the person's expectations or ideal behavior is most effective in raising and maintaining behavior change (Bergin, 1966; Bergman, 1951; Speisman, 1959). This is in contrast to focus on behaviors which cannot be changed, are highly resistent to change, or inconsequential to the purposes of the encounter.

Microteaching is the most familiar example of performance confrontation in the educational setting. It was developed (Allen, et al., 1967; 1969) as a laboratory approach to training inservice teachers in specific skills. Microteaching is based on a teach-reteach cycle with four steps: small group practice, videotape and audiotapes of practice lessons,

feedback, and reteaching. This scaled down version of teaching permits direct practice with guidance and suggests criteria for assessing mastery in each component skill. Most of the research on this methodology has been conducted with preservice teachers or practicing elementary or secondary teachers (Turney, Clift, Dunkin & Trail, 1973; Perrott, 1977; Bush & Allen, 1967; Stoller, 1968; Young, 1968). However, in a recent review of literature, Levinson & Menges (1980) identified three studies which investigated microteaching with college teachers. Two of these studies found significant improvement in the performance of skills addressed in the microteaching training. Perlberg, Peri, Weinred, Nitzam and Shimron (1972) found that with Dentistry faculty microteaching techniques increased the use of classroom interaction styles which were student centered. In a study of 14 community and junior college professors which combined microteaching with training in Flanders' Interaction Analysis, Johnson (1977) found significant changes in interaction behavior, questioning and use of reinforcement techniques. Modified Observational Learning, a variation of microteaching which combines feedback with cognitive discrimination training was studied by Perry, Leventhal and Abrami (1979). The researchers, using graduate students as subjects, found that lecturers who were initially rated low by students did not show an improvement in student ratings following the training while lecturers initially rated high by students were rated higher after training.

Findings from research on microteaching have shown that change in teacher behavior is most likely to occur when feedback with focus is provided (Bush & Allen, 1967); when adequate information about the discrepency between actual and desired performance is provided; and when teacher viewing of their videotaped lesson is combined with focus or goal

setting activities (Fuller & Manning, 1973). However, it has also been suggested that the optimal effectiveness of performance confrontation is unrealized in the microteaching laboratory. Fuller and Manning (1973) indicate that this may be due to the narrow task orientation of microteaching, which focuses exclusively on specific predefined skill behaviors.

Impact confrontation centers on student concerns. It relies on confrontation and impact feedback, which is information about the consequences of one's behavior. Impact feedback can be provided by student questionnaires, course ratings, and program analyzers. One scheme for providing impact confrontation has been the use of split screen playback to include both presenter and audience (Fuller & Manning, 1973). Researchers report this type of confrontation to be the most powerful as well as the most disturbing to the individual (Johnson, et al., 1963; Lawroesch, et al., 1969). Nevertheless, it is described as being highly responsive to the concerns most frequently expressed by inservice teachers (Fuller, 1969; Fuller, Parsons & Watskin, 1973) and its cautious and responsible use recommended.

Summary

In summary, this review of literature has identified four limitations of current interventions to improve college instruction and presented evidence suggesting that their reduction might increase the effectiveness of teaching improvement programs. The Collaborative Analysis and Action Planning (CAP) process has been described as a potential means for reducing those deficiencies. Relevant research relating to these theoretic bases which comprise that consultation intervention has been reported. It has been shown to combine the qualitative

approach to research on teaching, rely on collaborative analysis, and use the technology of video confrontation. The qualitative approach permits the identification of the central concerns of both students and faculty-clients, thereby bypassing the quantitative issue of determining the critical variables in instruction. The collaborative approach which is central to this process also insures that the analysis will be more readily accepted by the faculty-client. The effects of video-confrontation may be optimized by this process since it permits the provision of each of the three classes of feedback. This study will attempt to identify the inter-working of each of these components as a means of documenting the potential of the CAP process in the college setting.

CHAPTER III

THE INQUIRY PROCESS

Overview of the Research Process

The research process employed in this study was complex, holistic, interactive and iterative. It involved the collection and analysis of data from naturalistic discourse, interviews and questionnaires to produce and corroborate descriptive and explanative accounts of the CAP process and its dynamic interworkings. The inquiry proceeded from broad questions about the process to intermediate and more spectific questions. Although the process was not linear, the broad questions guided preliminary analysis of the data, followed by micro-analysis to answer intermediate and specific questions, and a return to initial questions to focus final conslusions. The inquiry, analysis, integration and verification activities are listed below according to the phase of the study in which they occurred.

Phase I: Generation of Basic Research Questions

- A. Review of Literature
  1. Teaching Improvement Approaches
  2. Research on Teacher Thinking and Educational Ethnographies
  3. Video Self-Confrontation
- B. Develop Theoretical Model of CAP Process
- C. Collect Data
  1. Observations with running notes
  2. Audiotapes of CAP sessions
  3. Questionnaires
  4. Participant Interviews

D. Compile Data

1. Listen to and transcribe audiotapes
2. Review and revise transcripts
3. Sort and Code Data

E. Analyze Data

1. List instructional variables
2. Time length of turns
3. Compare lengths between sessions
4. Construct case records

F. Write narrative descriptions and reports

1. Write narrative descriptions of process
2. Write case study narratives
3. Chart pertinent data
4. Report evaluation data

Phase II: Generate Intermediate and Specific Questions

A. Review literature

1. Social Interaction
2. Dyadic Communication

B. Develop model of social interaction

C. Micro-Analyze Review and Planning Session sample

1. Choose sample
2. Search for patterns
3. Define analyst typologies
4. Develop functional discourse analysis framework

a. Develop category system

1. Define speech acts
2. Define speech exchanges

b. Apply category system to transcript

5. Create analysis charts

a. Identify and explicate dominant patterns
b. Chart stages in session
c. Specify social-organizational features

D. Write narrative description, analysis and interpretation of conversation

1. Search for patterns within segments

2. Explicate and/or chart dominant patterns

    a. Role making and power
    b. Problem-solving and Planning

        1. Problem finding
        2. Problem assessment
        3. Solution finding
        4. Solution assessment
        5. Direct feedback
        6. Summarization

    c. Negotiation and cooperation
    d. Reflection
    e. Developer strategies

        1. Politeness
        2. Persuasion
        3. Process Management

E. Construct model of the dynamics of the CAP process

Phase III: Verify Findings and Report Conclusions

A. Verify Findings

    1. Interview participants
    2. Revise as necessary

B. Report Conclusions

    1. Review research questions
    2. Report conclusions
    3. Specify implications
    4. Make recommendations

Research Questions

The research questions which guided this study included initial questions, as well as intermediate and more specific questions which were generated during the inquiry process. They addressed the events and the dynamics of the CAP process on many levels.

The study was initiated to address broad questions about the nature of the CAP consultation process. They included:

1. What are the elements of the CAP process?

2. What are the stages?

3. When do they occur?

4. What are the participants' assessments of the process?

5. In what ways does the process address teacher strengths?

Intermediate questions about the tasks and social dynamics of the consultations developed during the study. They included:

1. What are the categories of instructional variables addressed during the process?

2. In what sense is the process collaborative?

3. How is the CAP process jointly enacted by the participants?

4. What are the dynamics of the process?

5. How are the perspectives of the client, students and consultant evidenced?

6. How does the planning process occur?

More specific questions included the following:

1. How is the developer able to engage the instructor in joint problem solving?

2. In what ways is the instructor involved in analysis and planning?

3. How is commitment generated by the developer?

4. Are there specific skills and strategies employed by the developer?

The Participants and the Setting

As a naturalistic study of the CAP process, the participants in this study included those who chose to participate in the CAP process and secondarily, agreed to serve as subjects for this study. The developer was a practicing teaching improvement specialist at Michigan State University with professional training and experience in instructional development. She held the rank of Assistant Professor with the Learning

and Evaluation Service and was a recent graduate of the doctoral program through the College of Education. Within the university community, she was considered to be a pleasant and competent professional member of the university's faculty development team. The other participants were all college teachers at Michigan State University during the academic year of 1980-1981. Three were faculty with the College of Agriculture and Natural Resources and one was a faculty member with the College of Human Ecology. Each taught several courses during the year and each was a member of a different academic department. Two were males and two were females. Among them, three were assistant professors and one was an instructor. While all learned of the process through colleagues or at meetings, three had expressed interest to the developer without initiating the process themselves. Instead, the initial contact was established through a phone call from the developer who routinely followed up on such expressions of interest. The fourth faculty member learned of the process from a colleague, expressed interest to that individual and was also subsequently contacted by the developer.

Sources of Data

For each participant, the process consisted of seven steps: the initial contact, class observation, class videotaping, instructor review session, student review session, review and planning session, and summary letter. Videotaping occurred during normal class proceedings and all review sessions were conducted in the developer's office. Individual sessions averaged one hour in length and the process frequently extended over a two-week period. The average time expended by the teachers, in addition to normal teaching time, was a little more than two hours. The developer's time averaged more than six hours for each recipient.

Participants completed the entire process during Fall quarter. At the conclusion of the process, all received a summary letter from the developer.

Participants agreed to permit their review sessions to be audio-recorded for purposes of this study. Each responded to a questionnaire and was interviewed in their respective office after the process was complete. Data for the study consisted of these audiorecordings, verbatim quotes collected during the interviews, questionnaire responses from the instructors, running notes from frequent developer interviews, and the summary letter sent to each instructor.

Audio-Recordings of the Sessions. The developer was asked to audio-record each session with the faculty members and their students. The results were sixteen cassette tapes of conversations ranging from 50 minutes to one and one half hours in length. Each tape was duplicated before it was replayed by the researcher and transcribed by hired secretaries. During duplication, one tape was inadvertently destroyed. The quality of the remaining tapes varied, but all were adequate for transcription.

Following the initial transcription, the researcher listened to all tapes and made extensive corrections to the typed transcripts. A stop-watch was used to determine length of turns and pauses in the speech. A corrected copy of each transcript was used in the analysis.

The correction process proved important for two reasons. First, nonresearchers failed to appreciate nuances and natural grammar when transcribing conversation for study. Transcription was very difficult for those unfamiliar with the context and purpose of the conversations. Therefore, completely correct accounts of the audiotape did not result

from efforts by the secretaries. The review insured that the transcripts were as accurate as possible. Second, the review process required thoroughness and iteration such that the researcher became very familiar with the audiotape content. This facilitated the analysis process.

The audiotapes and transcripts were used in both the early analysis of the entire process and the later micro-analysis of a single Review and Planning Session.

Participant Interviews. Each instructor participating in the study was interviewed at least twice during the study. All were interviewed before the study began and after the last session of the CAP had been completed. The purpose of these interviews was to elicit their expectations and evaluations of the process. Both interviews were relatively unstructured. However, the post-CAP interview included a structured component after the respondents had finished talking freely about their experiences. This component required the instructors to talk about their responses to a questionnaire about the process. The results of the interviews were used to produce the narrative descriptions, case studies, and evaluation report.

Questionnaire. Each of the instructors was asked to complete a 14 item forced choice questionnaire two weeks after completing their participation in the CAP process. The questionnaire asked them to rate the usefulness, relevance, and efficiency of the process as well as the proficiency of the consultant. The results are reported in the evaluation portion of this chapter.

Developer Interviews. Throughout the study, frequent informal and

formal interviews were scheduled with the developer. Running notes of the conversations were produced by the researcher. They also documented opinions and ideas in the developer's own words. These were the source of the indigenous typologies which provided conceptional leverage during the micro-analysis of the task and social dynamics of the process. The interviews were also used to collect impressions and to check patterns detected by the researcher. Finally, the interviews were used to verify the analyst-created category systems and interpretations of the analyses.

Audio-Review Sessions and Verification Interviews. During the second micro-analysis of the study, two of the instructors participated in an individual audio-review session and a series of verification interviews. The audiotape data from Instructor Two comprised the sample for the micro-analysis reported later in this chapter. The choice of Instructor Two represented purposeful, strategic sampling since this case was particularly rich in detail due to the instructor's practice of verbalizing her decision processes. She proved to be highly cooperative and willing to participate fully in the study.

The entire transcript of the Review and Planning Session for Instructor Two was analyzed using discourse and conversational analysis techniques. Instructor Four's comments and session transcripts were used to verify patterns and to corroborate the findings of the other analyses. Portions of her transcripts were analyzed for that purpose. While variation in the two sessions was detected, the dominant social-organizational and task features were present in both.

Summary Letter. The summary letter, sent by the developer to the instructor at the conclusion of the CAP process, represented the only

routine documentation of the sessions. Each included the student comments organized according to the instructional topic they addressed and a list of the teacher's identified strengths and weaknesses. They also stated the specific plans which the instructor and developer formulated during the last session.

These letters were made available to the researcher. They were used to cross check the instructor's statement of plans during the post-CAP interview and were combined with the interview and transcript data to determine the categories of instructional variables discussed during the session.

Analysis and Interpretation

The focus of the analysis was guided by the initial research questions and the more specific questions that developed during the inquiry process. The two major activities of analysis were the generation of qualitative description and inductive analysis.

The first phase of the analysis consisted of describing the events and activities of the CAP process. The results were a description of the steps in the process, a series of four case studies of enactment, and a report of the results of the evaluation questionnaire and interview completed by each of the participating instructors. These descriptive accounts were produced by compiling all available data, preparing each case and evaluation record, and writing the narrative reports.

The second part of the analysis and interpretation process involved more extensive inductive analysis of the Review and Planning Session. Because the faculty and student review sessions were largely concerned with eliciting descriptive accounts of the teaching event and the primary work of analysis and planning occurred during the last session of CAP, the

ultimate success of the consultation approach was hypothesized to rest with this final interaction. Thus, inductive analysis was used to reduce the discourse of a sample from the last session in order to discover how these tasks were successfully completed. The categories, patterns and structures used to describe and explain the session emerged from the data. More extensive analyses of discourse and conversation structures led to analyst constructed typologies. Using the approach advocated by Sinclair and Coulthard (1975), a sociolinguistic category system was constructed to functionally analyze the discourse and to specify the dynamics of the task and social environments of the session.

The construction of category systems was undertaken within the holistic framework of social interactionism and the context of the event enacted through the discourse. Thus, in this study, a category system was developed in order to functionally classify verbal utterances. The objective was to produce analytic description in which:

> the organizational scheme is developed from discovered classes and linkages suggested or mandated by the data. Considerable novelty in description is thereby achieved, and with some further development in the analytic process, substantive theory can be made evident (Schatzman & Strauss, 1973:10).

The development of this category system proceeded according to the guidelines provided by Guba (1978). The category system facilitated further conversational analysis (Schleghoff, 1972) which led to the identification of the central structures and constructs of the session. Conversational analysis involves a rigorous examination of discourse in order to discover regular patterns of interaction which predict and regulate social encounters. It is an ethnomethodological approach which emphasizes activities, rather than structures. When combined with the sociolinguistic analysis, both the structures and dynamics of consultation can be uncovered. This is because the beliefs, perceptions and

emotions of interactors are revealed in their speech. Further, the structure of tasks and social negotiations can be located in discourse.

Using this ethnomethodological approach, it was determined that interactive work was accomplished through a set of socially constructed participant structures. The roles that each participant played in the enactment of the social and task dimensions of the process were also revealed. These analysis techniques are explained more fully in Chapter IV.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

The purpose of this chapter is to present the analysis of the data with interpretation. The results will be presented in four parts:

1. A narrative overview of the CAP process;
2. A brief case study of each of four enactments of the CAP process;
3. The results of the participants' evaluations of their experiences; and
4. An in-depth analysis of the last session of the CAP process, including a description of the analysis framework and the findings:
    a. A framework for social interaction analysis
    b. Analysis results and interpretation for the two part micro-analysis
        1. Discourse Analysis
        2. Conversational Analysis

Narrative Overview of the CAP Process

Initial Contact and Interview

The Collaborative Analysis and Action Planning process was initiated in one of two ways: at the request of the instructor or at the suggestion of the developer. In three of the cases considered in this study the instructors had been introduced to the process during a faculty orientation meeting. Later, when they received a phone call from the instructional developer offering to provide that service, they agreed to participate. In the case of the fourth instructor, she communicated her interest through a second staff member at the Learning and Evaluation Service who then requested that the instructional developer phone the

instructor with an offer of assistance. During these initial contacts, the instructional developer was able to schedule meetings with the instructor during which the needs and interests of the instructor were determined, the CAP process was explained, and a mutual decision about continuation was reached.

During these brief meetings, usually lasting from thirty minutes to one hour, the instructional developer learned about the instructor's philosophy and concerns as well as collecting course materials to determine the purpose, structure and content of the course. This information permitted the instructional developer to observe the course with some knowledge of the intentions and objectives of the instructor. In all four cases, the instructors and developer agreed to engage in the CAP process. The class observation and faculty review session were scheduled at the close of the initial interview.

Classroom Observation and Observational Notes

The developer observed the class in order to gather information about the instructional process and the classroom event as the participants experienced it. Seated among the students, the developer began to appreciate the complexity of the situation as well as the beliefs, concerns, and unconscious behaviors of the students and instructor. Tentative judgments about the instructor's teaching style and the task environment were reached. Observations about the content, structure, and process of the course provided data for later analysis to determine the adequacy of the instructional system. Insights into the instructor's relationship with students and attitudes and beliefs about teaching provided guidelines to use in selecting and recommending teaching strategies. In addition to defining the context of the instructional process,

the observation led to questions and hypotheses about the class.

The developer arrived early for the observation. She spoke informally with students, asking them about their general impressions of the course and their feelings about participating in the improvement process. Usually she was introduced by the instructor, then explained her purpose and answered questions before the class began.

During the class, the developer sat among students toward the middle of the room. She made copious notes about the instructor and students. They served as records of the activities of the class, the circumstances surrounding each, and the accompanying verbal and non-verbal behaviors of participants. While the developer attempted to maintain an unbiased posture, her knowledge of the instructional system structured her observations and judgments. She chunked the class session into pre-class, warm-up, instruction, wrap-up, and post-class segments. She looked for features and cues during each segment and attended closely to transitions between activities. Her observations were filtered through the lens of her "ideal" instructional model. It colored the questions and hypotheses she formulated about the class and the teacher. They formed her perspective of the event and served as grist for many of the probes and queries addressed to students and the instructor during the later videotape review sessions.

Following the class, a brief discussion with the instructor was held. These typically consisted of some general statements about the observations and plans for the next step, videotaping the class. While the observational notes had yet to be analyzed to detect patterns of behavior, her few comments were intended to reassure the instructor and indicated that information would not be unnecessarily withheld.

Videotape of Class Session

The instructor's permission to produce a videotape of the class session was secured during the initial contact with the developer. Assurances that this would be accomplished unobtrusively were also provided at that time. Announcements of time and date for the taping were made to the entire class either before or after the first class observation.

The use of a lightweight, portable videocassette system permitted the session to be taped with a minimum of disturbance. Equipment was positioned at the back and side of the classroom prior to the beginning of class on the day of the taping. The camera was mounted on the tripod and the videotape recorder was placed on a nearby desk or chair. A wide-angle view of the instructor and part of the class yielded the most informative record, since it captured their actions and reactions. An adequate black and white picture was produced under the natural and flourescent lighting conditions in each of the four classrooms. Taping was initiated a few minutes before the class began and was concluded just after the class ended.

Student volunteers to review the tape were enlisted in several ways. Often volunteers arranged to attend a review session after the first observation. They also approached the developer after the taping was completed. The developer occasionally elicited the assistance of students seated near her during the observation or the taping. Finally, a card on which students could sign up for a review session was circulated through the class in two cases.

Instructor Videotape Review Session

The instructor videotape review session was a one-hour interview between the instructor and the developer conducted as they viewed a

videotape of the instructor's class. It was aimed at eliciting descriptive accounts of the classroom event, the intentions and motives guiding teacher behaviors, and an enumeration of issues relevant and meaningful to the instructor. Through an informal process of viewing and discussing the tape, the developer was able to gain insights into the instructor's perspective of the instructional process. This required the developer to become sensitized to the instructor and the interview situation. The key developer behaviors were displayed as active, empathetic listening and non-threatening questioning.

Listening was intended to serve several purposes. First, by giving the instructor the first opportunity to talk, defensiveness was reduced. Once the instructor had voiced his reservations and disclaimers, the task of analysis began in earnest. Second, in some cases the instructor automatically reacted to nuances of the video-image. Only after the initial surprise and adjustment was attention redirected to issues of performance and impact. In addition to these cathartic effects, a third reason for listening was simply to provide the instructor with an attentive audience to whom he described his intentions and concerns about teaching.

Questioning permitted the developer to clarify and probe instructor interpretations as well as to delimit concerns. Throughout the session, the instructor's account of the lesson was recorded as verbatim commentary keyed to locations on the videotape by noting counter numbers displayed on the playback unit.

Each session was opened with an explanation of the procedures to be followed. Typically these explanations were brief, open-ended and calculated to transfer much of the control of the session to the instructor. They were followed by the instructor's descriptions of the

teaching activity, its purpose, and the thoughts and expectations which accompanied it. The descriptions were either spontaneously generated by the instructor or elicited by the developer whenever appreciable changes in teacher activity were detected on the monitor.

During the session, the developer used questioning strategies to maintain the description process. Five distinct types of questions were used in the following ways:

1. Open-ended questions to stimulate descriptive responses;
2. Folow-up questions and probes to clarify meanings, intentions, and explanations;
3. Factual questions to establish context, such as background of students and teacher;
4. Factual questions intended to reveal gaps in the teaching-learning system or to test developer-generated hypotheses;
5. Suggestions and checks to secure permission to query students or identify instructor concerns to be communicated to students.

Calculations of the frequencies of instructor talk and developer talk indicate that the instructors each held the floor proportionately longer than the developer in their respective review sessions. These calculations were based on length of turn at talk, measured from the first utterance to the final utterance during each turn. Pauses within each turn were calculated as part of the turn, since they served to prolong the individual's control of the conversation by extending the length of turn. The instructors' talk accounted for 70%, 68%, 77% and 66% of the total talk during the review session. While a great deal cannot be concluded from these frequency measures, they do indicate that the instructors were provided reasonable opportunity to present their accounts of the teaching event on the videotape. Their average proportion of verbal participation was 70.25% in contrast to the developer's average verbal participation of 29.75% (Table 1). The directive and facilitative effects of the

developer's questions and comments suggested by the discourse are supported by these frequencies. They seem to confirm the developer's role as manager and facilitator of the process, but also indicate that the session was not dominated by her.

At the close of each session, the developer asked for additional questions to be addressed to the students. The next steps in the process were reviewed and an appointment for the second faculty session was scheduled. Each instructor was assured that student comments generally proved to be constructive, as well as full of interesting surprises. The sessions concluded with an exchange of greetings and resumption of informal conversation.

Student Videotape Review Session

The student videotape review session was a one-hour interview between the developer and a panel of student volunteers from the class being reviewed. The intent of the meeting was to elicit from the students their perspective of the teaching event and responses to the questions posed by the instructor during an earlier session. The developer relied on notes from the Instructor Review Session to guide questioning, as well as using open-ended questions to stimulate descriptions, follow-up questions and probes to expand and clarify responses, and specific factual questions to determine which teacher behaviors and class features facilitated or impeded student learning.

The number of students who attended these review sessions varied between two and twelve. They were volunteers who responded to a request for their cooperation during the observation and videotaping days of class. Attendance was higher when students were encouraged to participate by the instructor and reminded of the session by telephone call as well as

announcements in class. During the meeting, they were forthcoming in their responses and eager to influence the quality of teaching on campus. Their comments were often blunt, but generally constructive. They often expressed enthusiasm for the process and the instructor's initiative in undertaking it.

Each session was opened by the developer with an explanation of the procedure and her expectations of the students. This was usually followed by a series of questions or comments from the students which ranged from evaluations of the state of college teaching to queries about the session. Much general information about the class was recorded in the developer's notes during that time.

Following these early comments, the developer directed attention to the videotape and began noting student comments as they were made. She engaged in active listening while students talked. She also prompted students to contribute, soliciting many individual responses to determine whether there was disagreement or consensus in their assessments. When descriptions were not spontaneously provided, she asked questions. Throughout the session, humor and empathy were employed to establish a climate of openness and trust. Explanations of how instructors used student comments appealed to their sense of altruism and purpose. During the Student Review Sessions, the students' proportion of talk was found to be 81%, 62% 61%, and 58% for each of the four instructors (Table 2). The average proportion of student talk was 65.5%. This variation was not found to be systematic although it is interesting to note that the two lowest proportions occurred during the sessions with the most (12) and the least (2) students in attendance. It is likely that these differences can be explained in terms of the dynamics of the groups, with the number in attendance being an important factor. This would be consistent with the

Table 1. Degree of Verbal Participation During Instructor Review Sessions.

	Instructor		Developer		Total	
	Time in Minutes	% Total	Time in Minutes	% Total	Time in Minutes	% Total
IRS_1	24.016	70	10.233	30	34.25	100
IRS_2	32.866	68	15.666	32	48.53	100
IRS_3	47.350	77	14.316	23	61.66	100
IRS_4	27.850	66	14.400	34	42.30	100
$\bar{X}_{IRS}$		70.25		29.75		100

Table 2. Degree of Verbal Participation During Student Review Sessions

	Students		Developer		Total	
	Time in Minutes	% Total	Time in Minutes	% Total	Time in Minutes	% Total
SRS_1	37.78	81	8.93	19	46.71	100
SRS_2	13.46	62	8.35	38	21.81	100
SRS_3	13.60	61	8.76	39	22.38	100
SRS_4	14.28	58	10.25	42	24.53	100
$\bar{X}_{SRS}$		65.5		34.5		100

literature which suggests that five is an optimal number for panel interviews (Guba & Lincoln, 1981). Perhaps this also suggests the importance of the developer's flexibility in varying the degree of verbal direction provided according to the needs of each student group. In this study, the proportion of verbal participation by the developer ranged from 19% to 42%.

When one hour had passed, the developer brought the session to a close. She expressed appreciation for their expenditure of time and cooperation, students reciprocated the courtesy and parting remarks were exchanged. Usually several students would provide additional information to the developer about their reactions to the session or class. Often joking and friendly remarks were exchanged as well as offers to assist in reassembling the chairs or equipment with the developer.

Review and Planning Session

The Review and Planning Session involved a second session between the instructor and the instructional developer. During the one hour meeting, they selectively viewed the videotape of the class session for a second time. The developer emphasized those segments of the tape about which the instructor had expressed concern or the students had made comments. The primary activities of the developer were to report the student comments, offer observations and interpretations of the comments, highlight discrepencies between the students' and instructor's perspective of the event, and assist the instructor in deriving responsive plans based on the new information. She acted as reporter, facilitator and planning agent. The instructor attended to the information as it was presented and examined it through a reflective process which clarified problems and contributed to the generation of solutions.

At the close of the session, the instructor verbally summarized strengths and weaknesses in the instructional system which were uncovered during the sessions. Specific plans for addressing these areas were also enumerated. Offers of additional assistance by the developer brought the session to conclusion.

The categories of instructional variables which were discussed during this session are presented in Tables 3, 4 and 5. Those items which were identified as teacher strengths by the students and developer are indicated with an asterisk. The remaining categories are areas in which the instructors could improve. This categorization scheme indicates that organization, involvement, visual and verbal presentation, relationship with students, tests and readings were primary areas of discussion. It also documents that both strengths and weaknesses in teaching were addressed. While this is no indication of the relative weight or time apportioned to each area, a comparison of a number of topic areas shows a reasonable balance between treatment of strengths and weaknesses. For the three instructors whose Review and Planning Sessions were successfully audiotaped, the strength to weakness ratio is determined to be 8/10 for Instructor Two; 9/8 for Instructor Three; and 10/8 for Instructor Four.

The proportional distribution of talk during this final session of the CAP process was very near equal for the instructor and developer in each calculable case (Table 6). Technical problems with the audiotape for the first instructor prevented any reliable measurement of frequencies in that case, but the other three instructors contributed 51%, 54% and 50% of the talk in their respective sessions. Their average of 51.6% compares with the developer's average of 48.3%. While only an analysis of the discourse produced during each of these sessions can provide a full indication of the degree of cooperation and collaboration between the

Table 3. Categories of Instructional Variables Discussed During Review and Planning Session, Instructor 2.

ORGANIZATIONAL FACTORS	
Previews class activities*	Use of lecture notes*
Uses redundancy	Use of examples, models, analogies*
Transitions between topics	Matching student intellectual levels
Logical development of content*	Highlighting essential content*

INVOLVEMENT STRATEGIES
Eliciting questions
Wait time for questions
Maintaining student attention*
Discussion method
Feedback to students

VISUAL AND VERBAL PRESENTATIONS	
Enunciation and projection	Writing on board, transparencies*
Eye contact	Handout materials*
Non-verbal cues	

*Identified as instructor strengths

Table 4. Categories of Instructional Variables Discussed During Review and Planning Session, Instructor 3.

ORGANIZATIONAL FACTORS	
Pacing	
Redundancy - overviews, summaries	
Emphasizing key points	
Use of examples*	
Use of objectives	
Match level of presentation with level of test questions	
INVOLVEMENT STRATEGIES	
Use of humor*	Providing practice opportunities - homework, quizzes, study problems
Avoiding jargon*	
Questioning strategies*	
VISUAL AND VERBAL PRESENTATIONS	
Non-verbal messages*	
Model problem-solving process	
Use of overhead transparencies*	
RELATIONSHIP WITH STUDENTS	
Respect for students*	
Providing guidance*	
Student evaluations of teaching*	

*Identified as instructor strengths

Table 5. Categories of Instructional Variables Discussed During Review and Planning Session, Instructor 4.

ORGANIZATIONAL FACTORS	
Goals of course	Use of acronyms and abbreviations
Logical and consistent organization	Providing relevant information*
Highlighting essential information*	Use of incidents as examples*
Facilitating note-taking with key words*	Efficient use of time*

RELATIONSHIP WITH STUDENTS
Open, relaxed climate*
Talks about important events in students' lives (nonacademic)*
On first name basis (familiarity)*
Gives insights into her life*

VISUAL AND VERBAL PRESENTATION
Use of visuals; transparencies*
Maintaining eye contact
Verbal projection and pacing

TESTS AND READINGS
Use of pre-test
Comparing pre- and post-tests
Level and amount of reading

*Identified as instructor strengths.

Table 6. Degree of Verbal Participation During Review and Planning Sessions.

	Instructor		Developer		Total	
	Time in Minutes	% Total	Time in Minutes	% Total	Time in Minutes	% Total
RPS_1	N/A		N/A		N/A	
RPS_2	26.33	51	24.86	49	51.20	100
RPS_3	25.71	54	22.02	46	47.73	100
RPS_4	18.73	50	18.50	50	37.23	100
$\bar{X}_{RPS}$		51.6		48.3		100

interactors, these quantitative measurements are evidence of shared floor time and nearly equivalent opportunity to control the discussions.

Summary Letter

The instructors' summary statements during the Review & Planning Session served as the primary content for the summary letter mailed to them at the conclusion of the CAP process. These letters specified strengths and weaknesses identified through the analysis process as well as detailing the plans jointly devised for addressing them. They were sent to the instructors as a record of the proceedings, to reinforce their learning, and for their personal or administrative use. Several indicated that they would include them in their department file as evidence of concern with teaching effectiveness.

Case Studies of Four Enactments of the CAP Process

Instructor One

Instructor One had taught in public school and at two universties before joining the College of Agriculture and Natural Resources as an assistant professor. His students were juniors and seniors contemplating careers in agricultural education. They met twice each week for the class sessions and worked with partners during the weekly laboratory sessions. The instructor favored brief lectures and activities during the class sessions. He preferred to establish the conditions for discovery learning, rather than direct teaching whenever possible.

The class observation and videotaping occurred without incident. The Faculty Review Session was held as scheduled in the developer's office. However, the discussion during that session was noticeably different from discussions with other instructors at the same stage of the

process. During the early part of the session, the instructor was very forthcoming in his commentary, recalling his thoughts and feelings during the class. The developer used probes and factual questions to determine the scope and pervasiveness of the conditions the instructor described. These often triggered more theoretical explanations by the instructor. He was particularly concerned with the use of strategies and techniques of teaching. Later, the developer assumed a larger role in the discussion by offering interpretations and suggestions. The instructor's responses were statements of theory or backchannel behaviors, such as "Hmm..." Instructor One's depersonalization of behaviors and non-committal responses were interpreted by the developer as a lack of readiness for the planning stage and probable information overload.

> "One thing that I've learned from doing this CAP is that the most important thing during the early sessions is to just listen. You have to let them get it out. It's critical that you don't start giving them ideas too early. They aren't ready and they just get information overload. There's so much information on that tape that they need to assimilate" (Developer Interview 10/19/81).

An interview with the developer later in the study clarified the appropriate role of the developer during the first review session. Reactions such as these prompted the developer to conclude that this first session should not be used to solve problems, but rather only to elicit the perspective of the instructor and to present an initial stimulus to their 'thinking' process. An interview with the instructor confirmed the impression of uneasiness and defensiveness created in the audiotapes of the session. When asked about the management of the session, he replied: "The experience itself is pretty threatening, but is seemed to be efficiently run."

The developer regularly redirected the conversation to the specific behaviors on the tape. The session concluded with an enumeration of

instructor concerns to be addressed to the students.

Nine students volunteered for the Student Review Session. They met for nearly one and a half hours of lively discussion and reaction to the videotape. There was agreement regarding the instructor's dedication to teaching, concern for students, and mastery of the course content. Areas for improvement were specified as the communication of intent, expectations, and major conclusions for each class activity.

The Review and Planning Session led to several specific plans for sharpening the classroom presentations and communicating to students during transitions between topics and activities. These suggestions were summarized in the letter sent to the instructor by the developer.

Instructor Two

Instructor Two had taught at a university for one year before joining the College of Agriculture and Natural Resources as an assistant professor. Her classes were taught as a series of lectures with activities during the first half of the quarter and as a series of student project presentations during the last half. Her students were junior and senior level majors from several departments within the college.

She expressed her interest in the CAP process to the developer during a new faculty orientation meeting during the fall quarter. The developer recalled it in the following way.

> "She initially contacted me during the new faculty orientations where she listened to our presentation about the process. She initiated it by asking me for an opportunity to try it out. We talked during the meeting about how she was new to this level of teaching, having worked in other areas outside higher education. She indicated that teaching was very important to her, that she liked to vary her methods, and wanted to model for students what she wants them to do when they teach (Developer Interview 10/3/80).

The process itself proceeded smoothly from the initial contact to the final review session and summary letter. The meetings were marked by an openness to suggestions and interpretations. The instructor tended to express her reactions and thoughts during the process. The result was an exceedingly rich set of audiotape transcripts documenting her experience of the CAP process. Because the activites of joint problem solving and negotiation were quite openly visible during this session and the instructor was willing to participate, these transcripts were used for an in-depth analysis undertaken later in the study.

Although six students volunteered to participate in the review session, only two actually attended it. The instructor later expressed disappointment in the low turnout and reported that several of the students had confused the date and were dismayed over their mistake. The usual practice of phoning each student as a reminder of the session had been omitted because it had been scheduled for the next day. A second session for those students was not arranged.

The major changes which were discussed by the students were the use of examples and discussion. Strategies for increasing student involvement and response rate to questions, as well as techniques for achieving smoother transitions between lecture points were outlined during the last session with the developer. The students' comments about rapport and organization emphasized these areas as teacher strengths. They were reported to the instructor during the last session, as well. The results of the micro-analysis of this session are reported in a later section of this chapter.

Instructor Three

Instructor Three taught college students for four years before joining the staff of the College of Agriculture and Natural Resources as an assistant professor. At Michigan State University, he taught students in both two-year and four-year programs, as well as those at the graduate level. The CAP was conducted while he was teaching a two-year degree course. His lecture classes were supplemented by a separate lab course taken concurrently. After class observation, he was described by the developer:

> "...was able to take very complex concepts and present them in a very simple way. He seems to be talking to students rather than lecturing at them. He uses gestures, stands close to students, asks questions that involve students. His nonverbals are good. He has a good sense of humor. Students seem to perceive him as competent in the subject matter. They made comments about how much they have been learning in class...He seems to interact well with students during the early 'warm-up.' He kibitzes with them —— There's some bantering going on between them. The whole set of behaviors changed when the lecture began. And the students became very respectful and listened" (Developer Interview 10/23/80).

The instructor's own description of his teaching reinforced the developer's comments. He explained his style of interaction and its purpose:

> "...I like to interact with the class to sense what's going on. One thing is, of course, you find out if they're receiving what you're lecturing about. The second thing is you're keeping their interest in the topic..." (I_3 Faculty Review Session)

He described his teaching as "giving the students a gut feel" for the concepts and his simplified patterns of explanation as helping them to "common sense their way through problems."

Twelve students volunteered for the Student Review Session. Their comments revealed an excellent rapport and considerable respect for the instructor. Among their many positive comments,the students confirmed

the instructor's own suspicion that there were too few opportunities for practice following instruction. Even though the instructor was not surprised by this information, he was reluctant to create more work for himself by providing homework and practice exercises.

During the Review and Planning Session, the videotape was replayed and the student comments were reported as they had occurred during the student viewing. The issue of practice was thoroughly discussed and numerous strategies for building more practice opportunities into the course were suggested by the developer. They settled on four approaches which could be accomplished during the lecture, as well as involving homework assignments. Schemes for reducing the administrative requirements of the approaches were also discussed. The instructor described his understanding of their negotiated action plan during a later interview with the researcher. When asked, "Are there any specific changes you will be making?" he replied,

> "Specific changes to address these students——she suggested specific changes relevant to the nature of these students. I've begun to understand that I was teaching the way I wanted to be taught. I've begun to understand that I'm in the minority. So now I concentrate more on: more repetition, sketching past, present and future perspectives, practice and homework, including more and frequent, smaller quizzes" (I_3 Interview 12/21/80).

The instructor's comments were a bit surprising, since the discussion during the session didn't clearly indicate whether the instructor had actually been convinced of the importance of the practice element. At its close, reservations about the extra work it would entail were still being expressed. However, the instructor seemed quite convinced during the interview and showed some of the homework exercises to the researcher as evidence.

The summary letter sent to the instructor by the developer included a

listing of the strengths and weaknesses identified by the students. It concluded with a brief re-statement of the strategies for providing students with more practice discussed during the last session.

Instructor Four

Instructor Four was an instructor who had worked as an Extension Agent for several years prior to joining the College of Human Ecology faculty. She taught several introductory courses each year and had a reputation among colleagues as a concerned teacher who was always willing to undertake teaching improvement activites. She learned about this study and the analysis process from a colleague who relayed the instructor's interest and enthusiasm back to the Learning and Evaluation Service staff. When the initial contact was made, Instructor Four agreed to participate. As she explained during the post-process interview:

> "I've always been interested in the work you do at the Learning and Evaluation Service and I've been curious about my teaching. I didn't feel like I could impose on you since everything was going pretty well in my classes. But, now that I know there's a study, I feel like I'm helping out, so it's okay" (I_4 Interview 1/8/81).

After the first observation, the consultant was interviewed to document her impressions of the class. She spoke of Instructor Four's apparent strengths and weaknesses. She also indicated her own concerns and hypotheses about the instructor's teaching. Among the strengths were an open, relaxed, caring classroom environment. The instructor also used relevant examples and cued students in their note-taking. She was organized and straight-forward.

The developer was concerned about the length of the stories told in class, the lack of an overview, and the lack of supportive data presented in conjunction with major conclusions. She explained that these needed to

be examined with the instructor and students. Other observations included a pacing pattern that might interfere with learning and a relatively low student attendance. The interview concluded with the developer's assessment of the instructor's probable receptiveness during the upcoming review sessions:

> "My hunch is that she'll be open and we'll be able to exchange a lot of information. She seems to be very open and confident" (Developer Interview 11/19/81)

The class session was videotaped and review sessions were conducted the next week. The developer's office was the site of the Instructor Review Session and the students met with the developer in a classroom in the same building. The interviews were concluded within the scheduled one hour time period and followed the established format.

The final Review and Planning Session was characterized by more reporting than planning or problem-solving. The instructor's facility in the classroom had been confirmed by the students and improvement was determined to require only minor behavior changes. The developer's initial concern with the elementary level of the course was less satisfactorily resolved. This highlights an important limitation of the procedure. Neither the instructor nor the students were able to supply enough information to definitively determine the appropriate amount and level of course content. Since this is the purview of the department curriculum committee, the developer's strategy was to address it only in terms of the course readings and the entry level of students. She suggested that a pre-test would be a useful way to assess student backgrounds to determine if the course content was appropriately targetted. The instructor agreed to try it.

A summary letter was sent to the instructor documenting their discussions and listing the specific plans they developed during the final session.

Instructor Evaluations of the CAP Experience

Introduction

Each of the four instructors who underwent the CAP experience and agreed to participate in this study were asked to complete a fourteen item questionnaire about their experience. The questionnaires were administered during the following term in order to provide each respondent enough time to act on the suggestions made during the consultation sessions. They were intended to elicit the instructors' judgments about the effectiveness, relevance and efficiency of the approach. After the questionnaires were completed, each instructor was interviewed by the researcher for approximately one hour. They were asked to talk about the experience generally, then each item on the questionnaire was reviewed. The instructors were asked to explain why they responded as they did and to discuss any other factors which influenced their opinions and attitudes about the CAP process and its meaning to them. The results of the questionnaires are reported in Table 7.

Results and Interpretation

The first five items addressed the instructors' perceptions of the effectiveness of the CAP as a teaching improvement program. Three of the four respondents labelled the experience as very helpful in satisfying their purposes as participants. One respondent indicated that it was somewhat helpful.

The second item asked for a judgment about the degree to which instructors' expectations were met during the CAP process. Three respondents indicated that all were met, while one indicated that some were met. This later response was based on Instructor Three's expectation of greater student involvement.

Item three asked the instructors how much they learned during the experience. All responded in the two positive categories. Three of them checked that they had learned some things, while one indicated that very much was learned.

When asked if they were motivated to make changes in their teaching practices as a result of the CAP experience, all respondents indicated some motivation in that area.

Item five asked the instructors to specify whether they had changed in their thinking about teaching. They responded in the mid ranges, with two indicating "much" change and two indicating that their thinking had changed "very little."

The next three questions addressed the instructors' perceptions of the process, specifically whether they considered it to be an efficient use of their time. Responses show that three instructors considered it to be a "very efficient" use of time, while one checked "efficient." No responses were noted in the lower range. All instructors gave the process highest ratings in terms of the gains they made in proportion to the time they invested.

When asked to indicate whether change was needed in the process in order to be effective and efficient, two indicated that "no changes" were needed while two suggested a "few minor changes." In their comments, the instructors recommended more scientific sampling procedures in collecting student comments.

All four respondents judged the developer to be "highly competent" and rated her interpretations and suggestions highly, with three judging them as "very useful" and one specifying "useful" in the questionnaire.

The last four items required the respondents to assess the relevance of the CAP process. Again their responses fell in the positive range.

Three ranked it as "very useful," while one indicated that it was "useful." All four respondents indicated that they would recommend the program to others as well as participating in it again themselves. Finally, three respondents indicated that they were planning to implement suggestions made during the process and one indicated that suggestions had already been implemented.

Summary

Generally, the four instructors rated the CAP experience as effective in addressing their needs and as an efficient use of their time. Each expressed commitment to personal changes and indicated that they have independently encouraged their colleagues to participate as well. Their endorsement of the process is taken as evidence of its relevance and usefulness to college instructors who are interested in instructional improvement.

Table 7. Results of Instructor Responses to Post-Cap Questionnaire.

1.	How helpful was this experience in satisfying your purposes as a participant?			
	VERY HELPFUL (3)	SOMEWHAT HELPFUL (1)	HELPFUL ( )	NOT HELPFUL ( )
2.	To what degree did the experience meet your expectations?			
	ALL WERE MET (3)	SOME WERE MET (1)	VERY FEW WERE MET ( )	NONE WERE MET ( )
3.	How much did you learn about your teaching from this experience?			
	VERY MUCH (1)	SOME (3)	VERY LITTLE ( )	NOTHING ( )
4.	As a result of your participation in the CAP, how motivated do you feel to change some of your teaching practices?			
	VERY MUCH (1)	SOME (3)	VERY LITTLE ( )	NOT AT ALL ( )
5.	How much have you changed in your teaching or your thinking about teaching?			
	VERY MUCH ( )	MUCH (2)	VERY LITTLE (2)	NOT AT ALL ( )
6.	In your opinion, how efficiently was the time utilized?			
	VERY EFFICIENT (3)	EFFICIENT USE OF TIME (1)	INEFFICIENT USE OF TIME ( )	VERY INEFFICIENT USE ( )
7.	For the amount that you gained from this experience, did you feel that your time was well spent?			
	VERY MUCH (4)	SOME ( )	VERY LITTLE ( )	NOT AT ALL ( )
8.	Efficiency has been defined as "producing effectively with a minimum of waste, expense, or unnecessary effort." Using this definition, how much change do you think is needed in the CAP process?			
	NO CHANGE: STAY THE SAME (2)	A FEW MINOR CHANGES (2)	A FEW MAJOR CHANGES ( )	A GREAT DEAL OF CHANGE ( )
9.	From your interactions with the consultant in this program, how competent would you say the consultant was?			
	HIGHLY EXPERT (4)	FAIRLY EXPERT ( )	NOT VERY EXPERT ( )	UNSKILLED ( )
10.	How useful were the consultant's interpretations and suggestions?			
	VERY USEFUL (3)	USEFUL (1)	NOT VERY USEFUL ( )	USELESS ( )
11.	How useful would you rank this experience?			
	VERY USEFUL (3)	USEFUL (1)	NOT VERY USEFUL ( )	USELESS ( )
12.	Would you recommend this program to others?			
	YES, WITHOUT RESERVATION (4)	YES, WITH SOME RESERVATION ( )	ONLY WITH MANY RESERVATIONS ( )	DEFINITELY NOT ( )
13.	Would you participate in this experience again?			
	YES WITH NO RESERVATIONS (4)	PROBABLY WITH SOME RESERVATIONS ( )	PROBABLY NOT ( )	DEFINITELY NOT ( )
14.	Have you implemented any of the suggestions made during the CAP into your own teaching?			
	HAVE IMPLEMENTED (1)	AM PLANNING TO IMPLEMENT (3)	INTEND TO IMPLEMENT ( )	DO NOT PLAN TO IMPLEMENT ( )

Micro-Analysis

Introduction

To describe and explain how the tasks of the Review and Planning Session were accomplished by the developer and instructor, a single session was analyzed in-depth. The Review and Planning Session was chosen for this purpose since it was the meeting in which the data was integrated and plans for teaching improvement completed. In contrast to the earlier sessions, participation by the developer and instructor was more nearly equal, since the problem solving and planning processes require them to interact cooperatively and to negotiate specific outcomes. The particular session analyzed in this section was that of the second client. The audiotape of that session was of sufficiently high quality to permit repeated playback and the creation of a clear, accurate transcript. This, combined with the instructor's willingness to talk openly about her experience and to meet whenever the research process required, were the primary reasons for the selection of this particular sample for additional analysis.

Microanalytic techniques of discourse and conversational analysis were used. These methods are based on sociolinguistics and ethnomethodology. Both schools examine events holistically, as dynamic and interactive social interactions during which task and social dimensions are jointly negotiated and accomplished. Thus, to understand the dynamics of the Review and Planning Session, a model of social interaction was constructed as a framework for explaining the interaction between the developer and instructor. This social interaction framework is presented next.

Social Interaction Framework

The Review and Planning Session can be analyzed as a social event in which the instructor and developer meet and interact in order to accomplish specific tasks. They meet to view the videotape a second time, to sort through the information collected during earlier review sessions, and to develop plans based on it. Their central activities are talk and reasoning about teaching. Within these paramaters, their interaction is dynamic and variable. The task has a cognitive component in that it requires the participants to identify and resolve discrepencies in the instructor's and students' interpretations of the teaching event. It involves the integration of data from these multiple perspectives in order to expand or modify the instructor's implicit belief system and operational model of teaching and learning. The task also has a social component since it occurs through interaction between two individuals and includes their joint formulation of teaching plans to align future instruction with the newly enriched model of teaching and learning.

The cognitive element of the session can be likened to the process of thinking or reflection as Dewey defined it:

> Thinking, in other words, is the intentional endeavor to discover specific connections between something which we do and the consequences which result, so that the two become continuous.
>
> Thought or reflection, as we have already seen virtually if not explicitly, is the discernment of the relation between what we try to do and what happens in consequence. No experience having a meaning is possible without some element of thought. (Dewey, 1944, p. 140)

The value of an experience, Dewey contended, lies in the degree of reflection it involves. Based on this reasoning, the goal of the Review and Planning Session should be to stimulate reflection by the instructor, which will result in learning from the experience of the videotape review,

the student comments and the talk of the developer.

As he explained,

> To learn from experience is to make a backward and forward connection between what we do to things and what we enjoy or suffer from things in consequence. Under such conditions, doing becomes a trying; an experiment with the world to find out what it is like; the undergoing becomes instruction — discovery of the connection of things. (Dewey, 1944, p. 140)

Dewey's description of learning from experience implies that the process of reflection is a critical element in the continued, independent learning of the instructor, for when the instructor begins to observe and seek relationship between action and consequence, each action becomes self-instruction. Thus, the instructor who learns to analyze his or her own teaching can continue to treat each classroom teaching event as a laboratory in which skills are perfected through "trying" and "experiment."

The more visible element of the session is the social interaction component. The instructor and the developer meet, sit down together, and discuss comments and plans about instruction and teaching. In short, the two interactors engage in a conversation about teaching. However, as Gumperz (1981) has stated,

> Conversation is more than simply saying what one wants to say at any desired moment....Speaking has been shown to involve a negotiation process between conversationalists (p. 11).

Speakers must attract the attention of the other and negotiate involvement. The topic of the conversation must be established. During the interaction, each person must continue to negotiate for space within the conversation. They must adapt their behaviors to synchronize their speech, timing and non-verbal communications.

> A major requirement if such communication is to occur, is the smooth regulation of the flow of

> interaction through language as reflected in turn taking, tying, asides and side sequences, openings and closings (Sacks, 1972; Sacks, Schlegloff & Jefferson, 1974).
>
> If this flow of talk is not smoothly regulated, then communication will break down and the conversation will lack coherence (Fredrickson, 1981, p. 308).

To understand how verbal strategies are used to direct and regulate interactions, face-to-face communication can be conceptualized as a dynamic and interactive system. As a system, changes in one element influence all other elements within the system. The system seeks equilibrium and exerts force to maintain that balance once a steady state condition has been achieved. Thus, when dyadic communication is initiated, the interactors may modify their behaviors and accomodate to each other. As they negotiate the unspoken rules for the encounter and the purpose for which they are interacting, they attempt to establish equilibrium.

Argyle (1969) described the importance and the nature of this equilibrium.

> For anything approaching social interaction to occur there must be considerable amount of 'coordination', 'meshing', or 'synchronizing' of the two patterns of behavior (p. 199).

At the social level, the conversers must resolve questions of intimacy, dominance and role relationship which guide their behaviors throughout the conversation. Extralinguistic factors, such as the setting, the statuses of the participants, and the task they are performing, constrain the negotiations. These constraints are responsible for the syntagmatic patterning of conversations, such that talk is organized and connected in meaningful ways.

However, within the limitations imposed by linguistic and extralinguistic factors, there are options available to the speakers in the

paradigmatic domain. These options are sociolinguistic variants, or verbal forms which convey essentially the same message, but the choice of variant communicates social information to the listener. In order to produce speech which is intelligible and contextually meaningful, the language user must have the linguistic and social competence required to make choices in syntagmatic and paradigmatic domains. Such decisions are based on inferences and goals.

Inferences represent the judgments about meanings of verbal messages and the expectations of the participants about the interaction. They permit the interactors to interpret verbal messages and formulate appropriate responses; that is, responses which are topically coherent, matched to the preceeding utterance, and socially appropriate. These judgments are embedded in the discourse. They can be reconstructed by examining patterns of utterances and are primary indicators of the quality of the relationship which is negotiated between the interactors.

It is important to note that this model of social interaction defines relationship as an evolving construct which changes in the course of prolonged communication and association. Thus, relationship involves both elements of social status and the social negotiations through which various facets of status and social identities are expressed. To explain how relationships are developed, sociologists distinguish between social status and role. Status refers to the rights and obligations which reside within a particular social position. Role refers to the dynamic aspect of status which is negotiated through interaction with others. The way in which one enacts the rights and obligations of their position has been called role-making (Cicourel, 1972). Thus, the conduct of social interaction is influenced both by the status of an individual, or the expectations and responsibilities they hold, and by the behavioral

options they choose in the process of meeting those rights and responsibilities.

The negotiated character of role-making behavior can be understood if one examines the concepts of social identity and social persona. Social identity has been defined by Goodenough (1969) as "that aspect of self which makes a difference in how one's rights and duties distribute to others." For each social identity, a matched identity is available to the other interactor(s). A relationship is established when the participants in an interaction adopt compatible identities. If a matched identity is not adopted, the interaction is strained and social confusion results. This may occur at any moment during the interaction since individuals frequently adopt more than one identity in the course of social communication. During a smooth interaction, the participants react to the verbal and non-verbal signals emitted by each individual and respond by adopting a social identity which matches the identity indicated by the signals. For example, an individual may interact as an employer, a teacher, or neighbor during a single conversation. The matched identities for that interaction would be employee, student, and neighbor. When the interaction is strained, it is often due to the normative system operating for a participant which holds that the social identity or its matched pair are not appropriate to the setting or the participants. The process of selecting identities during an interaction is negotiated between the participants and can be described as role-making behavior. The composite of the several identities which are chosen during the interaction have been called the selector's social persona (Goodenough, 1969).

The importance of goals during face-to-face interactions has been examined by Brown and Levinson (1978) in their treatment of strategic message construction. They define interaction as strategic in the sense

that there is a means-end relationship in the selection of verbal form. Speakers rationally choose verbal forms based on their personal verbal repertoire, their understanding of the situation, and their perceptions of the listener. The speaker may either consciously choose a particular option in a specific situation, or the decision to use a familiar, normally successful strategy may be so routinized as to be made at the subliminal level. Brown and Levinson (1978) explain the systematic character of interaction as evidence of user rationality and a desire to preserve face.

Rationality refers to the exercise of reasoning that a particular means will accomplish a desired end. Face is a concept derived from Goffman's (1967) work and refers to the dual desires to be unimpeded in the pursuit of goals and to hold the approval of others. Both rationality and face come into play during interaction because the speaker must choose a strategy which will serve as an effective means to communicate a message as well as achieving face-oriented ends. This process of selection is called practical reasoning. Through practical reasoning interactors usually choose words which will convey particular messages without threatening their own desires (face) or the desires (face) of the hearer. Because it is in their interest to have their messages heard and acted upon, interactors normally guard against threats to face which might interfere with the communication.

Goffman (1959) described how learned cultural routines maintain face during interactions. He examined the phenomenon of tact as a set of protective and defensive practices which facilitate the exchange of messages and the accomplishment of interactive work. Brown and Levinson extended Goffman's work with a cross-cultural analysis of politeness strategies as habitual verbalizations which are matched to complex

features of any situation. Included among these situation features are the relative power of the participants, their social distance, and the degree of imposition represented by the act itself. Depending on the distribution and weight of each factor, interactors may select positive-politeness or negative-politeness strategies. The authors describe these routines as linguistic "social accellerators" and "social brakes" which the conversants use to modify the direction of social interaction at any time (p. 236). During a conversation, each interactor carefully monitors verbal exchanges and intuitively notes any minute changes in social relationship implied by them. When the sense of equilibrium between the speakers is disturbed, they may move to regain a satisfactory balance through the selection of politeness strategies which reestablish an appropriate degree of social distance. In this same vein, Erickson explained how the success of interaction hinges on the "mutual performance" of the participants and the interdependence of their behaviors. As interactors, they are engaged in a sort of "ballroom dance, improvised in process, in which a stumble by one party causes the other party to stumble" (Erickson, et al., 1973).

Perhaps because strategies of persuasion are less subtle than politeness routines, Argyle's definition of interaction strategies as planned sequences intended to elicit some reaction, building upon listener's reactions earlier in the series, and enabling the performer to control the interaction, is more clearly exemplified in Cook-Gumperz's work. She analyzed the rational and goal-oriented elements of discourse in her treatment of language as a resource to accomplish social actions. Through a study of children's talk, persuasion and its features were identified. In her words

> Persuasion is not letting up when the intent of a single speech act is misunderstood or does not have its intended effect, and continuing verbally to attempt to influence the actions of another without resort to direct action or verbal imperatives (Cook-Gumperz, 1981, p. 40).

It was found to involve the use of several and varied verbal strategies to construct arguments and sway listeners. These strategies were marked by the qualities of indirectness and complexity.

> Our notion of indirectness rests not upon the speech act, but upon the social action of achieveing control over another's actions without direct confrontation through the use and choice of verbal strategy. Our notion of complexity consists of being able to conduct a sequence of exchanges which build up to the desired goal — or achieve the goal through interchange that is a dialogue (Cook-Gumperz, 1980, p. 37).

As the competent communicator will have noted through practical experience, the non-use of language can be equally strategic. Pauses may signal changes in turn at speaking, moments of thought, and points of emphasis. The meaning of silence can be determined only by examining it as it occurred within the context of the conversation. As Giglioli observed

> Although the form of silence is always the same, the function of a specific act of silence — that is, its interpretation by and effect upon other people — will vary according to the social context in which it occurs (Giglioli, 1972, p. 69).

Silence can be used strategically as a regulating mechanism or it may be an important part of the purpose or task of the interaction.

These strategies, as well as the other interaction structures discussed in this model of social interaction, provide a framework for the analysis of the natural discourse of a single Review and Planning Session. Techniques for analyzing the discourse to locate patterns and explain the task and social dimensions of the interaction were used in this study. These include a discourse analysis system (Sinclair & Coulthard, 1975)

based in sociolinguistics and the conversational analysis framework (Goffman, 1957; Sacks, 1974) from ethnomethodology. From the analysis, a grounded theory of the interaction was generated and a descriptive model of the session was constructed.

Discourse Analysis: Introduction

Discourse analysis is a sociolinguistic analysis system for identifying the component parts of language and examining their social correlates (Schwartz & Jacobs, 1979). The approach attempts to document the relationship between the functions served by speech and the grammatical form and content of the discourse. This requires an accurate determination of the interpretations that the listeners and speakers assign to spoken words during the conversation. To do this the analyst must consider the linguistic context in which words are spoken as well as the extralinguistic setting of the conversation. Searle (1975) referred to this as determining the "utterer's meaning." This primary task of discourse analysis is accomplished by identifying various speech acts and the patterns they comprise within naturally occurring discourse.

The speech act was specified by Searle (1975) as the smallest unit of meaningful verbal communication. Speech acts consist of words or phrases which communicate propositional content, or literal meanings. However, verbal utterances often convey messages which are much different from the propositional content of their constituent speech acts. To decipher their alternative meanings, the intention of the speaker in performing the utterance must be determined. For example, we know that questions are usually intended to elicit a reply from the hearer. This intended effect of the speech act is known as its illocutionary force. However, the same question posed to a large audience during a formal speech may more

accurately be interpreted as a rhetorical question meant to inform and, therefore, lacking illocutionary force. This illustrates how propositional and illocutionary properties of speech acts must also be examined within the social context in which they are spoken. The context guides the listener in arriving at assumptions about the purpose of the interaction and in forming expectations about the speaker's assumptions. These cognitive decisions influence the listener's choice among possible interpretations of the speech acts. When listeners and speakers make these decisions about interpretations, they are exercising conversational inference (Gumperz, 1977). The actions they take based on these inferences are demonstrations of their communicative competence.

Discourse Analysis: Findings and Interpretations

By examining the propositional, illocutionary and extralinguistic factors of the discourse, a thesarus of classes of speech acts performed during the Review and Planning Session was constructed. The following acts were included:

Overview Statement: Realized by a general statement which precedes the reporting of evidence. Its function is to give the client an idea of the content of the conversation to follow, thereby reducing uncertainty and preparing the listener for the exchange.

Metastatement: Realized by a statement <u>about</u> the discourse to follow. It differs from an overview statement in that it is about the process, rather than the content. Its function is to tell the listener where they are in the process or where they are going.

Marker: Realized by terms such as 'well', 'okay', 'so', 'now', 'alright', or 'let's see'. Its function is to mark boundaries in the discourse.

Direct: Realized by a statement which focuses attention to a specific datum.

Report:	Realized by a statement which is a direct or near direct re-statement of a student comment made during a review session. Its function is to provide information about the student's experience or perspective of the teaching event.
Acknowledge:	Realized by a verbalization, such as 'yes', 'okay', 'uh huh'. Its function is to indicate that the previous statements have been understood.
Compare:	Realized by a statement which either directly states or implies an examination of information or ideas being presented in light of other data, experience, knowledge or values. Its function is to support a judgment about the acceptability or validity of the information being presented.
Inform:	Realized by a statement which provides data which resides outside the observable data captured on videotape or in transcripts of student comments. Its function is to provide relevant information about the teaching event and the speaker's perspective.
Interpret:	A statement which offers an explanation of deeper meanings residing within behavioral data or the impact these behaviors may have within the context of the teaching-learning event. Its function is to enrich the instructor's model of the event.
Suggest:	Realized by a statement which proposes a teaching behavior for consideration or as desirable. Its function is to provide a hypothesis or potential solution which can be examined by the listener.
Recommend:	Realized by a statement which endorses a particular teaching behavior as worthy of acceptance or trial. It is offered as advice and without qualifiers.
Comment:	Realized by a statement which expands, explains, justifies or provides additional information subordinate to some earlier statement.
Elicit:	A statement or question whose function is to request a response from the instructor (reply).
Reply:	A statement which is offered in response to an elicitation.
Request:	Realized by a question or statement which functions as an opener for the offering of additional information by the participant. It is satisfied by an Inform act or the presentation of relevant information which lies outside the observable data collected by the consultant.

Evaluate: Realized by a statement which refers back to a reply and functions to communicate a judgment about the adequacy or accuracy of that reply. It may include such words as 'good', 'right', 'yes', or 'okay'.

Agree: Realized by 'yes' or 'okay' to communicate a shared conclusion or assessment of some information or fact. It indicates that the preceeding statement is true or acceptable.

Conclude: Realized by a statement or phrase. Its function is to complete an earlier statement or thought.

Summarize: Realized by a statement which represents a concise restatement or abstract of the preceeding discourse offered at the request of the developer. Its function is to provide a brief recapitulation of findings as the instructor understands them.

Appraise: Realized by a statement which provides an expert judgment of value or worth in reference to the content of a summarize speech act.

Speech exchanges were specified by identifying patterns of speech acts within the discourse which combined to achieve specific tasks. The primary exchanges identified in this manner include the following:

Boundary Exchanges; Consist of verbal markers which accomplish frame or focus moves. In this analysis, the direct speech act is used to establish boundaries and to focus attention during topic phases. Other boundary speech acts included in the analysis system are metastatement, overview statement and conclude (Sinclair & Coulthard, 1975).

Problem-Finding: These exchanges are preceeded by metastatement or direct speech acts and a report discourse act which is a direct or near-direct quotation of a student statement made during the videotape review session. It provides information about the student's experience or perspective of the teaching event. Problem-finding exchanges are characterized by relatively short developer utterances which are followed by pauses which permit the instructor to respond.

Problem-Assessment: These exchanges are usually initiated by the instructor with a compare speech act which suggests the rendering of some judgment about the previous utterances' plausibility, acceptability or importance. Often it includes references to past experience, knowledge, values or logic accomplished through inform and interpret speech acts.

Solution-Finding: These exchanges are usually initiated by the developer with a suggest discourse act which proposes a teaching behavior as a potential solution which can be examined by the instructor. It is also the means whereby the hypothesis implied by the suggestion can be tested in the classroom. These exchanges include recommend discourse acts which function as an endorsement of a particular teaching behavior offered without qualification. This act is usually committed only after tacit agreement regarding the problem statement has been reached between developer and instructor.

Solution-Assessment: These exchanges are usually initiated by the instructor and are marked by the speech act, compare. They follow the solution-finding act suggest and precede recommend speech acts. They provide the instructor with an opportunity to render some judgment about the acceptability, plausibility, or appropriateness of the suggestions. They often include acts of inform which address issues of past experience, expectations, goals, and values as they relate to the proposed solutions.

Direct Feedback: These exchanges are initiated by the developer through a report speech act which is a direct or near-direct quotation of a student comment not related to any specific segment of the videotaped lesson. They include instructor speech acts of acknowledgement, agreement, or comment and are characterized by brief conversational turns and topic phases.

Summarization: These exchanges are most often initiated by the developer, although they may be made by either party during the session. They occur after the major portion of the tasks of the Review and Planning Session have been completed, usually after direct feedback exchanges. At the close of the session, they are elicited at the developer's request. They often include appraise as well as summarize speech acts.

Boundary exchanges, first identified by Sinclair and Coulthard in their study of classroom discourse, signal the beginning or end of segments and stages in the discourse. They were also used to indicate the initiation of new topic phases. During problem-finding exchanges, the student's interpretations of the teaching event were reported through verbatim comments keyed to specific behaviors on the tape. They were

offered for the instructor's consideration during this verbal sequence. One of the goals of the problem-finding exchange was the initiation of a response from the instructor. Ideally, the response was characterized by the identification of discrepencies between instructor and student interpretations of teaching behaviors and attempts to bring them into congruence. This class of utterances is called problem-assessment exchange in this study. The problem-assessment sequence provided the instructor with an opportunity to rebut, redefine or reject the earlier characterization of the teaching event. It often resulted in the addition of new information and additional discussion between the developer and instructor. Concrete, specific behavioral solutions to the teaching problem were communicated during solution-finding exchanges. Negotiations between developer and instructor occurred during the solution-finding and solution-assessment exchanges. During solution-assessment, each instructor weighed the instructor's suggestions in light of their objectives, experiences and values. The developer monitored these reactions carefully and responded with alternative suggestions or modifications. When tacit agreement seemed to have been reached, the developer recommended a solution. Direct feedback exchanges usually consisted of simple reporting which did not require action planning by the participants. They were most prominent during specific stages of the session which will be discussed in a later section. Summarization exchanges were general statements about the findings of the session. A full discourse analysis of a single Review and Planning Session using this system of speech acts and exchanges was completed as part of this study. The analyzed and charted discourse can be found in the Appendix.

Social Organizational Features

The analysis of the discourse during the Review and Planning Session revealed a good deal about the social organizational structure of the session and the nature of the tasks accomplished during the session. Social organization features were identified by noting patterns within the discourse and chunking the session through a process called segmentation (Pike, 1967). Segments were characterized by the singularity of behaviors which occurred within them. Whenever a change in activity occurred in the interaction, one segment had ended and a new one had been initiated. Other indicators of segments are formal markers, usually linguistic expressions such as 'okay', or 'next', which signalled the beginning or end, and sanctioned features, which are the recognizable behaviors that occur during the segment but which are inappropriate proceeding or following that segment.

Segmentation permitted the identification of naturally occurring stages in the Review and Planning Session. After the stages were specified, the behaviors during each stage could be enumerated without disturbing their contextual integrity (Figure 2).

For example, the PRE-SESSION segment of the Review and Planning Session was characterized by lively talk about topics ranging far outside the nominal purpose of the meeting. An appreciable change in activity occurred when the developer completed the arrangement of equipment and notes and seated herself beside the instructor. Following a brief pause in the conversation, she made a metastatement which foreshadowed the activity to follow. This verbalization functioned as a formal marker that one segment was ending and another was about to begin. Talk during this transitional "juncture" (Sacks, et al., 1974) period focussed on procedures for accomplishing the purpose of the meeting. Behaviors which

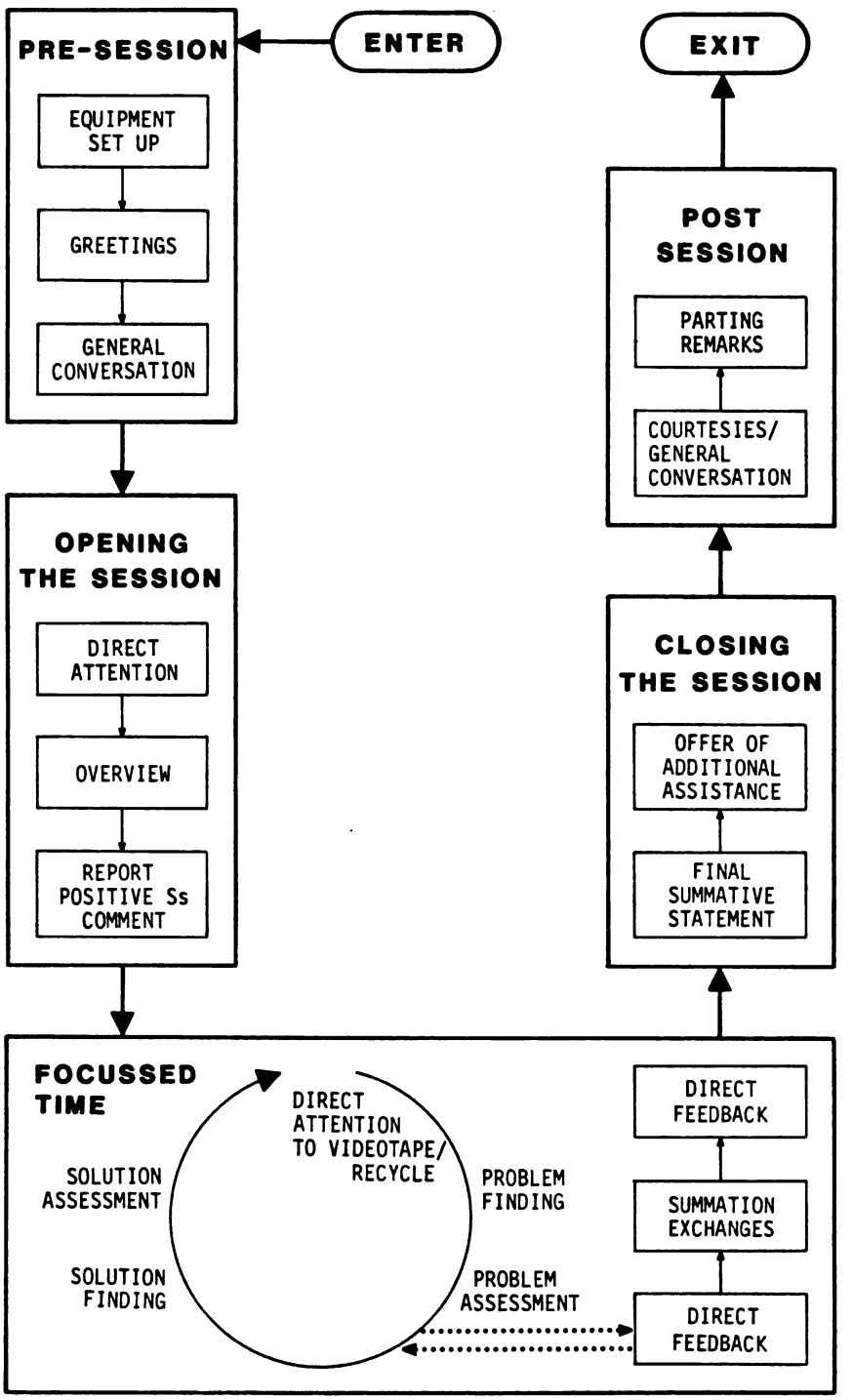

Figure 2. Social-organizational features of the Review and Planning Session

were appropriate during the FOCUSSED TIME segment of the formal session were much different from the casual conversation which preceeded it. The developer assumed a directive posture by claiming topic control through reports of student comments. Throughout this segment, she divided her attention between the television monitor, her notes, and the instructor. The instructor no longer introduced conversational topics, but instead responded to initiations made by the developer and followed her lead in viewing the videotape.

Each topic formed a phase within the focussed time segment. Four types of activities occurred within the phases. Reporting formed problem-finding activity and was followed by problem-assessment activity initiated by the instructor. Solution-finding activity was most frequently initiated by a suggestion from the developer. Solution-assessment consisted of an instructor reaction to the suggestion and any alternative suggestions from either party. The topic phase was concluded by a recommendation and any accompanying reactions to it. While the developer managed transitions between topic phases, the instructor was able to be assertive within each phase. Statements of agreement or disagreement, as well as negotiations for redefinition or alternative solutions were accepted without penalty. The developer relinquished floor time during the topic phase and permitted brief asides from the instructor. The conclusion of focussed time was indicated by prolonged reporting accomplished by direct feedback exchanges which alternated between positive and negative student statements, encouraging instructor reaction after each, and ending with a positive comment.

CLOSING THE SESSION was initiated by the developer with a marker, then a metastatement about the summary letter to follow the session. A verbal summarization of the discussion was elicited from the instructor.

Leaving the final interpretation to the instructor transferred ownership to that individual. A general summary comment was made by the developer and concluding remarks were provided by the instructor. The developer's offer of additional service concluded the session.

POST-SESSION was marked by an exchange of parting remarks, physical movement away from the developer's office and the resumption of talk about non-instructional matters. Often this time involved joking and informal collegial information exchanges between the instructor and developer.

Nature of Task

The task was shown to be one of problem solving in which the developer played the primary and controlling role during problem-finding and solution-finding exchanges, while the instructor was central during problem-assessment and solution-assessment exchanges. The critical importance of these assessments cannot be overemphasized for the success of the problem solving process during each topic phase was found to hinge on the instructor's enactment of them. They represented the instructor's judgments and beliefs about the topic being discussed. In those phases which resulted in action plans, the instructor was provided the opportunity for assessment and the developer was able to monitor those reactions. When assessments did not occur, the participants were required to recycle through exchanges in order to complete the problem solving process. The process was found to operate according to a set of ordinal rules, such that:

1. For each topic phase, the process proceeds in a linear fashion, from problem-finding to problem-assessment to solution-finding and solution-assessment.

2. When problem-assessment and solution-assessment occur as stated in rule one, the phase is brought to resolution.

3. When problem assessment or solution assessment are not enacted by the instructor, the process must recycle for resolution to occur.

The task also involved the provision of positive feedback to the instructor, usually through direct feedback exchanges. However, feedback was also provided by the developer within assessment exchanges, usually in the form of evaluate or comment speech acts.

Finally, the task involved summations and appraisals accomplished primarily by the instructor, although they occurred at the request of the developer. These activities were initiated only upon completion of the problem solving process for each topic phase. They signalled a shift to greater instructor dominance of the session and its impending conclusion.

Summary

Through this examination of the verbal discourse, information was revealed about how language was used to perform tasks and to structure the interaction. The dominant events of the Review and Planning Session were identified by examining the analysis charts and chunking the session according to patterns in the discourse and shifts in activity. Using this analysis framework as a base, further ethnomethodological examinations of the social interactive elements of the session were undertaken. This conversational analysis is discussed next.

Conversational Analysis: Introduction

Conversational analysis is a framework for analyzing discourse which emphasizes the activity accomplished through discourse, rather than the structure of discourse. It is based on ethnomethodology, which is concerned with descriptions of social situations in order to explain how participants construct and maintain social reality through their

interactions. One of the most important elements of conversational analysis is that it builds on the finding that individuals deliberately display their awareness of others through their behavior. Thus, an examination of discourse can reveal the "point of view" of the interactors. Rather than interviewing them later, the discourse permits the retrieval of what people are aware of during the conversational event.

The ethnomethodological basis of conversational analysis was originated by Harold Garfinkel (1967), whose sociological studies of practical reasoning explained how people make decisions in everyday life. By focusing on patterns and changes in the behaviors of social interactors, he was able to create holistic accounts which documented the meaning structures of the participants, as well as the underlying rules, norms and definitions which permitted them to work interactively to accomplish tasks. Using similar techniques, Sacks and Schleghoff (1974) studied the patterns within conversations which regulate and control the interaction process. They identified turn taking rules, openings and closings, and the elements of reciprocity and cooperation which account for routine, smooth conversation. Through such detailed and rigorous analyses, conversations have been shown to be jointly managed by the interactors, who initiate and maintain talk while accomplishing interactional tasks.

Conversational Analysis: Findings and Interpretations

To facilitate further analysis of the task and social dimensions of the Review and Planning Session, the framework provided through discourse analysis will be continued. The analysis in this next section will, therefore, address the activities of the conversation as they occur within each topic phase. These 25 phases are summarized in Table 8. They

Table 8. Summary of Topic Phases and Instructional Variables.*

	Topic Phase	Weaknesses	Strengths	Remarks
1.	Preview		Highlight essential content	Direct feedback
2.	Oratory	Voice projection		
3.	Classroom questions	Inadequate wait time Nonspecific phrasing	Using questions; Giving announcements	Problem solving
4.	Instructor expectations	Assumptions		Problem solving
5.	Oratory			Direct feedback
6.			Using personal experiences	
7.	Visual media	Writing on board		Problem solving
8.	Concept development	Too few examples	Use of analogy	Problem solving
9.	Lecture presentation		Spoken, not read	Direct feedback
10.	Lecture presentation	Monitoring students		Problem solving
11.	Student projects		Clarity of lecture	Direct feedback
12.	Lecture transition	Providing guideposts; Redundancy		Problem solving
13.	Alternative methods	Class discussion		Problem solving
14.	Group activity	Setting the stage	Building rapport	Problem solving
15.	Lecture transition	Giving consistent cues		Problem solving
16.	[Summary]**			
17.	[Transitional phase]			
18.	Student reaction	Matching examples to disciplines	Using examples	Direct feedback Problem solving

Table 8. (Cont'd)

	Topic Phase	Weaknesses	Strengths	Remarks
19.	Student confusion	Match learner needs		Problem solving
20.	[Prolonged reporting]		Professional appearance Knowledge of content	Direct feedback
		Enunciation and projection		
			Not dependent on notes	
		Fluency of lectures		
			Knowledge of content	
			Student attentiveness	
			Variety	
21.	[Request for summation]			
22.	[Summation and appraisal]	Clarity of examples; Straightforward style; Transitions; Diversity in activities; Consistent cues; Improved visuals	Organization	
23.	[Commitment]		Rapport Organization Student respect Model for students	
24.	[Request for follow-up]			
25.	[Ending the session]			Informal conversation

*Based on conversational analysis of Review and Planning Session for Instructor Two.
**Brackets indicate conversational functions of the phases rather than instructional topics being discussed.

include segments of the conversation where problem solving or direct feedback was accomplished, as well as segments in which the participants talked about the conversation itself. A general pattern of alternation between problem solving to resolve instructional weaknesses and direct feedback to identify instructor strengths is discernable. During the latter phases, as the conversation shifted to periods of summation and appraisal, the instructor's action plan was solidified.

A fuller treatment of results and interpretations of conversational analysis (Schleghoff & Sacks, 1973) are presented in the next section. The discourse for each phase will be presented, followed by a narrative description, analysis and interpretation. As major constructs unfold during the analysis, they will be identified and elaborated on charts. The findings of the analysis will be presented in the commentary about each topic phase. They will also be summarized in the overview following the analysis and through the major conclusions reported in Chapter V.

TOPIC PHASE 1:PREVIEW

Transcript

D: 1 Most of what the students had to say here was in terms
2 of the general presentation and I don't know that this
3 tape right now is helpful. Let us just see... Right
4 at the beginning here
5 They said, "I really like when she
6 tells us what we will be doing today and what is important
7 to take notes on.

Analysis

The opening of the formal session was signalled by the instructional developer with a statement about the talk to follow (1-3). In Sinclair and Coulthard's analysis scheme, it is a metastatement. It previews the information to follow, giving the instructor an idea of what happened during the student session and what she will be discussing with the

developer. It also lets the instructor know that they will be looking at the videotape when the developer judges it to be appropriate.

With "Let us just see..." the developer invited the instructor to join her in the coming activity (3). Let us is a politeness strategy which conveys a sense of cooperation as well as issuing a small request to the instructor. It also functions as a boundary marker, indicating a transition into a new activity. "Right at the beginning..." focuses the instructor's attention on the videotape segment (3-4).

TOPIC PHASE 2: ORATORY

Transcript

D: 8 You asked about the voice and they
9 said, yeah, at times it does drop and she does drop
10 her pitch off at the end of a sentence which makes
11 hearing a problem.

I: 12 OK, I noticed on that tape that I was doing that.

Analysis:

While the instructor considered the behaviors replayed on the monitor, the developer reported the comments made by the students. The first comment was a very positive one (6-7); the second one identified a problem with voice projection (8-11). The problem had been suspected by the instructor, who had asked the developer to investigate it. The instructor agreed that her voice dropped off at the end of sentences, based on the evidence she observed on the tape (12). The remedy for this problem was self evident and no further discussion of it occurred.

The developer continued to report comments made by the students. Again, she reported a positive aspect of the instructor's behavior (13-15). It was followed with a remark that pointed out a problem area. This pattern of positive and negative comments was a deliberate strategy that the developer calls "sandwiching" (Developer Interview 12/21/81).

TOPIC PHASE 3: CLASSROOM QUESTIONS

Transcript:

D: Is it helpful when you give an answer or ask for questions and they said, yeah, but usually there is not enough time. You know...one thing I noticed when you ask for questions is that...then you look down at your notes... so that might be a cue for questions in that it really is an appropriate time to ask questions. Then you might literally get away from your notes and walk closer to them.

I: Usually nobody says anything. I've been getting in the habit of letting that time get shorter and shorter, they hardly ever ask anything.

D: Does anyone have questions on the...(feedback from mike)...so that means you are probably going to go right back into the lecture. And I said do you have any questions and they said yes, sometimes; why aren't you asking; well, sometimes we need time to think. They said, possibly if you were uncomfortable with that gap that you could write something on the board and say, " I'll give you a couple of minutes to think about it while I get this on the board." And then come back out. So that might be one way.... A little later on in this (feedback from the mike). You could even say this is something...

I: It dawned on me that I should ask them from the beginning of the course. I should suggest to jot down any questions and bring them to class so that they could ask them at the beginning.

D: Yeah, you could even say this is something you learned from the videotape review sessions, was that you weren't allowing enough time. So you...

I: Yeah.

D: Sometimes it's nice for students to know that their input does have an impact.

I: I've been wondering why they didn't ask anything. Because we don't cover — the reading is complementary to the lecture. We don't cover it in class. They know that in the beginning. So it struck me as odd that they never have any questions about the readings.

D: So you might have to say, "Are there questions about the first reading, the second reading?" But, be specific.

I: Yeah. Or about the assignment or last time's lecture. And allow time for each of those and organize it.

D: 55 Or maybe if there was a part in last time's lecture —
56 like Piaget's development theory — did anyone have
57 questions about that? If you do, it even helps them
58 hone in more. "Do you have questions?" is very vague.
59 "Do you have questions about the assignment?" is a
60 little better, but it may still be a little vague.

I: 61 It will also help them know what's important.

D: 62 Right.

I: 63 If you ask them about specific things.

Analysis

With "You know (13-63), ...one thing I noticed..." the tone of the developer changed from even-paced to slightly hesitant and tentative (15). With "you know" the developer shifted from reporting data and offered her personal observations and interpretations. From this information, she concluded that there might be some inconsistency between the instructor's verbal intentions and the message of her non-verbal behavior (15-18). Continuing her tentative manner with the qualifier 'might', the developer suggested a specific strategy to bring the instructor's verbal and non-verbal behaviors into congruence (19-20).

The rapidity with which the developer's discourse progressed from the presentation of data to an interpretation and suggestion of behavioral change was noted with surprise during the transcript analysis (13-20). The developer had very efficiently identified a problem and devised a solution for it. However, the lack of interplay between the two conversants removed any opportunity for the instructor to react to the information or to participate in the process of defining the problem or its solution. In contrast to many other interactions during the session, this particular one was marked by uncharacteristically dominant behavior by the developer and the premature advancement of a solution. This exchange was part of a strategy for determining how receptive the instructor was to new ideas and how much data would be required to

convince her that the problems were genuine and worthy of correction. Her terms to describe it were "testing the waters" (Developer Interview 5/3/81). It's employment entailed a small risk which was further lessened by the tenative mood maintained with verbal hedges, 'might' and 'you know'. While this strategy provided information about instructor receptivity and information requirements, it also reduced instructor involvement and impeded the change process during that topic phase.

The instructor spent her conversational turn considering the developer's early statements about classroom questions. Her words indicate that she was thinking about the problem, but was not yet prepared to address its solution (21-23). As an experienced participant in the activities of that college class, she held additional information about the phenomenon of interest. She described how she assessed the students' comments:

> I was visualizing what happens in class when I ask for questions. That is an uncomfortable time — when no one says anything. So I jump right into the lecture. But, apparently they (the students) don't feel that way. I've just been reading them that way. (I_3 Interview 2/16/81)

In the next series of verbalizations the developer was able to redirect by returning to the data as a foundation for the interpretations she drew from them (24-26). She left the hearer to conclude from the student quotation that the wait time following questions had been insufficient. Judging that a convincing case had been made, the developer offered another suggestion. It came in the form of a student comment and contained three qualifiers that functioned to soften the student's presumptuousness, to establish its conditional status, and to weaken its illocutionary force (29-31). The developer then modelled the strategy as she adopted the role of instructor in her next statement (31-32). She continued to insert verbal qualifiers, and reinforced them with "So that

might be one way..." (33-35).

In the context of conversation, verbal qualifiers are used as a negative politeness strategy that Brown and Levinson (1978) call "hedge." Hedges communicate that there is no assumption that the hearer is willing to do any of the acts predicated of her. The developer tacitly understands that to ask the instructor to make a behavior change involves the commission of a face-threatening act. The instructor's negative face want — her desire to be unimpeded in the pursuit of personal goals — will usually conflict with such a directive. By using qualifying terms such as 'might', 'could', or 'may', the developer is able to redress the instructor's negative face. The skillful use of hedging permits the developer to be directive without threatening or alienating the instructor. The pervasiveness and function of such strategies was demonstrated by the analysis reported in Table 9.

The instructor broke into the conversation with another suggestion (26-39). As she explained:

> I remembered something right then. I get these ideas — usually at the most inappropriate times. Then I forget them when I'm planning the lesson. I had thought previously of a solution and had never implemented it. (I_2 Interview 6/2/81).

The developer agreed with her strategy and followed it with another very polite suggestion (40-42). She hedged with the qualifier, "could," and indicated that students should be told about the instructor's behavior changes and the part that students played in her decision to adopt them. The instructor responded with a flatly delivered "Yeah" (43). She acknowledged that she heard the suggestion, but not that she agreed with it. Rather than telling the developer that she disagreed, the norm of politeness dictated that she avoid disagreement so she was noncommital in her response. Why did she reject the suggestion?

Table 9. Analysis of Behavioral Norms: Developer Courtesy

Transcript from Audiotape	Politeness Strategy*	Function
D: Most of what the students had to say here was in terms of the general presentation and I don't know that this tape (1) right now is helpful. Let us just see ... right at the beginning here, they said, 'I really like it when she tells us what we will be doing today and what is important to take notes on.' You asked about the voice and they said, "Yeah, at times it does drop and she does drop her pitch off at the end of a sentence, which makes hearing a problem.'	Use of inclusion; include both speaker and hearer in the activity.	To issue a small request; convey sense of cooperation
I: Okay, I noticed on the tape that I was doing that.		
D: 'Is it helpful when you give an answer or ask for questions?' And they said, 'Yeah, but usually there is not enough time.' You know, one thing I noticed when you ask for questions is that then you look down at your notes. So that might be a cue for them that it really isn't an (2) appropriate time to ask questions. Then you might literally get away from your notes and walk closer to them.	Use hedge; do not assume hearer is willing/able to do acts predicated of him	To issue a larger request; redress hearer's negative face want
I: Usually nobody says anything. I've been getting in the habit of letting that time get shorter and shorter. They hardly ever ask anything.		
D: 'Does anyone have questions on the material?' So that means that you are probably going to go right back into the lecture? And, I said, 'Do you have any questions?' And they said, 'Yes, sometimes.' 'Why aren't you asking?' 'Well, sometimes we need time to think.' (3) They said, possibly, if you are uncomfortable with that gap, (4) you could write something on the board and say, 'I'll give you a couple of minutes to think about it while I get this on the board. And then come back out.	Use conditional and hedge Use hedge; do not assume hearer is willing/able to do acts predicated of him	Soften a presumptuous statement Issue a larger request

Table 9. (Cont'd)

Transcript from Audiotape	Politeness Strategy*	Function
(5) D: So that might be one way. A little later (6) on, you could even say this is something...	Use hedge; do not assume hearer is willing/able to do acts predicated of him	To issue a larger request; provide behavioral options
I: It dawned on me that I should ask them from the beginning of the course. I should suggest to jot down any questions and bring them to class so that they could ask them at the beginning.		
(7) D: Yeah, you could even say this is something you learned from the videotape review sessions, was that you weren't allowing enough time. So you...	Use hedge	To issue a larger request
(8) I: Yeah.	Be non-commital	Avoid disagreement
(9) D: Sometimes it's nice for students to know that their input does have an impact.	Go off record; use hints; displace hearer	Make it impossible to attribute only one clear meaning; state motive or reason for doing act; be indirect and hope the target of the face threatening act sees that it's aimed at her
I: I've been wondering why they didn't ask anything. Because we don't cover -- the reading is (10) complementary to the lecture. We don't cover it in class. They know that in the beginning. So it struck me as odd that they never have any questions about the readings.		
	Change the subject	Avoid face threatening act
(11) D: So you might have to say, 'Are there any questions about the first reading, the second (12)reading?' But, be specific.	Use hedge; go on record badly, without redress	Issue a larger request; be direct and efficient after tacit agreement has been reached

*Classification of strategies based on research in strategic message construction by Brown & Levinson (1978)
Transcript, Audiotape III, Instructor 2; 000-047, 10/27/80

> I probably would never say that (the suggestion). That would be a distracting comment to make. (I_2 Interview 6/2/81)

Why did she refrain from explaining her position to the developer?

> My philosophy about people's advice is that I weed through it and take what I think is necessary. I don't think it's necessary to tell people you're not going to use it (I_2 Interview 6/2/81).

The suggestion to share information about her own changes with students was not consistent with the instructor's concept of appropriate classroom talk. It was perceived as a "distracting comment," not relevant to the purpose of college class sessions. When the suggestion did not fit her model of teaching, the instructor invoked her right of refusal. However, the norm of courtesy between professionals dictated that her refusal be accomplished with no undue loss of face to either party.

The developer followed the instructor's indirect refusal with an off-record politeness strategy. The statement, "Sometimes it's nice for students to know that their input does have an impact," has a greatly reduced illocutionary force and functions to modify the direction of the social interaction (44-48). Brown and Levinson (1978) call such a strategy a "social brake," used to regain social equilibrium when it is disturbed. With the minute change in social relationship implied by the developer's suggestion and the instructor's refusal, a disturbance had occurred. The developer was monitoring the verbal exchanges carefully and employed the off-record strategy to re-establish an appropriate degree of social distance. The instructor's unenthusiastic "Yeah" could indicate that the suggestion was perceived as inappropriate or as expensive to her face because it would impede goals or reduce respect. The developer's response indicated that she was determined to fulfill her obligation to make suggestions to the instructor, but that she would not commit a faux

pas by attempting to coerce another professional. Instead she offered a rationale for the adoption of her suggestion and employed language to create a contextually ambiguous message. To the listener interpreting the developer's statement, it is clear that she believes that students should be told. It is not clear that the instructor must do the telling. The instructor is permitted the option of not interpreting the statement as a directive, but it is hoped that she will infer that it is aimed at her. This linguistic form of implicature was used here to reduce the probability of commiting a face-threatening act while making a request which was clearly destined to be unenthusiastically received. When asked about her intentions in phrasing responses as she did, the developer confirmed this analysis. Her response indicated purposefulness and tacit understanding of the effects of the discourse conventions she employed. It also portrayed instructors as thoughtful, rational, and seeking improvement.

> I make sure that I give them enough space to reflect on what's being said. Also, if they are given the intellectual room, they have an opportunity to discover the connections themselves. If they do the discovering, it's a lot more acceptable then if I lay it on them (Developer Interview 5/28/81)

The client's response was to change the subject (46-50, I_2 Interview 6/2/81). She returned to the topic of student questions and provided some additional information. The conditions surrounding the readings — that they were complimentary and not discussed during class — seemed likely to generate questions from students. She used the phrases, "I've been wondering..." and "It struck me as odd..." to communicate inconclusiveness. The tentative mood of her language invited further explanation by the hearer.

The developer responded with a suggestion, delivered in the now-familiar manner: preceeded by a threat-reducing hedge, focused on a

single, very specific behavior, and modeled by adopting the instructor's role (51-52). However, in her final statement, there was a shift. Rather than issuing a suggestion which could be accepted or rejected, her statement was a recommendation with unqualified illocutionary force (52). The linguistic form is on record (Brown & Levinson, 1978) since it directly addressed the instructor. This strategy is called badly, without redress, since it makes no accommodation for face (Brown & Levinson, 1978). The decision to use this form is made when the need for efficiency exceeds the need to maintain face or when the risk to face has been reduced through preceeding interaction. In this example, a tacit agreement about the appropriateness of the suggestions and the developer's behavior in issuing them, was communicated by the instructor's act of re-introducing the topic. Therefore, the fact of the problem was openly established and a final solution statement was invited.

The instructor responded with agreement and additional suggestions (53-54). The developer continued to model the recommended behavior and offered more specific information about questioning strategies and the rationale for their use (55-60). The instructor replied with more information about the function of specific questions in the classroom (61). The developer interpreted her response as a demonstration of understanding and confirmed it with an emphatic, "Right" (62). To conclude the exchange, the instructor used a post-completor which referred back to her earlier thought (63).

The two participants in this exchange offered divergent interpretations of it. While the developer described it as a classic "teaching exchange" (Developer Interview 5/28/81), the instructor denied that it could correctly be construed as teaching or instruction. Instead, she described it as "just throwing ideas around about how you might organize

it" (I_2 Interview 6/2/81).

Teaching exchanges are three part interactions which were first identifed and described by Mehan and others (Mehan, et al., 1976). They consist of an initiation-reply-evaluation sequence which functions as two coupled adjacency pairs and are said to occur only within a teaching-learning context. In the developer-instructor interaction, these functions are embedded within verbal utterances which lack the strong illocutionary force of traditional questioning strategies employed by classroom teachers in teaching exchanges. Thus, the approach adopted by the developer may be described as an indirect teaching exchange in which the conditions for eliciting responses and offering corrective feedback are established without requiring the participants to conform to stereotyped interrogator-respondent behaviors. The result is that the participants are able to play out the teaching-learning process without adopting an obvious teacher-student matched identity pair.

In addition to the considerable evidence that much of the interactional work of the Review and Planning Session was accomplished through strategic use of politeness, the developer was able to balance the social requirements of the interaction with an equally energetic attention to the task requirements. The task of exploring and analyzing sensitive areas of teaching behavior was not sacrificed to requirements of courtesy. Instead, the developer interjected a considerable degree of persuasion into the dialogue. As Cook-Gumperz (1981) has explained:

> Persuasion is not letting up when the intent of a single speech act is misunderstood or does not have its intended effect, and continuing verbally to attempt to influence the actions of another without resort to direct action or verbal imperative (p. 40).

The discourse between the developer and the instructor exhibit a definite conformity to Cook-Gumperz's characterization of persuasion in that:

> ...One interesting feature of persuasion is the need to use more than a single verbal strategy or utterance in order to persuade, verbal arguments must be constructed, and utterances must be multiple and most probably varied (p. 40).

Persuasion is one of the few options open to the developer as a co-equal with the instructor within the university community. She holds no official powers of sanction or coercion. She enters the instructor's classroom by invitation, at best, or by extracted permission, at worst. As her primary tool, she uses persuasion to build a case for the problems she uncovers and to motivate the instructor toward the corrective action she advocates. To be persuasive, the developer must exhibit the skill of communicative complexity, that is, the ability to "conduct a sequence of exchanges which build up to the desired goal — or achieve the goal through interchange that is a dialogue" (Cook-Gumperz, 1981, p. 40).

The discourse also demonstrates how the developer enacted her rights and obligations within the negotiated process of interaction. Ciroucel (1972) calls this process role-making, while Goodenough(1969) views the process as establishing a social persona. Role-making involves choosing behavioral options which create and define one's role, as well as having it defined by others. To Goodenough, this choice of options reflects the identity that the interactor has selected. This choice of options and the adoption of compatible identities is based on the individual's perceptions and interpretations of the purpose of the interaction, the setting, their personal qualifications, and the identity assumed by the other. The combination of several identities negotiated during any one interaction then forms the social persona while the behaviors themselves are part of role-making.

TOPIC PHASE 4: INSTRUCTOR EXPECTATIONS

Transcript:

D: 64 Also in this, when you went into the lecture you said,
65 "I assume you have read" and the students said, "That's
66 not a good assumption." But I don't know what that
67 means in terms of what you could do. Does that mean
68 that you review whatever they're supposed to have read
69 or that when you assign it you say, "We're going to
70 be lecturing and I'm going to assume..."

I: 71 Yeah. I told them that at the beginning. I told them
72 that every day for the first couple weeks. It's very
73 clear on the very first day because I asked (T.A.*) "Do
74 you think I've made this clear enough?" And I went
75 on about the fact that it was complementary and I wasn't
76 going to go through the readings in class and be sure
77 that they had read the readings for the day...

D: 78 But some of them, this student said, "A lot of students
79 wait until they've heard the lecture. Then they know
80 what's important and they'll go back and read," so if
81 it's essential that they understand.

Analysis:

With the marker, "Also..." and the focusing statement, "...in this, when you went into the lecture...", the boundary for a new frame was established (64). The developer introduced the topic of readings with a direct quotation from the student session. Again, she used a negative politeness strategy to reduce the illocutionary force of the question put to the instructor. "But I don't know..." and "Does that mean..." hedges the question by suspending the condition that the instructor actually knows the answer to the question (66-67). The developer proposed a solution very tentatively and paused without completing that statement (67-70).

When the pause occurred, the instructor began her conversational turn with an acknowledgement indicating that the developer's utterances were heard and understood (71). She relayed her side of the story using conversational implicature (71-77). This linguistic strategy permitted her to contradict the presumption by the developer that she should make

accomodations to students who do not complete assigned readings prior to lecture sessions. In her assertiveness, the instructor implied a face-threatening act without breaching etiquette to actually commit the act.

The developer responded by reporting another comment which articulated the students' perspective concerning assigned readings (78-80). She concluded discussion on that topic with a off-record hedge, "...so if it's essential that they understand something...", which established the condition under which her suggestion would be relevant but left the instructor to determine whether that condition was present in the specific case under consideration (80-81). The developer also employed an ellipsis, by leaving the face-threatening act incomplete. This strategy permitted the instructor to mentally complete the statement and accept the implied directive or to leave the statement unfinished and overlook the implication.

TOPIC PHASE 5 AND 6: ORATORY

Transcript:

D: 81 Also, you asked
82 when you were talking to the blackboard, did that bother
83 them. One student said, "No" and the other said "Yes".
84 Except one student said she sat in the front and she
85 said she had bad eyes. She also had trouble hearing.
86 They said very much they liked your personal experiences
87 when you told them what happened. "They stick in my
88 mind and make an impression."

Analysis:

The developer closed discussion of one topic and established the boundary for a new topic with the marker, "Also..." (81). The context for the comments which followed was provided with the reminder about the instructor's questions (81-82). The developer alternated between positive and negative comments, using the "sandwiching" technique, and advised continued use of teaching practices which received good student

reviews (82-88). These exchanges were called direct feedback exchanges since their primary function was to provide information rather than initiating or contributing to the problem solving process.

TOPIC PHASE 7: VISUAL MEDIA

Transcript:

D: 88 And also that, another
89 technical thing was that they have trouble seeing
90 the board even though you write huge. I could see
91 it from where I was sitting, but they...

I: 92 The room is bad — really bad. I went in there the
93 other day and had (T.A.) write on the board. I've been
94 convinced that...the angle is so wierd...how can
95 they possibly see the board? And they tell me they
96 can, but it's hard...the lighting is terrible. I
97 don't know who designed that room.

D: 98 One thing you can get — and Stores probably has it —
99 is this great big thick chalk that writes thicker.
100 And also one of the suggestions was that sometimes
101 I think someone has been in the room before you and
102 they erase the board. But it doesn't get completely
103 erased...

I: 104 I hate to use overheads too much because they can get
105 boring...I think I can redo them and make them more
106 exciting...in terms of visual attraction...give them
107 the outlines of lectures ahead of time so they can
108 take notes on the outline. Have the key points, because
109 if I'm going to put key points on the overhead I might
110 just as well put them on the ditto and make thirty
111 copies and then they can take notes on them...

D: 112 Um hmm.

I: 113 And then they won't be scribbling down the points...
114 And they'll have them because I know that they were...the
115 overhead and nobody was listening at all.

D: 116 Okay. That's real helpful. Even if you don't have
117 time to get them typed and they're handwritten, then
118 the same handwritten thing on the overhead.

I: 119 Yeah...

Analysis:

With the developer's next statement and the instructor's response, the interactors reached a consensus and completed a problem-finding exchange. The instructor's series of phrases, punctuated by pauses and shifts between facts, judgment, question, and indictement of the room designer, evidenced her assessment of the parameters of the problem (92-97). It also implied a conclusion that the problem was not easily solvable.

The developer waited for the instructor to conclude, but did not verbally acknowledge the content of her turn. Instead she offered a specific suggestion which was based on her earlier characterization of the problem, i.e., "they have trouble seeing the board" (98-99). While the instructor's interpretation had eliminated the possibility of an instructor-based remedy, the developer's interpretation had not. She softened her suggestion with a hedge and implied that it was not the only option from which the instructor might choose a solution. She followed the first suggestion with a second one, which had been proposed by the students (100-103). The conversational turn was concluded with a negative politeness strategy intended to minimize the intrinsic seriousness of the preceeding acts. The danger of the suggestions, as the developer perceived it, is encoded in her last sentence (103). An examination of the linguistic and semantic characteristics reveal that the most threatening aspect was believed to be located in the weight of imposition or rank that the instructor assigned to the suggested behaviors. The concept of rank has been defined by Brown and Levinson (1976) as a judgment regarding the degree to which an act interferes with one's wants of self-determination and approval. Rank is culturally and situationally determined and assigned to negative face-threatening acts according to

the expenditure of goods (including information, expressions of regard, face payments) and services (including time) that they require of an individual. Obtaining and using thick chalk and thoroughly erasing the board before class are described as "minor." "Just" is used to further delimit the extent of the problem and reduce the imposition the solution required.

The instructor's next statements reveal that the negative politeness strategy was only partially successful (104-111). While it provided the instructor with an opportunity to avoid issuing an overt refusal, and therefore committing impoliteness, the suggestion was obviously rejected in spite of the minimizing strategy. The instructor's mental assessment of the proposed solution was later recalled in an interview:

> I thought it was a pain in the neck. I was thinking about all the paper work just to get a different kind of chalk from Stores. I'd rather work with overheads because it's something I can have control over and can do myself." (I_2 Interview 6/2/81)

The developer had been correct in her perception that the suggestion was assigned an unacceptable rank by the instructor, and was therefore rejected. The alternative to the developer's solution was not enthusiastically embraced by the instructor, but judged preferable to paper work. The solution assessment exchange was described by the instructor as 'thinking out loud' (104-115). She considered the pros and cons of transparencies and built a case for their expanded and improved utilization. The developer spoke little during this exchange, permitting the instructor to initiate and control the topic. She agreed with a background "um hmm." When the instructor had concluded her turn, the developer evaluated her plan with a positive statement and followed up with a brief recommendation (116-118). The exchange was concluded by an acknowledgement from the instructor (119).

TOPIC PHASE 8: CONCEPT DEVELOPMENT

Transcript:

D: 120 The reason I turned this off, I wanted to move this
121 ahead because there was a place where you made an analogy
122 and they said that was really helpful. So I thought
123 that it might be interesting to look at.

D: 124 Right there they said, "That's a good interpretation."
125 They took a few minutes to talk about it. (pause) Do
126 you want to look at that again and take a few minutes
127 to figure out what they were talking about?

I: 128 I'm not sure if I can...um...I'm not sure.

D: 129 It was the analogy about the visitors coming. I think
130 one of the things you were talking about was that people
131 are different. There's a lot of variables. And then
132 you talk about there being five. I think right there
133 was an example. Then later on there was another. You
134 say, "Whether you like it or not, people see things
135 differently" and you were talking about women and men.
136 They said that they were trying to figure out, "Gee,
137 what does that mean?"

I: 138 Yeah.

D: 139 And they were wondering how men and women see things
140 differently. Even though it seems obvious to us that
141 they're going to be looking for different things.

I: 142 So there, I see it. Actually, it would have been better
143 to say, "There are quite a few variables that have
144 a relationship, for example, age, sex...There are
145 five that are really, really important."

D: 146 Right. Then later on when you talk about men and women...

I: 147 Just give them an example.

D: 148 It turns out, in the research that we've done on people
149 who give really effective lectures, it seems that for
150 every really major point they want to make, they give
151 an example because people are trying to figure out
152 an example...

I: 153 Umm.

D: 154 in their own mind. And if you give them an example,
155 maybe they can then construct one of their own. In
156 fact, that's sort of one of the rules of thumb that
157 we use: if it's worthy of being a main point, try
158 to give an example with it to support it.

I: 159 I try to do that. I guess I didn't think that those
160 were major enough points. But I will try to...

Analysis:

During topic phase eight, there was some confusion about expectations between the interactors. The phase was initiated by the developer with an explanation of her intentions in moving the videotape ahead. She foreshadowed the event by commenting that the students thought it was helpful and she thought it was interesting (120-123). When she stated that the students had taken a few minutes to discuss it, she issued an indirect invitation for the instructor to comment (124-125). When the instructor did not begin her turn during the pause, the developer issued a direct invitation (126-127). The client replied that she was uncertain (128). The developer issued a re-direct, describing the event and reporting a second student comment (129-137). The client offered acknowledgement, implying that she understood (138). However, during the audiotape review session, she said:

> I didn't know what she wanted to talk about. I never found out because I changed the subject. That analogy wasn't planned. I don't know why I used it. I don't always decide on these things ahead of time. (I_2 Interview 6/2/81)

While the developer continued to explain the source of the student's confusion, the instructor viewed the videotape (139-141). She critiqued her own presentation, identified a problem with it, and verbalized a strategy for its improvement (142-145-147). The developer evaluated her suggestion (146) and to add emphasis, directed attention to a second area in the same videotape segment. The developer cited past experience, elicited instructor agreement (148), and made a recommendation (154-158). The client considered the information, then expressed commitment to the recommendation (159-160).

Although the developer controlled this topic phase, the instructor re-defined the problem in a way which made sense to her. Apparently both interactors were addressing the same behaviors, but the developer assumed that examples were planned prior to the lecture while the instructor's later comments revealed that she made those decisions during the lecture. In spite of misassumptions and confusion, both interactors worked to maintain the social interaction and to satisfy the task requirements.

TOPIC PHASE 9: LECTURE PRESENTATION

Transcript:

D: 161 They also said, positively, that you don't read from
162 your notes.

I: 163 Do a lot of people do that?

D: 164 Um hmm. Apparently, from what students say. And they're
165 boring.

I: 166 People really do it?

D: 167 Yeah. They also said you were close to your notes,
168 but probably weren't looking at them that much.

I: 169 Yeah. I've gotten to using key words these days. A
170 concept, a few key words, then an example. If I read
171 it to them, it wouldn't make any sense. (Laughter)

D: 172 But they said they felt like you relaxed more when
173 you started using examples.

I: 174 Yeah...especially, because I use personal examples
175 (inaudible). The rest of the time, I know there is
176 certain information that has to be covered and I don't
177 want to miss any of the points. So I'm concentrating
178 more. But, when I'm giving an example I'm not worried
179 about that. I'm not thinking about getting one, two,
180 three, four, five.

D: 181 Chuck Laughlin, before he left, showed me how he organizes
182 for his lectures and I've been trying it. I've always
183 used cards. He does like a storyboard and he'll have
184 each concept in a box, like three or four with the
185 supporting things. Then, if there's going to be a
186 major transition, he'll mark it in red or something
187 like that. But it really is a very easy way of following
188 it.

I: 189 Yeah. I've been thinking of doing that with one on
190 each page with big letters across the top for the concept.
191 Now that I've gotten away, I never read them, but I
192 used to write them out, then highlight, when I used
193 to be more nervous. Now I realize that you don't die
194 (inaudible). (Laughter)

D: 195 Maybe you could include a key word and an example.

I: 196 Yeah.

Analysis:

The next topic phase revealed an intertwining of the cognitive and social dimensions of the process. The interactors proceeded through the problem solving series of exchanges in a manner which was both regulated and thoughtful. The role of the developer in establishing the conditions and moving the process through the stages of problem solving are evident in the discourse. The instructor's primary task of giving consideration to the information and formulating judgments about its accuracy, acceptability and usefulness, are also apparent. Finally the importance of values and the mediating effect they exert over the process was demonstrated.

TOPIC PHASE 10: LECTURE PRESENTATION

Transcript:

D: 197 So, um, okay. A little bit farther down they said,
198 "If income is not important, why is age?" They said
199 they weren't following.

I: 200 They didn't ask me. I mean, I know the answer to that
201 question (pause). Because people do interrupt me
202 and ask all the time. It's not like there's a taboo
203 against that and I answer their questions. Because
204 age is important. Neither is important about who goes.
205 It's just that age tells you something about what they
206 do after they get there. And income doesn't tell you
207 anything about what they do when they get there...

D: 208 Now, that would even have been fun to ask them. "Now
209 why is"

I: 210 Yeah. And they could think about it. Because the
211 only people who don't go to parks and recreation areas
212 are below the poverty line. So income tells you nothing.
213 Not only does it tell you nothing about who goes, but
214 it doesn't tell you anything about what they do when
215 they get there. It doesn't differentiate among people
216 at all, but age does. Because older people prefer
217 certain activities, are more concerned with facilities,
218 are real concerned with safety, and you know, are looking
219 for different things. The simple answer is they should
220 say something.

D: 221 Yeah, um, I'm trying to think of how...

(Videotape playing)

222 You know what I was thinking was right there where
223 you paused at the end of those five points. At these
224 major <u>transitions</u> would be the time to ask, "Does anyone
225 have any <u>questions</u> about these five points?" And,
226 if you wanted a response, get away from your notes.

I: 227 That's a good idea.

D: 228 And those types of behaviors, like where you stand
229 when you ask questions. If you want a response, what
230 we typically find in our research, is when you're standing
231 closest to your notes, the questions are usually rhetori-
232 cal. And, if they're not rhetorical, if you really
233 want an answer, you're not likely to get one because
234 the students say, "We're still into business. This
235 is still lecture."

I: 236 Hmm...

D: 237 But as soon as you get away from your notes and you
238 ask a question, students perceive them as not being
239 rhetorical. You know, so you are moving closer to
240 them, you're saying, "I'm getting farther from my source
241 of power and control; therefore, I'm more open to you."

I: 242 Yeah. Okay.

D: 243 So, if you think about that and consciously even do
244 it until you set up that, that's a kind of behavior
245 that is an expectation for this class — then you're
246 all set.

I: 247 Makes sense (inaudible).

<u>Analysis</u>:

This topic sequence (197-247) was characterized by long instructor turns during the problem assessment exchange and long developer turns

during the solution assessment stage. The developer introduced the topic with the characteristic student comments. The instructor turns were spent building a case in support of the content of the class and her behavior during the teaching incident. During an audiotape review session, she explained why she reacted as she did (200-207, 210-220):

> I'm always surprised when these comments are made. These are the things that they could do something about right then. I'm surprised at their lack of responsibility. (I_2 Audiotape Review Session 2/6/81)

The developer opened the solution-finding exchange with the instructor's conclusion that the students should say something, but followed it with a metastatement which suggested that her agreement was tentative and perhaps the incident deserved further analysis (221). After a closer observation of the videotape, she made a suggestion (227) and the developer began to build a case for the solution (228-235, 237-241). The developer concluded with a recommendation (137-241) which the instructor then evaluated (253).

During an audiotape review session, the instructor explained her reaction:

> I remember that I thought, 'I guess I have to do something about it.' I thought it was kind of strange. I was very surprised by that — especially remembering how I was as a student. I learned something about their expectations. (I_2 Audiotape Review Session 2/6/81)

To determine how the social dynamics of the process were structured to evoke thoughtful activity by the instructor required further analysis. The evidence available for consideration included the developer's description of her intent and the discourse. The comments by the developer throughout the many interviews conducted with her repeatedly confirmed her activities as purposeful and intended to invoke the instructor's involvement in the analysis process as well as in the action

planning. One of the most telling remarks was the following:

> I make sure that I give them enough space to reflect on what's being said. Also, if they are given the intellectual room, they have an opportunity to discover the connections themselves. If they do the discovering, it's a lot more acceptable than if I lay it on them. (Developer Interview 5/28/81)

Further evidence may be found in the developer's behaviors during the transitions to each assessent exchange (197-199, 221). First, she initiated the problem assessment by posing the problem as a perplexing situation. "They said they weren't following..." was delivered with paralinguistic characteristics which clearly communicated tentativeness, uncertainty, and thoughtfulness. The pace was slow and hesitant. The dynamic created there was one of inviting a response which would satisfy the uncertainty and match the thoughtfulness.

In the second example, the developer set the tone by verbalizing her thought processes. At that point in the discourse, the instructor's conclusion could easily have ended discussion of that topic. Instead, the developer demonstrated how additional information could be gleaned from the videotape and employed to generate a constructive solution. Her analysis of the behaviors served to elaborate an alternative hypothesis which expanded the realm of possible explanation. The instructor's "simple answer," to let the responsibility rest with the students, would maintain the status quo. The developer's reformation of the problem made improvement possible.

Dewey's (1944) description of learning from experience parallels the events embodied in this topic phase (with the addition of an attitudinal/values component). Dewey contended that experience involves the active element of doing a behavior with the passive element of undergoing its consequences. In order for the action of doing to be valuable as an experience, it must be consciously connected with the

consequences which follow it. In his words:

> To learn from experience is to make a backward and forward connection between what we do to things and what we enjoy or suffer from things in consequence. Under such conditions, doing becomes a trying; an experiment with the world to find out what it is like; the undergoing becomes instruction — discovery of the connection of things (p. 140).

The quality of the experience is determined by the proportion of reflection found in them. When one moves beyond associating a single outcome with a particular event, the quality is enhanced and the experience becomes reflective. He describes a <u>reflective experience</u> in the following manner:

> In other cases, we push our observations farther. We analyze to see just what lies between so as to bind together cause and effect, activity and consequence. This extension of our insight makes foresight more accurate and comprehensive. The action which rests simply upon the trial and error method is at the mercy of circumstances; they may change so that the act performed does not operate in the way it is expected to. But if we know in detail upon what the result depends, we can look to see whether the required conditions are there. The method extends our practical control. For if some of the conditions are missing we may, if we know what the needed antecedents for an effect are, set to work supplying them; or, if they are such as to produce undesirable effects as well, we may eliminate some of the superfluous causes and economize effects (p. 145).

To foster reflective experience, the developer promoted the three prerequisite conditions for reflection. First, she introduced a desire to determine the significance of some act. Dewey called this the stimulus of thinking. There must be something going on which is incomplete or unfinished. The teaching act may be defined as incomplete or unfinished until it is determined whether learning has followed it. The meaning of the act, then, lies in how it turns out. When one thinks about teaching in Dewey's terms, thinking becomes

> the intentional endeavor to discover specific connections between something which we do and the

> consequences which result, so that the two become continuous (Dewey, 1944, p. 140).

Second, the instructor was encouraged to associate herself with the outcome of the teaching act. Dewey calls this a "sympathetic identification of our own destiny...with the outcome of the course of events."

Third, the object was to reach a conclusion, specifically a behavioral solution, which would bring the instructor's intentions and actions into congruence.

Dewey's description of the components of a reflective experience describe the character of the problem solving process as it was enacted in the Review and Planning Session. They include:

1. perplexity due to the fact that the situation is incomplete and its full character has not been determined

2. conjectural anticipation-tentative interpretation of the given elements attributing to them a tendency to effect certain consequences

3. a careful survey of all attainable consideration which will define and clarify the problem in hand

4. a consequent elaboration of the tentative hypothesis to make it more precise and more consistent, because of squaring with a wider range of facts

5. taking one stand upon the projected hypothesis as a plan of action which is applied to the existing state of affairs; doing something overtly to being about the anticipated result, thereby testing the hypothesis.

Table 10 illustrates how each condition was enacted through discourse.

To uncover the decisions which led the instructor to that conclusion, her comments made during an audiotape review session were charted with the discourse. From them, the types of information relevant at each point were identified. Using this method, the probable thinking process of the instructor was reconstructed (See Table 11).

Upon hearing the developer's statement about student confusion, the instructor reacted with surprise. Her initial response was based on 1)

Table 10. Analysis of the Discourse in Establishing Conditions for Reflection.

Transcript of Audiotape	Condition for Reflection*
D: So, um, okay. A little bit farther down they said, "If income is not important, why is age?" They said they weren't following.	PERPLEXITY - condition is incomplete; full character to be determined.
I: They didn't ask me. I mean, I know the answer to that question - (pause). Because people do interrupt me and ask all the time. It's not like there's a taboo against that and I answer their questions. Because age is important. Neither is important about who goes. It's just that age tells you something about what they do after they get there. And income doesn't tell you anything about what they do when they get there....	CONJECTURAL ANTICIPATION - tentative interpretation of given elements and their tendency to effect consequences SURVEY OF ATTAINABLE CONSIDERATIONS - to clarify problem at hand
D: Now, that would even have been fun to ask them. "Now why is...."	
I. Yeah. And they could think about it. Because the only people who don't go to parks and recreation areas are below poverty line. So income tells you nothing. Not only does it tell you nothing about who goes, but it doesn't tell you anything about what they do when they get there. It doesn't differentiate among people at all, but age does. Because older people prefer certain activities, are more concerned with facilities, are real concerned with safety, and you know, are looking for different things. The simple answer is they should say something.	
D: Yeah, um, I'm trying to think of how....	
(Videotape playing)	
You know what I was thinking was right there where you paused at the end of those five points. At these major transitions would be the time to ask, "Does anyone have any questions	

Table 10. (Cont'd)

Transcript of Audiotape	Condition for Reflection*
D: (Cont'd) about these five points?" And, if you wanted a response, get away from your notes.	
I: That's a good idea.	ELABORATION OF TENTATIVE HYPOTHESIS - to add precision and consistency in light of additional facts
D: And those types of behaviors, like where you stand when you ask questions. If you want a response, what we typically find in our research, is when you're standing closest to your notes, the questions are usually rhetorical. And, if they're not rhetorical, if you really want an answer, you're not likely to get one because the students say, "We're still into business. This is still lecture."	
I. Hmm....	
D: But as soon as you get away from your notes and you ask a question, students perceive them as not being rhetorical. You know, so you are moving closer to them, you're saying, "I'm getting farther from my source of power and control; therefore, I'm more open to you."	PLAN OF ACTION - applied to the existing state as a means of testing the hypothesis
I. Yeah. Okay.	
D: So, if you think about that and consciously even do it until you set up that, that's a kind of behavior that is an expectation for this class -- then you're all set.	
I: Makes sense (inaudible).	

*Based on Dewey's (1944) expose on thinking and experience.

information about the students perspective of the event, and 2) her values and expectations of students. It was followed by a rational comparison of the new information with previous knowledge and experience. This included three types of information:

1. the instructor's perspective of the event
2. the instructor's collective experiences as a teacher
3. the instructor's recollections of her behaviors as a student.

She used the information to render judgments about the accuracy, generalizability and appropriateness of the students' comment and concluded that the students were not meeting their responsibility to communicate their confusion to her as it occurs.

The developer was able to show the instructor that the problem could be reduced if she would assume a larger share of the responsibility by maintaining open communication in the classroom. She did this by building a case with additional information. This included:

1. the behavioral facts captured on videotape;
2. the students' interpretations as documented by research;
3. the developer's interpretations based on the behavioral facts and student interpretations.

The final decision is accept or reject the developer's suggestion was reached by balancing the additional information against the weight of her values and desires. The rational/emotional character of her final judgment are expressed in these types of information:

1. the instructor's standards for academic courses
2. the instructor's expectations for the students
3. the instructor's personal style and desire to change.

This evidence suggests that while learning through experience and thinking often occurs in private, further insights are possible when the classroom event can be technologically re-created, new information is

Table 11. Map of Instructor's Reflection Process During Problem Solving Exchanges.

SOURCE OF INFORMATION	COMMENTS BY INSTRUCTOR What was thought[1]	TRANSCRIPT OF DISCOURSE What was said
STUDENTS' PERSPECTIVE OF THE EVENT EXPRESSED IN COMMENTS[2]		Consultant: So, um, okay. A little bit farther down they said, "If income is not important, why is age?" They said they weren't following.
INSTRUCTOR'S VALUES AND EXPECTATIONS[3]	*"I'm always surprised when these comments are made. These are the things that they could do something about. I'm surprised at their lack of responsibility."*	Client: They didn't ask me. I mean, I know the answer to that question- (Pause). Because people do interrupt me and ask all the time. It's not like there's a taboo against that and I answer their questions. Because age is important. Neither is important about who goes. It's just that age tells you something about what they do after they get there. And income doesn't tell you anything about what they do when they get there....
INSTRUCTOR'S PERSPECTIVE OF THE EVENT[3] INSTRUCTOR'S COLLECTIVE EXPERIENCES AS A TEACHER[3] INSTRUCTOR'S PAST EXPERIENCES AND BEHAVIORS AS A STUDENT[3]	*"I'm doing two things. First I'm thinking back about that class and my perspective of what happened. I'm interested in determining if it is an isolated incident or if it's something which is typical -- if it's a continuing occurrence. Second, my response at the gut level is based on how I was as a student."*	Consultant: Now, that would even have been fun to ask them. "Now why is" Client: Yeah. And they could think about it. Because the only people who don't go to parks and recreation areas are below the poverty line. So income tells you nothing. Not only does it tell you nothing about who goes, but it doesn't tell you anything about what they do when they get there. It doesn't differentiate among people at all, but age does. Because older people prefer

Table 11. (Cont'd)

SOURCE OF INFORMATION	COMMENTS BY INSTRUCTOR What was thought[1]	TRANSCRIPT OF DISCOURSE What was said
		Client: (Cont'd) certain activities, are more concerned with facilities, are real concerned with safety, and you know, are looking for different things. The simple answer is they should say something.
		Consultant: Yeah, um, I'm trying to think of how....
		(Videotape playing)
OBJECTIVE FACTS CAPTURED ON VIDEOTAPE[2]		You know what I was thinking was right there where you paused at the end of those five points. At these major transitions would be the time to ask, "Does anyone have any questions about these five points?" And if you wanted a response, get away from your notes.
		Client: That's a good idea.
		Consultant: And those types of behaviors, like where you stand when you ask questions. If you want a response, what we typically find in our research, is when you're standing closest to your notes, the questions are usually rhetorical. And, if they're not rhetorical, if you really want an answer, you're not likely to get one because the students say,
STUDENTS' INTERPRETATIONS DOCUMENTED IN RESEARCH[2]	*"I guess I have to do something about it. I thought it was kind of strange. I was very surprised by that, especially remembering how I was as a student. I learned something about their expectations."*	

Table 11. (Cont'd)

SOURCE OF INFORMATION	COMMENTS BY INSTRUCTOR What was thought[1]	TRANSCRIPT OF DISCOURSE What was said
		Consultant: (Cont'd) "We're still into business. This is still lecture."
		Client: Hmmm...
DEVELOPER'S INTERPRETATIONS[2]		Consultant: But as soon as you get away from your notes and you ask a question, students perceive them as not being rhetorical. You know, so you are moving closer to them, you're saying, "I'm getting farther from my source of power and control; therefore, I'm more open to you."
INFORMATION RESIDING WITHIN THE INSTRUCTOR[3]	*"I bounce these things off my standards and see if they fit in with the way I think the class should be. I compare what she says to my expectations of the class and whether I want to change."*	
INFORMATION INTRODUCED BY THE DEVELOPER[3]		Client: Yeah. Okay.
INSTRUCTOR'S VALUES AND EXPECTATIONS[3]		Consultant: So, if you think about that and consciously even do it until you set up that, that's a kind of behavior that is an expectation for this class--then you're all set.
INSTRUCTOR'S PERSONAL AND ACADEMIC STANDARDS[3]		
INSTRUCTOR'S PERSONAL STYLE/ DESIRE TO CHANGE[3]	*"They resist getting involved. If I keep asking questions throughout the class, that will push them to get involved."*	Client: Makes sense (inaudible).
		A little later on, I think we're almost to it, I asked them, "Were you all tuned in here?" And they said, "Yeah." Maybe it was a point in which you said they weren't.
		Consultant: Yeah, you perceived they weren't attending, so you switched to an example.

Table 11. (Cont'd)

SOURCE OF INFORMATION	COMMENTS BY INSTRUCTOR What was thought[1]	TRANSCRIPT OF DISCOURSE What was said
		Client: So I asked them, "Were you attending?" And they said,

[1]As recalled during later audiotape review session (I_3-Interview 11/24/80).

[2]New information to instructor.

[3]Information from the instructor's perspective.

made available for consideration, and a discourse about the event and its meaning is undertaken. It can be concluded that the quality of the reflective experience is enhanced by the addition of videotape technology and the consultant as interlocuter. The videotape provided the instructor with additional objective information about the context and behaviors which together constituted the event. The developer provided information about the students' perspective and her own interpretations of the event. These elements, when properly introduced, effectively expand and enrich the instructor's model of the teaching-learning process, thus increasing the behavioral options available to her.

The evidence further indicates that Dewey's treatment of learning as a purely cognitive process holds true during the CAP process, with the addition of a new wrinkle. His conceptualization omitted the critical values factor clearly in evidence during the problem and solution assessment exchanges. It can be hypothesized that the success of the venture is highly dependent upon opportunities for the instructor to weigh information against values as well as the inclusion of suggestions which accomodate to these personal values and desires.

TOPIC PHASE 11: STUDENT PROJECTS

Transcript:

I: 248 A little later on, I think we're almost to it, I asked
249 them, "Were you all tuned in here?" And they said,
250 "Yeah." Maybe it was a point in which you said they
251 weren't.

D: 252 Yeah, you perceived they weren't attending, so you
253 switched to an example.

I: 254 So I asked them, "Were you attending?" And they said,
255 Yeah. It was very clear." So that was good. Umm.
256 I then went to your next major question. They all
257 are 100 counters down.

That's interesting. (Pause) Some of them — this last week, Thursday, was so frustrating because I've gone over and over this exhibit assignment. And I finally had (T.A.) go over it with them again. And some of them just don't understand and it's such a simple assignment that I just — I've explained it so many times — until I'm blue in the face — what I want them to do. A couple of them are just hopeless (inaudible) And then there's one guy in there, he must be in ROTC He's really obnoxious. He's a real troublemaker. He came up to me and goes, "Well, I want you to tell me exactly what you want!" If I could say, "Buzz off, buddy!" (Laughter)

D: You know what's funny is, I think, there are students like that who are not very creative and who just need someone to go through. And you're saying, "This is an exercise in your being creative." But, being creative to them is just one of the hardest things...

I: Well, they haven't had time to figure out what I want them to do. And all I want them to do is lay out a blueprint of an exhibit. One guy turned his in early (inaudible) so I could give it (inaudible) and give it back to him and it's not — it didn't even remotely. It's like he hasn't even been in class the first six weeks, five weeks, whatever. There was all this tiny little print and it was just solid words. I mean, print. And I just said (inaudible) and I said, "Well, if you get rid of half of this," and he said, "They have to have all this information!", and I said, "Well, if they don't read it, if they don't get past line three, then you don't really accomplish that goal anyway, so."

D: Did you have any <u>models</u> that they could look at of what you...

I: Not with me, I just sketched on the board what exactly it should be.

D: After this group of students go through you'll have some student models.

I: That we can keep and show.

D: Or even take photographs or slides and, positive and negative ones. So you might say, "Here is one. Now if you were going to critique it..." And this could be a small group thing, even.

I: And have them go off and do their own.

D: Yeah. Because often a positive — they're great to look at, but people often...

I: 304 Learn more from the negatives.

D: 305 Right. Because they see what's wrong with it and how
306 smart they are that they can figure out all these things
307 that are wrong with it. If you could, you can't use
308 students, you probably would have to get their permission
309 to use them. Or if you took their names off, if you...

I: 310 Probably you get them from the museum because that's
311 the first thing that you do when you're going to do
312 an exhibit. You know that's logical, simple, straight forward
313 The first thing that you do is draw a
314 blueprint. Some of these guys, they're
315 without fail, Forestry and Wildlife guys that (inaudible).

D: 316 Well, they're still, if you think of Piaget, operating
317 at a really concrete level.

Analysis:

Topic phase 11 illustrated how the instructor was able to test assumptions during the CAP process. It demonstrated how the developer's objective position and expertise contributed to the separation of symptoms from problems, thereby permitting a more constructive problem statement. Finally, it provided an example of instructor and developer cooperation in devising a solution strategy.

The interaction began as the developer directed attention to a segment in the lesson and reported the students' answers to one of the instructor's questions (252-254). The instructor had based her behavior at that point in the lesson on an assumption that students were not listening. Their comments contradicted her assumption. The developer interpreted this as an indication that there was no problem with the lesson, so she prepared to move to the next topic (255-262). The instructor was not satisfied and provided additional information to support her assumption (258-270). She recounted an incident which revealed frustration on both her and the students' part. During the explanation, her tone changed. She lowered her voice to a whisper and selectively emphasized words. Her laughter at her fantasized response and

incredulity during the recounting suggested that the incident had been an embarrassing one.

The developer's turn was spent interpreting the student's confusion and anger as an indication of frustration with the task. She talked about the needs of the students and the difficulty they may have being creative (171-175).

In her next turn, the instructor relented and allowed that the students needed more time to discover what her expectations for them were. She recalled a second incident to support her point and to emphasize the basic errors present in student work (176-289). This provided enough information for the developer to conclude with some certainty that the problem was not one of student attention, but of comprehension.

It is important to note how this topic phase unfolded. The developer opened with what she thought was going to be a direct feedback sequence. However, the simplicity of the instructor's question belied the seriousness of the concern it had been intended to address. The instructor was able to extend the discussion easily, even though the developer usually controlled the boundaries of topic phases. This wrinkle in the working consensus between them is evidence of what Goffman calls a "kind of division of definitional labor," which occurs during social interaction and in which

> each participant is allowed to establish the tentative official ruling regarding matters which are vital to him but not immediately important to others... (Goffman, 1959, p. 9).

The instructor was self-disclosing in her talk about her own behaviors when students failed to meet her academic and social expectations. Her willingness to discuss these breeches and the emotions which accompanied them speaks to the element of trust present in her relationship with the developer. As Argyle (1969) found, the amount of

disclosure is determined by the person to whom it is told, with the greatest amount disclosed to close friends and diminishing amounts disclosed to acquaintances and strangers. The developer listened and responded with restrained sensitivity and a constructive interpretation. Her ability to respond appropriately to fluctuations in the instructor's emotional state and to interpret the student's position is evidence of perceptual sensitivity, an important element of social competence. Argyle (1969) defines perceptual sensitivity as having three characteristics:

1. There is a sensitivity to small verbal and non-verbal cues, such as tone of voice and bodily posture, and ability to interpret them correctly.

2. There is the richness and complexity of data used and inferences made.

3. There is the absence of subjective distortions caused by either incorrect implicit personality theories or by strong motivations (p. 328-329).

The solution-finding exchange was opened by the developer with a request for information which also communicated a potential solution to the problem of student confusion about the assignment (290-291). The instructor informed the developer that she had provided a two-dimensional sketch, but did not have an actual example or exhibit blueprint with her during the class session (292-293). The developer implied a suggestion for a second time with her next turn (294-295) which was followed by the instructor's post-completer (296). A discussion of variations on the initial suggestion and its implementation concluded this topic phase.

This portion of the conversation illustrated how the participants worked together to reach solution consensus. In spite of the series of unfinished sentences and phrases, the audiotape confirmed that the interaction flowed very smoothly during this section of the conversation. It is evidence of the phenomenon that Goffman (1974) calls "conversational

cooperation," whereby participants are able to enlist and sustain each other's attention, generate conversational involvement, and negotiate for space within an on-going interaction. Some of the mechanisms the developer and instructor used to manage the conversation so proficiently are known as conversational tying procedures (Speier, 1972). These include question-answer sequences, elliptical utterances, and utterance extension and completion. For example, the first change in conversational turn was signalled by a direct question from the developer (290-291). The use of a question placed an obligation on the hearer for a response. This obligation is known as the reciprocity rule and it is a source of power for the speaker who then controls that exchange in the interaction. The reciprocity rule permited the developer to gather information and sustain the instructor's involvement. The instructor respected the reciprocity rule by responding to the developer (292-293).

The instructor used an elliptical utterance (296) to follow the developer's comment. Elliptical utterances give previous utterances meaning, resulting in collaborative speech production. Where they occur, a membership phenomenon between the interactors is indicated (Speier, 1972). This suggests that the participants defined themselves as social equals as well as equal participants in the task of problem-solving.

Like elliptical utterances, utterance extension and completion involves joint sentence production. The instructor used this mechanism extensively (296, 301, 304) to extend and complete the developer's statements. The sociolinguistic mechanisms through which conversational cooperation occurred during this portion of the interaction are summarized in Table 12.

While the turn-taking rule was obvious in the case of the question and answer pair, accomplishing smooth shifts in turn in the remainder of

Table 12. Analysis of Conversational Cooperation

		Transcript from Audiotape	Sociolinguistic Mechanism	Function
(1)	D:	Did you have any models that they could look at of what you ...?	Issue a direct question	Generate involvement by invoking reciprocity rule
(2)	I:	Not with me. I just sketched on the board what exactly it should be.	Answer	Complete question-answer adjacency pair
(3)	D:	After this group of students go through, you'll have some student models.	Invoke chaining rule with second pair part	Follow up on initial question-response pair
(4)	I:	That we can keep and show.	Elliptical utterance	Give previous utterance meaning; display understanding
(5)	D:	Or even take photographs or slides and, positive and negative ones. So you might say, 'Here is one. Now if you were going to critique it....' And this could be a small group thing, even.	Use conjunction as tying mechanism	Maintain topical coherence
(6)	I:	And have them go off and do their own.	Utterance extension	Display understanding; assist in developing idea
(7)	D:	Yeah. Because often a positive -- they're great to look at, but people often....	Utterance extension	Continue developing idea
(8)	I:	Learn more from the negative.	Utterance completion	Display understanding and complete preceding statement

Table 12. (Cont'd)

	Transcript from Audiotape	Sociolinguistic Mechanism	Function
(9) (10)	D: Right. Because they see what's wrong with it and how smart they are that they can figure out all these things that are wrong with it. If you could, you can't use students, you probably would have to get their permission to use them. Or if you took their names off, if you....	Utterance extension and completion Incompletion marker	Continue and conclude earlier explanation Inform listener that there will be at least two more clauses before completing turn
(11)	I: Probably you get them from the museum because that's the first thing that you do when you're going to do an exhibit. You know that you draw up a blueprint and that it's best to be logical, simple and straight-forward. Some of these guys, and they're without fail....	Interrupt, with knowledge that speaker will yield Pre-structure statement	Complete the discussion; assume topic and floor control Indicate that speaker will be enumerating or explaining a point

Transcript, Audiotape III, Instructor 2; 293-320, 10/27/80

D = Developer's statements
I = Instructor's statements

this section required more subtle inferences.

The judgments that the participants made about when they would start or stop talking, whether they would fill in implied information and how they attended to speakership and listenership signals are known as conversational inference (Gumperz, 1981). Throughout this section, the participants read and respected speakership and listenership signals — yielding to each other for turns and topic control and cooperating in the generation and explanation of solutions. Howard Schwartz and Jerry Jacobs could have been summarizing this conversation between the developer and the instructor when they wrote the following description of projectible utterances:

> One way to show another person you 'know his mind,' and thus display intimacy, is to listen to him until what he is saying becomes'projectable' — until you think you know what he is going to say. At that point, you reply to what he would have said, had you let him finish. Insofar as not just anyone could have anticipated him like that, you show him, in a small way, how well you know his mind. (Schwartz & Jacobs, 1979, p. 351).

The entire topic phase demonstrates the skill dimension of social performance described as "smoothness and meshing" by Argyle

> An essential part of social performance appears to be the ability to establish and sustain a smooth and easy pattern of interaction...Such meshing involves rapid accommodation to the timing and emotional state of the other (Argyle, 1969, p. 327-328).

and the skill dimension of interaction control:

> To be effective in most social situations it is essential to be able to control the social interaction. This does not always mean being the 'dominant' person in the ordinary sense, but keeping the initiative, and exercizing influence over the relationship, the emotional tone, and the content of interaction (Argyle, 1969, p. 328).

TOPIC PHASE 12: LECTURE TRANSITION

Transcript:

D: 317 So, here we go. We can
318 look at this one.

I: 319 Okay. What was it about this time?

D: 320 You said, I'll start a sentence, then stop and start
321 over. Does that bother them? So I asked them about
322 that because it also was a transition.

I: 323 Right.

D: 324 So I wanted to see what they had to say. They had
325 a bunch to say here. Um. "Was the transition clear?"
326 And one said, "I thought it was rough." Um. They
327 weren't quite sure that they were going into another
328 part. One said, "The thing I noticed was either too
329 much information or that it didn't blend well."

I: 330 Do you have an example of that? I don't understand.

D: 331 They said, "Sometimes it just feels like you've got
332 so much information." And you know, you said this
333 was where you were going to give them this quickie
334 overview. But there were so many points, they said
335 they didn't always see where the points all fit together.
336 They weren't following the big picture. They seemed
337 disjointed.

I: 338 In the part on children?

D: 339 Not the part that's coming, but the part that was just
340 passed, where you said, "I'm going to give the sociology
341 of..."

I: 342 Yeah.

D: 343 They weren't quite sure how all those parts all fit
344 together which might mean, at the beginning, if you're
345 going to get into this, you give them an <u>overview</u>.

I: 346 The broader picture.

D: 347 "Here is what we're going to cover."

I: 348 That's what would help. That's where them having a
349 outline would help because it would be all outlined
350 and they could follow it point by point in the outline.

D: 351 But even with or without that, people still need to
352 get that information in another way. Because even
353 with an outline, they may not see how those points...

I: Fit together.

D: Fit together. So you might have to say, "Now, here's how all these are going to fit together."

I: Okay.

D: And then we're going to take them apart. But, then, as you come to each one, you have to make that little transition. "So far, we've talked about blah, blah, blah and now we're going on to — and they relate together." So you keep making little loops, then you have a chain with links that tie it.

I: Was this a general problem or particularly just a problem in that bit before the sociology of natural resources?

D: They spoke of it in general that, "One thing I notice is there's either too much information or the topics don't blend well together." So it didn't sound like it was just this, but I didn't ask them.

I: Well, occasionally, because of the way the class is set up, we have to cover two totally different topics in one class period. So, they don't blend together at all. I mean, we have to cover the topics of goals and objectives and families in parks in one class period. I don't even pretend to try to make those seem related.

D: No, so then at those times you might say, "These do not go together." But, the ones that do.

I: They go together in terms of the overall picture, but one doesn't flow into the other at all.

D: And <u>that overall picture</u> — that would be an interesting way of thinking about the course. What's the overall picture or the blueprint for this?

I: We did that at the beginning. <u>I set up a model</u>. Everything we've been doing fits into that. The whole course is organized around the message, the receiver, and all those steps in between. And every time we deal with another one of those steps I put the model back up and come back to the fact...

D: Oh, that's good.

I: That now we're dealing with the receivers. We've dealt with the message, we've dealt with the media, and now we're dealing with receivers.

D: That's excellent.

I: So, they should have that picture in their minds. We've done it enough times (inaudible).

D: 396 And you're afraid that you'll bore some people to death,
397 but...

I: 398 I keep saying it over and over.

D: 399 Or you could turn it around and ask them, "Now we're
400 going to be doing this. Where does it fit in the model?"
401 So you don't have to say it again, and see if they
402 do have that picture in their minds.

Analysis:

Topic phase twelve demonstrated how failure to reach consensus about the nature of the problem during the problem finding and assessment exchanges delayed resolution and necessitated a recycle through the exchanges. The general problem, that there was need for greater redundancy and explanation of the relationships between specific topics and the overall conceptual framework of the course, was revealed during the first cycle. However, the scope of the problem and the approaches already under the instructor's employ were not evident until the second cycle. These facts reduced the usefulness of the discussion and the suggestions which occurred during the first cycle. They highlight the ordinality inherent in the topic phases, since each exchange must be enacted within a specific sequence; as well as its consensual requirement, since the lack of agreement obliged the participants to repeat the discussion in order to resolve the problem.

During the first cycle, the problem was discussed (328-333; 335-341) and an interpretation was issued (347-348) by the developer. This was the first indication that the phase would likely require an additional cycle, since prior phases ending in successful resolution were marked by assessment exchanges initiated by the instructor, although the developer frequently made contributions thereafter. No consensus was reached before the developer launched into a prescription, using a hedge (might) and conditional (if...) clause (348-349). The developer proposed the use

of an overview, a suggestion that the instructor misunderstood. She interpreted the developer's term "overview" as synonymous with "outline," and explained how a printed guideline would reduce the problem (352-354). The developer corrected her, stating that the students needed verbal explanations throughout the class to summarize old topics and introduce new ones (355-357; 362-369).

The cycle was re-initiated and a problem finding exchange opened with the instructor's next question about the pervasiveness of the problem (368-369). Through discussion, it was revealed that the instructor used a communication model as the guiding theme for the course and a visual representation of it provided redundancy and structure (368-392; 394-396). While the strategy received high praise from the developer (393; 397), she also identified an important factor in the developer's failure to adequately invoke that redundancy. The instructor's words, "I keep saying it over and over," and the paralinguistic qualities of her delivery communicated the instructor's distaste for such repetition. The developer recognized the instructor's feelings in her comment, "And you're afraid that you'll bore some people to death, but..." Feffer has identified this ability to simultaneously consider one's own point of view and that of others as a critical prerequisite for social interaction (Feffer & Gourevitch, 1960). Argyle described the typical use of this skill as an aspect of all interaction:

> Even to speak to another person involves considering what he can understand and is interested in (p. 190).

In this case, the developer expressed empathy with the instructor by cognitively assuming her role and generating an alternative strategy intended to eliminate her objections to the proposed solution (403-406).

This topic phase confirmed that exchanges within each topic phase have ordinal properties. It revealed that the ommission of an exchange

when proceeding from problem-finding to resolution required the repetition of the series before resolution could be attained. It also demonstrated how the developer used her ability to cognitively assume the role of the instructor in order to express empathy.

Throughout this encounter, the developer also used the instructional technique of modeling to demonstrate how the instructor might implement the suggestions being made. She developed a scenario of a classroom event and stated the specific, concrete behaviors which she should enact as an instructor in that situation.

G.H. Mead (1934) refers to such behavior as "taking the role of the other" and identifies it as a critical skill for social competence. Where interactors take the role of the other in a cognitive sense, they are able to see the encounter from the point of view of the other person. This enables the speaker to predict, with some degree of accuracy, the probable response of the listener. Without this ability, the speaker must take greater risks each time he speaks since he cannot know whether his words will offend the listener or cause the interaction to be concluded prematurely. Feffer and Gourevitch have also suggested that in order to engage in effective social interaction a person should be able to consider simultaneously his own point of view and that of others. As they explained

> Even to speak to another person involves considering what he can understand and is interested in. There is a difference between taking the role of another as a detatched onlooker and identifying with his standpoint (Feffer & Gourevitch, 1960, p. 400-401).

In this encounter, the developer went beyond role taking to also share the feelings of the instructor. This ability to display empathy toward the instructor has previously been identified as an important skill for instructional developers (Savage, 1974).

TOPIC PHASE 13: ALTERNATIVE METHODS

Transcript:

D: 402 Um. Just a little
403 later on here, you talk about education and enterainment.

I: 404 Um hmm.

D: 405 And you just brought it up. And time-wise, I know
406 you didn't have time to deal with it, but they said
407 that it was something that would have been interesting
408 to take a few minutes and talk about.

I: 409 And discuss. Yeah, and I agree very much with them,
410 too. There's just a couple of other topics, too.

D: 411 Uh huh.

I: 412 That I'd like to be able to get into more. I'm going
413 to restructure the course a little bit so that we have
414 more time for that kind of thing. There's other issues
415 we've come up with at other times — the (inaudible). For
416 example, the issue of artifacts, the issue that people
417 learn more when they can talk and get involved. But,
418 what do you do when it's (inaudible)? (Chuckle)

Analysis:

Topic phase thirteen involved a cursory treatment of a student recommendation for more class discussions. Both the developer and instructor agreed that it was a good idea, but that time limitations would probably prevent the instructor from using it. The instructor expressed plans to restructure the course to include more student involvement. The discourse suggested that those plans would not take effect during the current term, however. This phase demonstrated that both parties recognized the limitations of time and the requirements for planning that many changes represented. They did not attempt to implement extensive alterations in the course. Instead, they identified a number of potential sites for improvement and chose those which were feasible within realistic time and resource constraints. Major changes were discussed and set aside for future terms.

TOPIC PHASE 14: GROUP ACTIVITY

Transcript:

D: Um, okay. Then also this little (Inaudible). You said, "Close your eyes."

I: Um hmm.

D: They said, "Boy, that just didn't work." They said it was hard for them to close their eyes and think of kids that age. They said it would be easier if you said, "Think back to when you were that age, or younger, or you've had brothers and sisters who were in that age. Can you remember anything?" And, also they said that asking them to close their eyes, they felt kind of sill doing it.

I: That's funny. That's a peculiarity of that group because when I do that exercise at the Grand Canyon with the people, it really works. And that's one of the things that has been commented on in the evaluation forms, because it puts them in the right mind frame. "Close your eyes and think about kids. What pops into your mind?" They really like that. It gets them oriented. That's...

D: Yeah. I'm wondering if it's college students.

I: Yeah, rather than people in the profession. Because the other people are professionals in the field. In fact, I did this one course for maintenance workers — all these old guys. Still, they...

D: I'm wondering, that kind of came fast. That was with your transition. You started something, then you started something else.

I: Yeah.

D: If it was set up, so you might say, "Let's take a minute now; we're going to reflect on kids. Why don't you close your eyes so you can envision it better. And so you don't get any distractions. Can you get a mental image? What is it like? What do you see them doing? How do you see them using their time? Are they running?" Then stop talking and let them create their own picture. Um, Okay. Another comment right there was, "Oops, see, we jumped right back into the lecture. And she didn't ask us what we saw."

I: Yeah. But that's the point, just to get them into the right frame of mind — thinking about kids. I don't want to talk about what they saw because then I have to spend the rest of the time hearing. It doesn't serve any purpose. I've tried it a couple of times

and it doesn't serve any purpose. What happens is they get in arguments with each other because some people there know more about kids than others. It doesn't work well. It really disrupts the flow of the whole thing. And...

D: I can see that.

I: Yeah, you see them — the objective is just to get them to think about (inaudible), to orient their mind toward that one group rather than —. In fact, I'm not particularly interested in what they saw.

D: Yeah. Maybe then at the beginning if you set the stage for that. You know. "It's hard to think back, but if you close your eyes...

I: It wasn't an oversight. And the other thing I want is to set the stage better because I don't want them to think about when they were kids because they have been looking at that and coming out later and thinking about that. I want them to picture kids. The kids The kids they pass on the street, the kids that they run into from day-to-day basis. That is what I want them to picture is kids now in their life, not when they were kids. That is the whole difference. They are not because 20 years ago is gone forever, while dealing with kids is now, so.

D: That makes sense. I am just trying to think of how you might do that so they are not expecting them to...

I: I'll have to think about it. To outline even better what we're doing, but I still don't want to destroy the usefulness of that.

D: Then right after this

I: They think a lot of things that they don't enjoy that as a group they are very tight, they don't enjoy letting loose very much. Because I had to do a couple — well, we did a communications theory and did a couple of exercises where we get involved with each other and they were real...

D: Well, if you think about it, college classrooms, they are not used to that, they are used to someone who is just talking at them.

I: They are used to being anonymous. Okay, in a new situation they lose their anonymity and I can remember back, you know, when I went to class, I preferred just to sit and take notes and remain anonymous.

D: You know, I was just thinking that at the beginning of the course or some point in the course, that it might be interesting just to point that out to them. You know, like what it is like from a college student perspective, but what you are going to be dealing with, groups, who when you are in the field working, who are coming with different expectations. And part of what we are going to do in this course is model some of the things that you might want to do with those groups. And so you are going to have to play two roles. In one sense you are going to be a college student and with another sense you are going to have to... I'd like to have you see how you can orchestrate some of these things. So that again their expectations for the course are different in that this is part of their learning experiences is to partake in these situations and.

I: And to loosen up, because, yes, then they deal with people in their grade. That is probably why when I do a deal with park rangers, they are not so uptight. You know, they are more conservative people, but when they are at the Grand Canyon it is not like they are going to college; they are going to a workshop and there are probably other rangers from all over the country and it is a much looser. They really get into things a whole lot more that they enjoy a lot of the exercises and stuff a whole lot more than this group appears to.

D: Another thing that I was thinking and I haven't observed this, but do you tend to get in early?

I: Oh yes, and I sat with them all the time.

D: So you can chat with them.

I: I chat with them all of the time. I get in there at least 20 minutes before and that gives them. See, I answer a lot of their questions then and more and more of them are coming in early. They know I am there and they — and I answer a lot of questions at that time. I come in and I put things on the board or I get organized or I just chat with them at that time. You see, that is one of the things that when you give a walk or a talk, you know, that is one of the things that you do is you get there early so that you can just chat with the people.

D: And get to know your group.

I: Get to know your group a little better and establish some rapport.

D: That should help break down that.

I: 551 I think for some of the others that it is just — and
552 I really believe, you know, think that if you sat in
553 there long enough and — some of those guys in there
554 are just having a hell of a hard time. They would much
555 prefer me to be the teaching assistant and not to be
556 the lecturer and they are having a hard time. There
557 is a couple of them that — I don't know how to help
558 them because they are, they just don't know what to
559 do. I'm getting used to it, but see, being in forestry
560 and in the College of Ag, some of them have probably
561 never had a woman professor throughout their entire
562 college career.

D: 563 Or at least not in their major.

I: 564 That's right. And they just are real surprised or they
565 probably had it in humanities and stuff, and they didn't
566 expect to take a course in natural resources and get
567 a lady professor. And they are really — but see I don't
568 think I can help them, I think that is their problem
569 they have to break down. You know, all I can do is
570 make the learning situation as easy as possible for them.

D: 571 And model a very competent professor.

I: 572 Well, you see, they have a way of dealing with women.
573 Okay, and they know they can't deal with me that way
574 and so they don't know how to deal with me. Because
575 a couple of them will come into my office and talk about
576 their projects, you know. And I'll look up and they
577 will be looking at me and I think ooh. And it is like
578 they don't, I mean, they have a standardized way for
579 dealing with women and they can't...

D: 580 How do I deal with this one?

I: 581 That's right. It is not operative in this situation.

Analysis:

Topic phase 14 was a more explicit demonstration of the decision processes used by the instructor to arrive at judgments about problems and solutions. The instructor spoke of the similarity between her discourse during topic phase 14 and her thoughts during topic phase 11 during an audiotape review session:

> I verbalized the process there. That's my thinking out loud (I_2 Interview 6/2/81).

The topic phase was opened by the developer's presentation of the problem (419-420; 422-429) and the instructor's reaction (430-437). The

initial surprised reaction was followed by an examination of variables within the situation and a generation of hypotheses (438; 443-445) to explain the problem. The instructor was not entirely satisfied that differences between the college audience and park ranger audiences accounted for the unenthusiastic reception that the class activity had received (439-442). She was more clearly dissatisfied with the implications regarding the purpose of the activity embedded in the developer's suggested remedy (447-456). She made her objections known (457-466; 468-471) as she explained her goals and past experiences with the activity. Her statements are emphatic, with stress given to particular words, and a tone of impatience. The developer expressed understanding and acknowledgement following the instructor turns (467; 472) and posed a solution which was a less specific statement of her earlier suggestion (472-474). The instructor accepted the suggestion in her next turn (475-476) by stating that she wanted to set the stage better, but it seemed to be forgotten in the remainder of the turn as she returned to a restatement and elaboration of her goals (476-485). She explained her reaction during the audiotape review session:

> I'm dragging my feet because I want them to think in a certain way. Maybe change the <u>style</u>, but not the <u>content</u>. Her suggestions struck me as getting at a fundamentally different point than I wanted so that's why I argued with her (I_2 Audiotape Review Session 6/2/81)

The developer acknowledged the instructor's explanation, then attempted to generate specific examples of the solution (486-487). The instructor, still preoccupied with the purpose of the activity, stated her position regarding the value of the activity (499-501). The instructor's response seemed to recind permission for the developer to make suggestions and to imply that her suggestions posed a threat to the integrity of the activity (488-490). Following this apparent dismissal of her efforts, the

developer dropped the discussion and attempted to introduce a new topic (491). However, the instructor had not finished with the preceeding topic. She began to hypothesize about the group (492-494). She considered the frequency and pervasiveness of the problem (494-497). The developer responded with information about the typical experience of students in a college classroom (498-500). The client compared the added information with her own experiences as student (501-504). When the instructor accepted the characterization, the developer cautiously forwarded another suggestion (504-521). The instructor continued to consider the information in light of her knowledge and experience as a teacher (522-531). She spent the next six turns examining the developer's implied hypothesis (532-533) that increased rapport and knowledge of the students would precipitate greater cooperation and communication during class periods. While the instructor agreed with the validity of suggestion (548-549) she also advanced an alternative explanation based on difficulties she had experienced with a sub-group within the class (551-562). The developer demonstrated that she was listening (563), made a rational, constructive recommendation, and let the issue drop (571). From the developer's perspective, the problem had been dealt with adequately.

After she had clarified her position, the instructor was prepared to consider the objective facts and to render judgments. They reached consensus regarding the issue of behavior expectations, although the instructor's final remarks indicated that she continued to be uncomfortable with those held by a sub-group of students within the class.

This phase demonstrated the instructor's strategy for reaching judgments about problems and solutions. It also revealed the importance of consensus of problem definition before advancing to the solution

exchanges. Treatment of content by the developer was shown to represent a breach of the normative rules of conduct (Garfinkel, 1963, p. 190) and the instructor was permitted to directly contradict the developer's interpretations in that area. This phase also illustrated how conversation can break down and be recovered, how the instructor can exert control within the topic phase, and how the interactors can work together to define problems and generate solutions within the constraints of the specific teaching-learning situation.

TOPIC PHASE 15: LECTURE TRANSITION

Transcript:

D: 582 The next part just when you talked about the historical
583 background, they weren't quite sure how that fit. I
584 thought that it tended to make a lot of sense.

I: 585 It was, well, it was the introduction; I mean, the
586 introductory setting is the background. So that is
587 interesting.

D: 588 Maybe again it's working on that transition of...

I: 589 That is how the book is laid out.

D: 590 Is, yes...

I: 591 Exactly how the book is laid out and we never read it.
592 We never had any trouble with the book. The book is
593 in its third printing and Gary and I both give workshops
594 all over the country on it. And we use this identical
595 approach that I used there with starting to getting
596 them to think about kids and man, then moving into the
597 historical perspective and this is the first — this
598 is real interesting.

D: 599 You know what I am thinking, it could be just the transi-
600 tional sentences into, you know, thinking about kids.
601 Now that you have in your mind a picture of kids today,
602 kids who weren't always that way. I mean, kids have been
603 the same but the context in which you were a kid is
604 different.

I: 605 Yeah, I think I said that. Didn't I say that? That
606 we have the concept of childhood today that we have
607 now is not the same as it was; it hasn't always been
608 that way. I thought I said that. However, it may be
609 that I'm so used to giving this that I didn't say that.
610 Let's look at that.

(Videotape-to check it out.)

D: 611 Now this right here when you are going to do something
612 like that, even moving the papers, might break the mood
613 you are trying to create.

I: 614 Yes, I thought that when I did that later, the first
615 time I saw this tape, it would be better to come around
616 to the front and just lean on the desk and talk to them
617 that way rather than to stand behind the podium.

D: 618 Yes, moving of the papers, it's a transitional cue.
619 You know, it is a cue that things are going to change,
620 but it might — I think you are right, just leaning out
621 in front and sort of setting that mood, the tone of
622 voice in learning what they want. Because you can lose
623 people on transitions.
624 My sense of what happened is that it's still quite a
625 formal setting, you know, they are thinking about it
626 even though you want them to sit and relax and think
627 the trend, you know, it was, still had that formal air
628 about it. And it sounded like when you started, like
619 it was a lecture — which is fine. But, if you want
630 to help people make that transition, it might just take
631 another sentence or two there in terms of, you know,
632 we all have in our mind the picture, or you have — even
633 making it more personal, you have a picture in your
634 mind of what childhood is like and it is pretty collective
635 for what we know and then go into the history. Going
636 from the personal <u>you</u> because you see, just have them
637 do a real personal experience so take them from that
638 from personal experience

I: 639 What I should really do is... (laughter)

<u>Analysis</u>:

Topic phase 15 addressed a problem which stemmed from the instructor's assumptions about the similarities between college students and park rangers as audiences and learners. It was also found to involve inconsistencies between the instructor's verbal and non-verbal behaviors during the transitional shift between lecture topics. The instructor was given time to assess the problem of student confusion over a part of the

presentation. She compared their comments to her past experiences as a teacher and reacted with interest (585-587). The developer proposed a tentative hypothesis and they reviewed the teacher's behaviors on the videotape (599-604). The instructor agreed with the developer's suggestions (605-610) which were then followed by firmer recommendations (618-638). A comment made by the instructor during a later review session with the researcher may indicate that the developer's continued emphasis on the importance of audience variation was fully accepted during topic phase fifteen. She summarized the discusssion with one sentence:

> This made me think about the differences in the groups because much of this comes from the training packages for the rangers (I_2 Interview 6/2/81).

TOPIC PHASE 16: SUMMAZATION EXCHANGE

Transcript:

D: 640 You know, what I think is coming out of this is that
641 the content and the examples and everything you have
642 are really sound or just seeing the techniques and transi-
643 tions.

I: 644 The techniques and transitions.

D: 645 ... and it is just those
646 little transitions that those transitions are where
647 we know in social interaction...we can lose people.
648 It is like, you know, you take them to a park trip and
649 if they aren't following you visually you lose people
650 along the way. I mean, they go off onto another trail
651 and how do I get them from one spot to another and still
652 keep them with me.

Analysis:

Following topic phase 15, the developer opened a brief summarization exchange with the instructor. During the exchange, judgments about observed instructor strengths and weaknesses were disclosed. The interactors agreed that basic teaching practices were sound, that specific techniques needed work, and that transitions between lecture points were

important areas for the instructor to emphasize. The exchange served as a signal that the task of the session was being accomplished and a check to determine whether both parties were reaching similar conclusions.

TOPIC PHASE 17: TRANSITIONAL PHASE

Transcript:

D: 652 And then there is another transition
653 down here and they said that one was real clear. Do
654 you want to see that one?

I: 655 Which one was it? I might be able to remember.

D: 656 I don't remember which one it was.

(Videotape playing)

657 They didn't have anything to say about that other than that
658 you start that transition.

I: 659 Can you see why I don't use overheads?

D: 660 I can see why she doesn't use them too much.

I: 661 I got to do something about those, in terms of for this
662 class.

Analysis:

During topic phase 17, problem solving did not occur. The developer and instructor re-oriented themselves to the process after the change in focus represented by the summarization exchange. They observed a segment of videotape where a transition was enacted by the instructor. The instructor commented about her use of transparencies and the need to work on them. This was the topic of an earlier series of exchanges and was not pursued further during phase 17.

TOPIC PHASE 18: STUDENT REACTION

Transcript:

D: 663 You had asked something about were there any reactions
664 to that information. You know we had talked about charting
665 it or charting it once or something and their comment
666 was it was just a quick overview even though it was
667 like the cover, we knew it would be in the readings.
668 Did you have any suggestions and they said, going to
669 keep up the examples, as many as you can as they (inaudible)
670 in a natural setting, so all of those stages development
671 you know...

I: 672 Right where I gave examples.

D: 673 Yeah, and they said that was really excellent and specifi-
674 cally when you get examples of in the park setting.

I: 675 Boy that it is hard. That is easy, but the hardest
676 thing for me in this class has been avoiding that because
677 I've got forestry, wildlife people and these other people.
678 So I try and give examples of that without worrying,
679 not only about park settings but about game refuges
680 or hunters — because a lot of these guys are wildlifers,
681 who'll be dealing with hunters, especially in game refuges
682 where there are those types of settings. And the foresters
683 would be dealing with a whole kind of recreation that
684 it is not a park goes as you might think of a park goes.
685 So the hardest thing this term — it would be easy and
686 I can just give park examples — I can give park examples
687 up the kazoo, but I puzzle before every lecture and
688 try to think of more diverse examples to meet the needs of
689 at class.

D: 690 You know where you might go to get some of those is
691 next time you go to a forestry convention or something...

I: 692 Oh, I have them, I can think of them, but they just
693 don't come as readily to me on the tip of the tongue.
694 And, in fact, I have to work. Instead of, you know
695 during my lecture I'll think, "Oh, I'll give these three
696 examples about..."Now, I think back, come up with an
697 example that is for the more diverse audience, so I
698 wish I could just give park examples. It would be so easy.

D: 699 But you did give a lot in there.

Analysis:

Topic phase 18 began with a direct feedback exchange (662-665) and included discussion about the use of examples, triggered by the feedback. The instructor defined the problem (624-678) informed the developer of the

difficulties inherent in providing examples for a heterogeneous student group (677-683) and proposed her own solution (684-688). The developer encouraged her with her final remark (694).

TOPIC PHASE 19: STUDENT CONFUSION

Transcript:

D: 699 Now, let's see — there
700 was a difference. You started to tell a story in there
701 and your whole delivery style changed, and they said
702 "When she says it is simple and straight forward, you know,
703 what is that?" "That was a good example in there." You
704 were presenting it, I don't remember specifically where
705 it was. My notes aren't that good, but look ahead, I
706 can remember. Do you want to look ahead at that to
707 see what it was? "When she said that it is simple and
708 straight forward, but then...but I don't know if it
709 is that simple and straight forward."

I: 710 Because it is simple and straight forward! It appears
711 simple and straight forward and it is, although most
712 people don't think of it. That is why.

D: 713 You know, sometimes they'll say that to people...talking
714 about presenting or what effective presenters do, and
715 I'll say you're going to just — when we are all done —
716 I hope you say that this is so simple, it is so logical,
717 it is intuitive.

I: 718 I know. That is what I am trying to get across to them.
719 And the reason I present things is because they're not
720 obvious that they are simple and straight forward.
If I don't present
721 in class it's because I know they can read it themselves.

D: 722 I see what you mean. I think that whenever...

(Videotape playing)

723 That might have been a question I asked them.

I: 724 Yeah, I know, whenever I say "This is very simple and
725 straight forward," I know almost all the time it appears
726 to be a simple and straight forward point to you, but
727 sometimes I think, like this material I'm presenting,
728 they must be sitting there thinking "God, this is just
729 common sense." But, in my experience in workig with
730 park rangers and interpreters and people who actually
731 work out at parks, it never occurs to them that it may
732 seem simple and straight forward to us here in the classroom
733 talking about it. But in my experience, boy, those
734 people don't think about it at all.

D: 735 That would be excellent to point out to them, then.

I: 736 But I am sure that I say that. I mean, I said that
737 many, many times this term.

D: 738 And also, what seems to be so simple and straight forward
739 when you hear it and you are sitting in the class, versus
740 when you get out and go to apply it and given that situation,
741 it is easy to forget it. So, it is not only other people
742 who do things and don't use this information; you
743 might not even.

I: 744 Also, I think that, you know, I have a general idea
745 of who was here and, see I know a couple of people who
746 have been teachers, ok, and to them this stuff is, you
747 know, ho hum, but for all these forestry guys...

D: 748 These people were really...they may have been teaching,
749 but they were all very positive.

I: 750 But that is another problem with this class. There
751 is such a mix and some people there who have been camp
752 counselors and had a lot of experience with kids or
753 with particular groups and others that don't. Like
754 the guy that said to me after discussing the movie,
755 he said, "You've got to have an authority figure." You
756 know, gees.
757 Oh no, what are they talking about. You know, when
758 something is what you are saying the concepts, in concept
759 this is simple and straight forward, but in practice
760 it is not. You know, sometimes even giving an example
761 of when you've blown it. I know better and this is
762 what I did or I know better and I still did this. So
763 even though I know the concept and you know.

I: 764 And we can sit here and both say that seems logical
765 and it is not really logical. And I think I, well maybe
766 I didn't do it that time, but I usually am sure that
767 when I say something it is simple and straight forward,
768 I say that because I'm worried that they think it is
769 too simple to be presented in class and the reason I'm
770 presenting it is because everybody blows it all the
771 time.

D: 772 Then the most powerful thing you are doing would be
773 giving examples. Especially, what they said, that the
774 examples are when you make your point, and a personal example
775 is the most powerful kind of example, especially since
776 you have high credibility as an expert. It is one where
777 "Here, look what I did and I even know better. I'm
778 even teaching it and I did this," You know, boy.

Analysis:

Topic phase 19 was primarily concerned with a misunderstanding

between the instructor and the students stemming from the instructor's description of a section of lecture as "simple and straight-forward." The students wondered if it really was that simple and were confused or uncomfortable with the description. Several turns at talk were required before the problem was clarified and both interactors reached a working consensus (722). They discussed the source of confusion and the instructor explained her intent during her third turn (724-734). The developer's first suggestion was that the instructor provide that same explanation to the students (737). The instructor replied that she had explained herself (736-737). The developer did not respond to her specific statement, instead she expanded the instructor's explanation (738-754). This functioned to direct the discussion to specific remedies, rather than speculations about past actions. The instructor continued the discussion in the same vein during her next turn (744-747). The developer reported that the student reviewers were not critical, but positive during the session (748-749). This served to prevent the rejection of the information based on the attribution of negative motives to the students. The instructor's next turn revealed some frustration with the diversity of the class and the perceptions of some of the students (750-756). The developer then spent her turn correcting the instructor. She explained that the students' confusion was with concepts. While the developer's points are not entirely clear to an outside reader of the discourse, the instructor seemed to understand. Her next turn was a further explanation of her intent and a concession that she may have been unclear in the particular case. The topic was concluded by a third suggestion from the developer (772-773). The same strategy was advocated and the turn was ended with a specific enactment of it. The final form was one of recommendation (778-779).

TOPIC PHASE 20: STUDENT REMARKS

Transcript:

D: 778 General
779 comments, you are going to love this one. She dresses
780 well and is so well organized.

I: 781 She dresses well. Oh, I guess that — that is funny
782 you should bring that up. We were just talking about
783 that the other day over a beer. And I was asking my
784 fellow faculty members, my male faculty colleagues
785 they don't get that and they never do. And I get it
786 consistently on evaluation forms all the time. I once
787 had a comment about runs in my stockings on my evaluation
788 form. I couldn't believe it, but the guys never get
789 that. They never get that.

D: 790 That is why I said you are going to love it.

I: 791 You could slop in here, you could slop in there wearing
792 holes in their sweaters and the — oh, okay, go on.

D: 793 But what they were making the comparison to was that
794 you're organized in your appearance and you are also
795 organized in your presentations. So they said it gives
796 a very consistant atmosphere. Your appearance and the
797 class are both very well thought out. But they still
798 wouldn't say that about a male.

I: 799 Never, never.

D: 800 No, but they were making it that at least there is a
801 consistency, "She's one of the foremost in her field.
802 Could maybe work on enunciation projection."

I: 803 Yeah, I noticed that that day; I didn't know I was slushing
804 a lot, and I don't usually do that. I noticed though
805 that I was slushing my words and...

D: 806 Perhaps getting away from her notes more. Presentations
807 are not always fluent, but yet she knew it. She has
808 the potential to be one of the best teachers at MSU.

I: 809 That is nice.

D: 810 Isn't that nice?

I: 811 It gives me incentive to work on it.

D: 812 Well, also when you hear this you get the feeling that
813 students are really attending the class.

I: 814 And not sleeping through my class, at least not one
815 person has fallen asleep through the entire quarter,

816 not one. And that's a long hour and twenty minutes
817 in the late afternoon.

D: 818 There is a lot of variety.

I: 819 Well, that is good.

Analysis:

The developer brought the focussed time to conclusion with a series of direct feedback exchanges (779-819). These consisted of reports and discussions of student comments which were independent of the videotaped class session. The developer described her strategies for accomplishing this as "sandwiching" and "ending on a positive note" (Developer Interview 12/21/80). Thus, comments which referred to weak areas were "sandwiched" between comments emphasizing strengths. The final comment was a positive one (807-808) which elicited a statement of committment from the instructor (811) and was followed by encouraging words from the developer (812-813; 818).

TOPIC PHASE 21: REQUEST FOR SUMMATION

Transcript:

D: 820 What I'll do is I will send you a, you know, as I said,
821 on the summary letter. But I didn't take notes while
822 we were going through this. If you could summarize
823 what, from what we just talked about and all of the
824 things we talked about before, what this means, you
825 know, what you would say the summary of all this was.
826 What do you think the — you know, I've got to stop —
827 I always call you (Instructor's first name) in class.

I: 828 They call me (first name) too, and I don't care about that.
829 The only time it bothers me is when everybody else gets
830 called Dr. X and I get called (first name). However, I prefer
831 to have the students call me by my first name. You
832 know, I don't know what teaching genetics is like, but
833 teaching interpretation I feel that it is a give and...
834 and I am trying to help them become better interpreters.
835 It is a real skill-oriented kind of thing and you are
836 not dispensing information. You are trying to give
837 them some skills that they can use to go out and do
838 these things.

D: 839 And it is interpersonal what you are teaching, are inter-
840 personal skills and you have to model it.

I: 841 That is right.

Analysis:

A transition from the discussion of student comments to the closing of the session was accomplished with a metastatement by the developer (820-821). She described the next step in the CAP process, then introduced the closing summary sequence with a request for a personal summarization by the instructor (822-825). Before the instructor responded, the conversation was re-directed by a brief aside which made reference to the formal role that the instructor holds (826-827). In her response to the aside, the instructor spoke about her personal philosophy of teaching (828-838). She explained how she seeks to enact her role by involving students and demonstrating the skills they must acquire.

The developer's response summarized the instructor's position and appended it with a recommendation which was consistent with the instructor's aims and therefore, based on a tacit agreement between the two speakers (839-840).

SUMMARY PHASE 22: SUMMARY AND APPRAISAL

Transcript:

D: 842 Well then, what would say, out of the sessions we talked
843 about, what things may have been the highlights for
844 you or what it means to you?

I: 845 Well, I have gotten some really good ideas for, not
846 organization that I can work, because my lectures are
847 highly organized, that is not the problem. Places
848 that I think that I am giving examples from examples
849 that are not, it's this thing of being simple and straight
850 forward. I know that it is best to give examples, but
851 there are points that I think need examples and
852 I am not doing that. And this whole issue of transition ——
853 I have to think about that. And of trying to reorganize
854 it so that there is a little bit more diversity in terms
855 of little bit more discussion which is a time problem,

856 but I just need to.

D: 857 I know that is always a thing that throws me the most
858 too.

I: 859 But some of the non-verbal behaviors, like why they
860 don't ask questions. That has been really important
861 too, because I try and be real open so that they will
862 ask questions that will be a low risk situation, but
863 they are not asking them. This non-verbal thing that
864 I am behind the podium too much — I need to get away
865 from that.

D: 866 And I think also looking down when you ask a question.
867 You're aware of where you're going next.

I: 868 Right, standing behind the podium. See, I could come
869 out and sit on that table and lean on it much, much
870 better, much more informal...I did see (T.A.) down at
871 the elevator. If he was so opposed to my being hired,
872 why is he my teaching assistant? Boy, we had a real
873 discussion.

D: 874 That is good to clarify.

I: 875 I feel a lot better and the working relationship has
876 improved immensely...I don't do well in confrontations
877 of that kind. I would rather avoid it and so that was
878 real hard. But you know it's much better now.

D: 879 I think that is a female type of — especially when you
880 have to deal with a male who works under you. It's
881 a little tricky.

I: 882 I think over the major things. The little things I
883 guess I would say, the little things about having Pat
884 help me redo my overheads so they are more
885 interesting and just the little things that will make
886 it better or more organized, run more smoothly. What
887 you get are these transitions, those kinds of things.

D: 888 It seems to me that you said organization is excellent.
889 And you really do have a lot of variety of things you
890 have people do in the class.

I: 891 It is just all of these little things that would make
892 it better, that would make it smoother.

Analysis

The consultant returned to the task of summarization by reestablishing a boundary with "Well, then..." and restating the request for an instructor summary statement (842-844). With that, the floor was

surrendered to the instructor.

The instructor's response was both factual and evaluative. She judged the quality of the suggestions they had discussed and specified her own teaching strengths and weaknesses. She reported areas where discrepencies between her intent and her actions occurred and indicated behaviors which would bring them into congruence (845-856).

TOPIC PHASE 23: COMMITMENT PHASE

Transcript:

D: 893 Because what I heard from the students, I think that
894 the rapport is good — that they respect you and feel
895 comfortable, and that is one of the hardest things.
896 In fact, I have often said, if I had to work with someone,
897 I would much rather work with someone who needed to
898 improve the fine tuning, the organization, rather than
899 someone who has no rapport with the students. That
900 is a hard one to.

I: 901 The thing is, well, my philosophy is that you could
902 continually get better. So once I go through all of
903 these things and try and work them out, there is still
904 going to always be things you can do better. But, I'm
905 just glad to know that they feel that I have a rapport,
906 because that is real important to me. That is one of
907 the most important things I think to me as a teacher
908 is to feel that rapport. I want them to understand
909 that that is how I feel about education. And I know
910 it is hard because they are so used to so many other
911 people who don't feel that way about education — that
912 it's such an authoritarian...

D: 913 Yeah, and I think you model that well.

I: 914 So I am glad that they feel that way.

D: 915 The rest seems to be just a matter of, you know —

I: 916 Little things...

TOPIC PHASE 24: OFFER OF ADDITIONAL ASSISTANCE

Transcript

D: 917 If you do some other time like next term or spring term,
918 if you want any more feedback, either have, you know,
919 we can just come in and sit in on it or talk to some
920 more students.

I: 921 What I might have you do is come and sit down when I
922 do this lecture next time. Would you mind that?

D: 923 No.

I: 924 And see, because I think that would make the most sense
925 rather than different lectures to sit through this one
926 again.

D: 927 Sure, give me a call.

I: 928 In plenty of time.
929 But then you could sit through this one again and then
930 we could just talk about whether I'm making these transi-
931 tions better or whether you thought that this, you know,
932 or whether I still need more work. That would be good.

D: 933 Oh no, I would be very happy to do that. Did I give
934 you a copy of an example of a feedback form you can
935 use with the students?

I: 936 Yes, it was with the packet of stuff for orientation.

D: 937 Because you might be interested to use that for a general
938 form but also like in a week or so, if you worked on
939 transitions or you worked on examples, put that on the
940 back. Are the transitions between topic to topic and
941 topics clear? Just to see if they have noticed that.

Analysis:

They proceeded from statements of agreement and reinforcement to more general statements about the areas of proficiency and effectiveness in the instructor's classroom teaching (888-890). The developer encouraged the instructor to continue improving by emphasizing her substantial achievements in developing student respect and rapport (893-894).

The instructor's next turn was spent in appraising the meaning of the CAP experience to her. She related the findings and suggestions to her

philosophy of teaching and values about education (901-912). The developer's role during this exchange was to support and encourage (913, 915). The formal session was brought to a close with the final offer of assistance (917-920) and some forms for continued self-review by the instructor (929-930; 934-936).

TOPIC PHASE 25: ENDING THE SESSION

Transcript:

(Look at cartoon)

I: 942 That's so crass (laughter) you are not allowed to do anything
943 in this park that's dirty, messy, nasty or fun. No,
944 but it is so perfect because when was it, Wednesday
945 afternoon, I was in Eaton County Parks and I gave a
946 workshop to the naturalists and to the director of Eaton
947 County Parks and Recreation and a bunch of their guys
948 that do the signing. We had a good time. I had my
949 little slide collection which is about three times as
950 big as the one I showed you and we really — I felt
951 good after that because they were really going "Oh,
952 we do that; yeah, I see why we shouldn't do that." It
953 was a real positive kind of thing. You know, it was
954 worth the trip.

D: 955 Because when you go in and you've got some information
956 from different areas and they have been doing it, they
957 can't see anything wrong with it.

Analysis:

After the session had ended, the participants joked informally about a cartoon that the developer gave to the instructor (942-955; 955-957). It reminded the instructor of a recent workshop experience with local naturalists. With its recounting, the interactors completed their role transition to colleagues of equal status. The audiotape record of the conversation ended when they walked out of the office and exchanged parting remarks.

Summary

In this chapter, a narrative overview of the CAP process was presented, brief case studies of four enactments were reported, the results of the participant's evaluations were summarized and an in depth analysis of the last session as a social interaction was reported.

In Chapter V, the findings from these analyses are summarized in the form of a descriptive overview of the CAP process. They are accompanied by conclusions, recommendations and implications which were drawn from them. Finally, the limitations of the study are discussed and suggestions for further research presented.

CHAPTER V

FINDINGS, CONCLUSIONS, AND IMPLICATIONS

Findings of the Study

Broad Research Questions

This study set out to explore and describe the dynamics of college teaching improvement consultation by examining the interactions which occurred during the enactment of the CAP process. To accomplish this, an inductive research approach which was both interactive and iterative was employed. Through the inquiry and analysis, a series of broad, intermediate, and more specific questions were posed and solved. The broad questions addressed the nature and structure of the CAP process. They were:

1. What are the elements of the CAP process?
2. What are the stages?
3. When do they occur?
4. What are the participants' assessments of the process?
5. In what ways does the process address teacher strengths?

These broad questions were answered through narrative descriptions of the CAP process reported in Chapter IV. A summary of these findings about its nature and structure is presented in the descriptive overview that follows.

Descriptive Overview of the CAP Process

The Collaborative Analysis and Action Planning (CAP) Process has been described as a seven step teaching improvement intervention using the

consultation approach. It is grounded in behavioral data captured on a videotape of the classroom event and based on interpretations from the multiple perspectives of the students and instructor who enacted the event and the consultant as an instructional expert and outside observer. From these interpretations, action plans emphasizing instructor strengths and weaknesses are jointly derived by the instructor and consultant. The stages and activities which comprise the CAP process occur in the following order:

1. Initial Contact and Interview. Instructor and developer discuss the instructor's concerns, the course content and structure, the CAP process and its potential to address those issues. Scheduling for class observation and videotaping are arranged.

2. Class Observation. The developer observes the classroom instruction, produces a set of observational notes and solicits student volunteers to review the videotape.

3. Classroom Videotape. A videotape of an actual class session is made with the instructor as the point of focus. Additional solicitation of student reviewers may occur.

4. Instructor Review Session. During this session the instructor is interviewed concerning the behaviors exhibited on the videotape and the intentions and beliefs which motivated the instructor during the class session. Other instructor concerns are identified at that time.

5. Student Review Session. Several student volunteers meet with the developer to view the videotape, to describe their perspective of the class session, to respond to questions asked by the instructor during his or her review session, and to determine the impact of the instructor's behaviors on the students' learning. From these descriptions instructor strengths and weaknesses are identified. Developer notes are made as a record of the students' comments.

6. Instructor Review and Planning Session. The instructor and developer review parts of the videotape which were identified as significant by the instructor or students and compare the comments that the students made with the instructor's perceptions of these segments. Instructor strengths are specified by the developer through direct reports of student comments and personal observations. Together, the instructor and developer engage in action planning, a problem solving process in which the interactors engage in a discourse about the problems and solutions, stimulated by the student comments and videotape record of the classroom event. Through collaboration and negotiation, specific teacher behavior changes are agreed

upon. The instructor summarizes the action plan and the developer offers follow-up assistance to conclude the session.

7. Summary Letter. The developer sends a letter to the instructor listing strengths, weaknesses, and action plans as they were specified during the final session. This serves as a record of the CAP experience.

The instructors who participated in this study completed a fourteen item questionnaire and were interviewed to determine their assessments of the CAP process. They judged it to be an effective means of addressing instructional concerns and an efficient use of their time. Each indicated a personal commitment to change arising from the experience and indicated their endorsements of the process by recommending it to colleagues. From this it can be concluded that the approach is helpful to college instructors who are interested in improving their teaching.

Intermediate and Specific Research Questions

In addition to the five broad research questions addressed above, this study was also concerned with a set of intermediate and specific research questions. The intermediate questions were intended to elucidate features of the task and social dynamics of the consultations. They were:

1. What are the categories of instructional variables addressed during the process?
2. In what sense is the process collaborative?
3. How is the CAP process jointly enacted by the participants?
4. What are the dynamics of the process?
5. How does the planning process occur?

The more specific questions addressed the strategic elements of the interaction. They asked:

1. How is the developer able to engage the instructor in joint problem solving?
2. In what ways is the instructor involved in analysis and planning?
3. How is commitment generated by the developer?
4. Are there specific skills and strategies employed by the developer?

The intermediate and specific questions required further analysis for resolution. They examined the interaction at progressively deeper levels, with the intermediate questions locating major components of the task and social dimensions, and the specific questions dealing with strategic elements withing CAP components. Because the intermediate and specific questions are very closely interrelated, they are answered below in a collective manner in a narrative summary of the dynamics of the CAP process.

The Dynamics of the CAP Process

As a social interaction, the Review and Planning Session was a negotiated and mutually constructed communication between the instructor and developer. As such, it was a process which was both dynamic and variable. The knowledge, experiences, attitudes and expectations that the interactors brought to the event influenced how they behaved and interpreted the behavior of the other. The results were the creation of situationally relevant participation structures and the accomplishment of tasks in a situationally unique way. Thus, the preceeding description of the CAP process only demonstrated the complexities of the interaction as they occurred in a single case. Any future enactments of the CAP will

necessarily differ from this portrayal according to the experiences and meaning systems that each participant brings to them, as well as in the manner in which those factors are socially expressed.

The preceeding description is further limited in that it comprises a two-dimensional portrayal of a multidimensional, dynamic encounter. By freezing the dynamic for closer examination, some of these complexities were identified and examined. It is likely that others were overlooked. However, certain fixed features of the CAP process and social requirements of the consultation event will necessarily structure these encounters making some generalized description of the process possible. The ambiguities found to exist within and between the enactments, chronociled in this study and likely to exist in future enactments, can be expected to arise from the choices of behavioral options made by the interactors in meeting the task and social requirements of the event. Thus, while the nature of the CAP will always be improvisational, it can be better understood and future enactments facilitated by examination of the social and task environments which are synergystically combined through the interactive dynamics to activate cognitive-social-interactive problem solving.

During the CAP process sessions, the instructor and developer were required to satisfy the demands of both the problem solving process and social interaction in order to successfully achieve their goals. The requirements of problem solving were found to involve negotiations within a rule governed and bounded domain. That is, for each topic phase, the problem solving process had a sequential or ordinal structure. Within these fixed paramaters, there was room for interactional maneuvering. Instructor beliefs and values were found to be of critical importance in this maneuvering, especially in the negotiations surrounding the decision

to adopt or reject improvement suggestions. An examination of the reflective process which was partially revealed in the discourse about these decision points suggested that cognitive reasoning was mediated by these affective concerns and values. Because, as symbolic interactionists tell us, language has the capacity to represent our thoughts and ideas, the production of discourse contributed to the mental sorting and shifting which comprised the cognitive work of the instructor. Through the introduction and discussion about information from the multiple perspectives of the students, instructor, and developer, the interactors created an expanded model of the teaching-learning process. This new model represented a changed understanding which expanded the vista of alternative behavioral options for the instructor's consideration. Such discussions involved the treatment of instructional variables ranging from organizational factors and course readings to the use of involvement strategies and instructional media. Rapport with students was a primary topic of concern, while the area of specific course content was not accessible to the developer.

In the enactment, the instructor and developer negotiated for space within the conversation and for influence over the problem solving process. They collaborated in reaching acceptable definitions of problems and solutions as they moved from problem finding and assessment to solutions and their assessment. Plans were jointly formulated by both interactors during the final session. At its conclusion, the instructor expressed commitment to behavior change through final summarizations of the action plan offered in response to the developer's request.

Although the enactment of the process required the participation of both parties, the developer assumed primary responsibility for guiding their progress through each stage and during transitions between topic

phases. In order to initiate and maintain instructor involvement in ways which were constructive and satisfying to both parties, she was required to select appropriate communication forms from her repertoire. It is because spoken language has the properties of performative content and illocutionary force that the developer was able to use it in this strategic fashion. Her selections influenced the nature and quality of the relationship which evolved between the conversational partners. The specific verbal options she chose were charted (Table 13) to demonstrate how the process was strategically managed and her obligations as teaching improvement specialist were fulfilled. They represent a series of communication strategies which facilitated and controlled the joint processes of problem solving and interaction. In her capacity as change agent and advocate of various teaching practices, she employed persuasive tactics. Although the developer exerted this strong guiding influence, a relationship of cooperation and collaboration was also constructed and maintained through their talking and listening behaviors. To maintain equilibrium during the interaction, the developer used politeness strategies as social accellerators and social brakes when the discourse shifted between topics and the participants' emotional states changed. Listening made cooperation and moments of reflection possible. Both listening and talking contributed to empathy and rapport, which can be viewed as products of the interaction as well as manifestations of the participants' emotional capacities. Ericksen and Shultz (1981) made this point eloquently in their recent work on counseling encounters when they stated:

> In our analysis, empathy and rapport are seen as part of an interactional ecosystem; as residing within the structure and process of communication face-to-face, as well as inside the individual, engaged in communication (Chapter 2, p. 13).

Table 13. Strategies Employed by Developer During the Review and Planning Session

STAGE	STRATEGY		TECHNIQUES FOR IMPLEMENTATION
Pre-Session	Reduce threat and establish solidarity		Exchange greetings and small talk
Opening the Session	Generate immediate involvement		Issue metastatement explaining procedures; Pose general summary of student session; Speak to any expressed instructor uncertainties
	Begin on positive note		Report positive student comment; present data addressing instructor-identified concern
Focused Time	Pose issue to be solved	*Problem Finding and Assessment*	Report negative student comment
	Give instructor first opportunity to react and interpret		Use pauses; permit instructor to talk first
	Employ discovery mode of teaching		Use pauses; model inquiry process by verbalizing thoughts, descriptions, analysis; permit instructor to anticipate and add to developer remarks; point out relationships in data only after instructor has taken turn in analysis
	Build a case for relevance and accuracy of problems		Begin with data; add interpretations, experiential and research information; emphasize the type of information seeming most credible to instructor.
	Gain tacit agreement on problem		Permit instructor to restate or reinterpret problem; use active listening; temper interpretation of problem as appropriate

Table 13. (Cont'd)

STAGE	STRATEGY		TECHNIQUES FOR IMPLEMENTATION
	Gain tacit agreement of solution before making recommendations; use persuasion	*Solution Finding and Assessment*	Make initial suggestions tentatively; use hedges and indirect speech forms before direct statements; elicit acceptance of line of proposed action before issuing direct recommendations; accept and pose alternatives; phrase solutions using indirectness and complexity (multiple forms)
	Present solutions which are constructive and achievable by the instructor		Make recommendations using specific, behavioral terms; include description; model behaviors by adopting instructor role and posing classroom scenarios; anticipate and respond to constraints; accommodate to instructor's skill level
	Maintain involvement	*Process Management Strategies*	Display empathy and solidarity; use active listening; pace to permit continuous interaction; yield floor time when appropriate; emit cues regarding appropriate instructor behavior throughout session; strive for balance between positive and negative data through sandwiching technique; use humor
	Move toward instructor self-sufficiency		Model analysis and interpretation process; prompt instructor to analyze
	Avoid coercion		Maintain instructor's right of refusal; redress face threatening acts through hedges and indirect speech acts; permit topic shifts without expressed instructor commitment to change; accommodate instructor preferences
	Encourage action		Emphasize successes as evidenced in instructor strengths; include suggestions of small scale; reassure

Table 13. (Cont'd)

STAGE	STRATEGY	TECHNIQUES FOR IMPLEMENTATION
	Report completely	Report remaining student comments using sandwiching technique
Closing the Session	End on a positive note	Report or summarize strengths
	Generate commitment and ownership by instructor	Elicit summarization of session; engage in active listening; prompt as necessary
	Imply follow-up	Offer additional service
Post-Session	Facilitate re-entry	Exchange courtesies and small talk

Conversational symmetry was accomplished through reciprocity and response matching. Both participants respected culturally established practices of turn taking, greeting exchange and small talk. They shared information and power in order to successfully accomplish the nominal problem solving task of the session. Enactment of this task comprised the cognitive-social-interactive work of the CAP process.

Conclusions and Implications

The analysis and interpretations reported above led to a series of conclusions about the nature and functioning of the CAP process. These conclusions present the CAP process as a potential learning event in which instructor values and reflection play central roles. In them, the joint problem solving process is described as a collaborative venture with specific, rule-governed procedures. It includes an instructional analysis which both demands and is enriched by the use of multiple perspectives and interpretations. The collaboration and negotiations which occur during problem solving are the basis for the evolving relationship between the instructor and developer. This fluid conceptualization of client-consultant relations represents an alternative to the relatively static relationship reported throughout instructional development literature. The source of motivation for behavior change is theorized to arise from the balanced emphasis on teacher strengths and weaknesses. Finally, the change process itself is initiated through the cognitive-social-interactive dynamics of the sessions which generate expanded models of the teaching-learning process. Each of these conclusions and its implications will now be discussed more fully.

Collaborative Analysis and Action Planning (CAP) Involves Acts of Learning by the Participants

This analysis has shown that instructional improvement consultation using the CAP model can be a learning experience for the instructor who participates in it. Because it involves the combination of perspectives from the students and consultant with the instructor's knowledge, the instructor is presented with new information which can be incorporated into an existing conceptual model of the teaching-learning process. It involves the use of data, pacing and video technology to stimulate reflection and the developer's guidance to generate responsive teacher plans. The added element of discourse permits the instructor and developer to exchange ideas thereby enriching their respective understandings of the event and increasing the behavioral options available to the instructor. The analysis of the instructor's decision making during the process also revealed the importance of personal values and expectations in determining the instructor's choice of teaching behaviors and methods. It implies that learning, at least among the instructors who were part of this study, involved affective elements as well as the cognitive elements proposed by Dewey (1944).

Instructor Values Play a Central Role During Reflection

The importance of the instructor's values in defining problems and generating solutions was highlighted by the analysis. It was found that agreement regarding problems and solutions required the instructor to reflect on each in terms of both cognitive and affective factors. These reflections involved the comparison of information to the instructor's prior knowledge, experience, and values. Thus, the success of such improvement efforts may well hinge on the flexibility of the developer in

identifying and generating solutions compatible with instructor values and that even the most rational argument for change may be rejected if a values incompatability exists. However, the periods of reflection also represented an opportunity for the instructor to either redefine the problems in ways which were more meaningful or acceptable or to begin cognitive shifting to accomodate the alternative "layout of the field" (Lopes, 1981) that they represent. This conclusion implies that careful monitoring by the developer is essential in order to initiate and gauge the cognitive dissonance which may unfreeze the instructor and make change possible without exacerbating the potential polarization which may arise from any significant values incompatability.

The Joint Problem Solving Process Possesses Specific Ordinal Requirements

The final session of the CAP process consisted of a series of problem solving exercises which were completed for each topic discussed. During each topic phase which proceeded smoothly and led to suggestions which were accepted by the instructors, each of the four types of problem solving exchanges: problem-finding, problem-assessment, solution-finding, solution-assessment, occurred in strict linear succession. Those phases which did not proceed smoothly to positive resolution violated this ordinal rule and required recycling through the sequence. Negotiation was a natural part of the process, but the negotiations focussed on either the problem or the solution. When the former was not satisfactorily resolved prior to discussion of the latter, the topic phases either closed without reaching a clear and mutually acceptable action plan or the participants recycled through the process. Because the assessment exchanges opened negotiations between the developer and the instructor, they were critical to the success of the interactions. They

were opportunities for the instructors to react and make judgments about the problems and solutions being discussed. Therefore, an implication of this conclusion is that it is of primary importance that time be allowed for these assessments to occur as well as an open climate be established so that the instructor is free to express honest reactions to the information. During assessment exchanges, the developer should monitor the verbal and non-verbal behaviors of the instructors carefully. For, unless some tacit agreement is reached during the assessment sequences, the suggestions have little possibility of being implemented.

Complete Instructional Analysis Requires Information from Multiple Perspectives

The analysis revealed the importance of the combination of multiple perspectives in analyzing the instructional event. It was only when these perspectives were compared and contrasted that discrepencies which influenced the effectiveness of teacher judgments could be identified. This added information also provided insights about the needs of the students which could contribute to improved design of instructional systems. Finally, the availability of student comments prevented the session from being dominated by the perspectives of the instructor or consultant and thereby guarded against excessive prescriptiveness on the part of the developer and the assignment of low credibility to suggestions or recommendations by the instructor. In essence, the combined perspectives added several dimensions to the definition of the teaching-learning model and prevented the session from becoming an exercise in polite discussion rather than a detailed analysis of the teaching event. One implication of this conclusion is that the potentially rich sources of data represented by instructors and students should not be overlooked in the pursuit of reliable and comprehensive instructional analyses.

The Relationship Between the Developer and Instructor can be Characterized as Fluid and Evolving

The analysis revealed that the nature of the relationship between the developer and instructor can be characterized as fluid and evolving. This is in contrast to the static conceptualizations usually forwarded in the instructional development literature. Evidence of the evolving relationship was found in the analysis of role making and social persona. During the sessions, the developer's persona included identities of inquirer, facilitator, manager, expert, friend and colleague. As inquirer, she collected information, probed for details, and compiled data for later presentation. She facilitated by establishing the conditions for new insights to occur and by structuring the conduct of the session. She set schedules and solicited student involvement in the review sessions as their manager. She also made expert suggestions and proposed solutions to the instructors. In some cases, the developer was a listening ear for personal and sensitive concerns of the instructors. Finally, the developer interacted informally with the instructor as a co-equal before, after, and occasionally during the sessions. In sum, the developer presented herself to the instructors as an interested, skillful, trusted and equal member of the university community. While she was persistent in accomplishing her agenda as advocate of teaching improvement, through her behaviors she also communicated that the responsibility and the decision to improve rested solely with the instructors.

The importance of this evolving relationship lies in its implication of negotiation, joint problem solving, and shared power between the interactors. These elements contribute to the generation of instructional solutions that are pragmatic and relevant as well as acceptable to the instructor who must implement them.

Balanced Emphasis on Teacher Strengths and Weaknesses Helps to Motivate Instructors Toward Behavior Change

The analysis of the conversation between the developer and instructor demonstrated how the instructor could be willingly engaged in the initiation of the behavior change process through the use of descriptive performance and impact information about his or her own teaching. The requirements for constructive feedback: that it be specific and presented in observable and achievable terms, is satisfied though the data collection and reporting methods of the CAP process. Both weaknesses and strengths are identified in similar terms. The assessment exchanges demonstrated how the instructor was able to evaluate the information, make judgments and express commitment to relevant action. It is theorized by this researcher, based on the data and the frequent instructor comments, that the process is constructive and positive because of the emphasis on teacher strengths as a critical component of the approach. Not only does it provide positive reinforcement to the instructors and create an open, pleasant climate during the interaction, but it also communicates to the participants that they are capable of performing well as teachers. It is evidence that they have impact and that their efforts are noticed and appreciated by their student audience. As one instructor stated, "That gives me incentive to work harder" (I_2 Interview 6/2/81). These simple lessons about human desires to succeed and be appreciated should not be brushed aside by the instructional improvement specialist whose goal is to increase the effectiveness of teaching faculty. This study suggests that honest feedback about success is as critical as information about remedying weaknesses. They may function as the source of strength required to tackle the weaknesses.

The Participants in the CAP Process Collaborate During Interaction by Using, Sharing and Masking Power

One of the research questions which prompted the extensive discourse and conversational analyses asked how the collaborative aspect of consultation was enacted. The analysis has shown that collaboration involved a degree of power sharing between the developer and instructor. It involved orderly turn taking and shared control of the conversation. It was also evidenced by conversational cooperation and joint problem solving. The developer guided the process by introducing problems and solutions, while the instructor controlled the outcome by accepting, rejecting or redefining problems and solutions. Through collaboration, a dynamic was created in which the discourse activities of the two interactors combined to generate new insights and learning.

The analysis also showed how the developer was strategic in her use of power, choosing to mask or display power according to judgments about task and social requirements. Her behaviors might be described as "handling the instructor with kid gloves," for, indeed, she structured and controlled much of the interaction while also employing protective practices to shield the instructor from harsh judgments, excessive dissonance, and to insure that the interaction was not prematurely discontinued by the client.

The nature of the developer's power, as it was expressed in the discourse, arose from her dual positions as an interacting partner and as an instructional expert. First, she held the power to commit face-threatening acts. While this is true of all interaction participants, power was increased in this case because of the developer's ability to render judgments about the competence of the instructor. This expanded degree of power was demonstrated by the developer's physical entry into the instructor's classroom as well as through conversational entry into

sensitive areas of teacher behavior. These activites represent potentially threatening behavior to any teacher. However, in the university setting where the instructor and developer are co-equals and colleagues, there is little precedent for classroom observation or teacher evaluation. This lack of experience added the element of uncertainty which, arguably, increased the degree of threat and concomitantly, the power of the developer.

Second, the developer displayed her power by controlling much of the consultation agenda. She consistently introduced new topic areas and directed discussion toward specific aspects of teaching. In addition, the illocutionary force of her speech acts, especially acts of direct, elicit and recommend, dictated the type of response which could be appropriately made by the instructor.

Third, the developer exercised the power of information by strategically using the students' comments, her own interpretations, and her knowledge of the teaching-learning process to stimulate reflection and evoke responses. As an expert, she was also able to make suggestions and recommendations.

Finally, the developer engaged in persuasiveness evidenced by elements of redundancy, indirectness, and verbal complexity in her discourse. Adopting the strategies and role of change agent, these elements were combined to form convincing and persistent arguments for teacher behavior changes.

During the consultation, the developer also masked her power in ways that facilitated the problem solving task and the maintenance of the interaction. First, she used negative politeness strategies to lessen or avoid face-threatening acts. Second, she masked power through practices of eliciting the instructor's interpretation of the videotaped event

prior to any expressions of judgment or feedback. Third, power was masked through temporal features of the focussed time exchanges. The developer used pauses strategically. They gave the instructor time to process new information as well as stimulating verbal responses when the elapsed time exceeded more than a few seconds. Fourth, ordinal features of focussed time masked the power of the developer to define and prescribe independent of the instructor. The progression of the discourse from problem exchanges to solution exchanges permitted the developer to present powerful evidence of the problems and develop convincing cases for their solution, thus generating new awareness and commitment from the instructor as the problem solving process proceeded.

The instructor also held power by virtue of her position as an interactor and a volunteer participant in the CAP process. Therefore each interactor could exert, withhold, or share power. The sources of much of the instructor's power were quite different from the developer's. First the instructor possessed power as an informant. Only when she shared her insider's knowledge and perspective of the event could the developer begin to understand it in any complete sense. This was most notable when the instructor was able to provide information in addition to that available to the developer through personal knowledge and student comments. In these cases, sharing information was synonymous with sharing power as the result was increasingly collaborative problem solving activity evidenced by joint definitions accomplished through overt and cooperative conversation mechanisms. Second, the instructor held the power of refusal. She was neither obliged to participate in the CAP process nor required to heed the developer's recommendations. Further, the instructor could halt the process at any time. Third, the instructor possessed the power of rebuttal. The assessment exchanges represented the instructor's overt

opportunity to reject or redefine problems and solutions. Importantly, the instructor was free to exercise this assertiveness without penalty from the developer. Fourth, the instructor held the power to direct the conversation within the constraints of each topic phase. New information or suggestions which influenced the outcomes of the phases was permitted and recognized by the developer.

The analysis demonstrated how the interactors chose to use their respective powers constructively and strategically. In order to reach mutually satisfactory action plans, both were required to assert various powers as well as to withhold them. The ways in which power was shared was the measure of their relationship. While each enactment of a consultation will necessarily differ in the ways that power is distributed and negotiated, the importance of its judicious use remains constant. The major implication of these findings is that the development of relationships and the behavior change process can be facilitated by constructive and judicious use of power and social interaction strategies during teaching improvement consultations.

Behavioral Change is Initiated Through a Cognitive-Social-Interactive Process

To summarize the experience of the CAP process, Lawrence Lopes' (1978) adaptation of Vygotsky's (1978) theories of cognitive development to adult therapeutic problem solving provides some help concepts and terms. He writes of everyday problem solving as cognitive-social-interactive exercises and describes the role of the therapist in facilitating this process. Using some of his constructs, the enactment of the CAP process can also be described as a cognitive-social-interactive reorganization of the teaching-learning environment in which each of these elements combined synergestically to create moments of insight

which ultimately expanded or shifted the interactors' understanding of the teaching-learning process. During the sessions, the developer acted as an inquirer, a facilitator, and a guide to the process. She gathered and presented relevant information which often comprised an alternative representation of the event, or what Lopes has called the "layout of the field." She also provided opportunity for the instructor to assess information by manipulating the pacing and social climate to form a "zone of proximal development." Lopes adapted this term from Vygotsky's work to describe the moments when insight occurs and system changes are possible. Finally, the developer worked with the instructor to reach acceptable definitions of need and to construct viable action plans for addressing those needs.

This cognitive-social-interactive dynamic was further enhanced by the supportive video technology and the discourse. The video technology gave the problems an air of immediacy and importance. It assisted in the accurate analysis of the event by removing it from the vagaries of human memory and limited recollection. Having the event on tape added legitimacy to the students' comments and provided a focus for the cognitive energies of the instructor and developer. It helped them to maintain a task orientation and emphasis on concrete behaviors.

The reflection process, usually a solitary activity, seemed to be enriched by the interactors' discourse. Their conversation about teaching prolonged the instructor's thinking process by introducing a new set of interpretations and understandings which needed to be reconciled with the existent cognitive model. It prevented the instructor from re-tracing old mental paths between problems and solutions by interjecting additional options, contradictions, or alternatives.

These activities were accomplished through the face-to-face social

interaction of the instructor and developer. They were required to meet the social demands of the event while simultaneously identifying instructional concerns and solving problems. Through their discourse they accomplished the interactional work required by these parallel activities. During the interaction, the combined social and cognitive tasks created a problem solving framework which made meaningful and significant improvement plans possible.

Recommendations for Users of the CAP Process

The findings of this study demonstrate how the activities of the CAP process contributed to instructor-developer consultations which did not exhibit the limitations of more conventional improvement approaches.

It's strength seems to rest on the use of qualitative data collection and analysis techniques combined with video confrontation. Using these techniques, the interactors are able to jointly identify problems and generate solutions which are both appropriate and acceptable to the instructor. It can be concluded that this approach holds promise for practitioners concerned with improving the quality of classroom teaching in higher education. A number of recommendations for potential users of this process follow.

1. Design a Management System into the Process. The importance of scheduling and coordination among the many participants in the CAP enactment was clearly demonstrated during this study. In addition to the obvious requirements of setting times and dates for observations and review sessions, the attendance of students was also found to be improved by reminder phone calls and notes left on classroom bulletin boards. During the study, this researcher found it necessary to develop student schedule cards, record cards, a standardized format for summary letters

and a check list for video equipment in order to insure that the steps were accomplished as planned. These tools were enthusiastically received by the developer and seemed to have contributed to the smooth operation of the process. It is strongly recommended that a similar management system for handling these logistical matters be devised by those contemplating the use of the CAP process.

2. Control the Number of Student Participants in Review Sessions. There is a danger that interviewing too many people at one time may result in disorder and frustration among the respondents. Practitioners have also warned that likelihood of a few vocal students dominating the session is increased as the size of the group increases (Guba & Lincoln, 1981). In this study, those sessions in which the size of the group was exceedingly small (2 persons) or unusually large (12 persons) resulted in less spontaneous talk by the students and required more questioning and probing by the developer. When a naturalistic account of an event is desired, this can be a disadvantage. For these reasons, Guba and Lincoln (1981) recommend that group interviews not exceed five persons. This researcher concurs with that recommendation.

3. Consider Conducting a Strategy Session as Part of the Initial Interview. Because the developer cannot always predict the type or source of information which is most credible to the instructor, this is an appropriate topic for discussion prior to the decision to use the CAP process for instructional analysis. The developer must ultimately judge whether such requirements and reservations can be effectively satisfied. Where they exist, it may be possible to devise a mutually agreeable plan for generating the type and quality of information which will be most helpful and acceptable to the instructor. Occasionally, a random sample of students or a particular percentage of the class members must be polled

before an instructor is satisfied that their comments warrant a change in the instructional system. Of course, where student opinions are shunted, the CAP process is unlikely to be a beneficial use of time.

4. Insure that the Facilitator is Sufficiently Skilled. The successful enactment of the CAP process requires that the facilitator possess the skills to guide and contribute to analysis as well as to provide constructive suggestions which assist the instructor in restructuring his or her approach once familiar patterns have been disturbed. It is the opinion of this researcher that the instructor should not be left in a state of excessive dissonance, nor should any segments of automatic behavior that include unconscious habits or routines be upset unless it is determined that they are genuine distractions which interfere with student learning. Experience has shown that students tend to focus on unimportant bits of behavior only when something else is not working in the classroom. Often they require assistance from the facilitator in order to identify the real problems. Individuals who undertake the CAP should be familiar with the research on teaching which provides some guidelines regarding appropriate teacher behavior as well as the peculiarities of human nature which lead us to make errors in judgment and reach false conclusions.

This recommendation might be summarized by stating that the facilitator should be knowledgeable about teaching, sensitive and skilled in social interaction, and able to adopt roles of inquirer, guide, instructional expert, and colleague.

5. Maintain Contact with Participants Following the CAP Experience. In all cases, the follow up letter is a useful summarization and reminder of the behaviors and plans which were discussed during the CAP sessions. In addition, the instructors should be given an opportunity to evaluate the

experience. This is an excellent way for the developer to collect the feedback required for his or her continued skills development, as well as to assure that the process is meeting the needs of the participants. Follow-up might also take the form of group meetings of instructors to discuss their experiences. They might form a critical mass which could energize entire departments or colleges toward professional development activities.

6. Be Aware of the Limitations of the CAP Process. Several limitations of the CAP process were suggested by this study. First, success with this approach has been achieved with college instructors who were voluntary participants in the consultations. Because instructor openness and interest in teaching improvement have been characteristics of these faculty members, it might reasonably be hypothesized that these are necessary prerequisites to success of the CAP process. A second limitation arises from the primary focus on the instructor as the agent who initiates and infuses life into the instructional system. This bias toward the teacher as the central actor may limit the scope of discussions between developer and instructor to those areas which fall comfortably within the paramaters that stand-up teaching imposes on instruction. Third, it is clear that the appropriate behavior of the developer during the action planning stage is as an active participant in the problem solving process. Both excessive prescriptiveness and non-directiveness appear to adversely affect outcomes.

Limitations of the Study

Ethnographic studies attempt to describe and explain events using field research methods which rely on the knowledge and cooperation of the participants and the skill and insight of the researcher. Therefore, such

studies are limited by the conscious and tacit understandings of their subjects and by the abilities and perceptiveness of their authors. This study shares these general limitations as well as several others.

First, this study examined consultation interactions using a single developer. Because interactions are jointly created by their participants, those enacted by another developer would certainly represent a variation in style. When described, the result would be a very different characterization of consultation. Such variation might also influence the effectiveness of the specific approach (the CAP Process) addressed in this study.

Second, this study relied on audiotapes of the consultation sessions as data for the social interaction analysis. These provided linguistic and paralinguistic data that are central to interaction, but excluded the non-verbal component of the communications. This represents a substantial loss of information which could have strengthened the study.

Third, the microanalysis was limited to a single session. An examination of other Review and Planning Sessions, as well as the remaining steps in the CAP process, would provide a fuller understanding of their contributions to the instructional improvement process.

Finally, the goal of this ethnographic study was not to generalize, but to particularize. It was intended to provide an in depth and detailed account of the teaching improvement consultation approach within the context in which it occurred. Generalizations were attempted only for the purpose of producing explanations such as those reported in the preceeding conclusions and implications. Although recommendations were presented where they seemed appropriate, it was ultimately left to the reader to make final determinations about the possible contexts in which the CAP process might be usefully applied.

Suggestions for Further Research

Further ethnographic research studies of teaching improvement consultation might profitably examine the interaction of several consultants to further expand the taxonomy of consultant behaviors initiated with the present study. Case study comparisons could also lead to additional knowledge concerning the demographic or instructional qualities which facilitate or inhibit successful consultations.

A second line of inquiry might more closely examine the role of students within the teaching improvement enterprise. As this study has suggested, they represent a potentially rich source of constructive data which is seldom tapped through face-to-face interaction.

Evaluation studies of the impact of the CAP process on instructor participants could determine whether the change process initiated during the interactions remains vital over time. Such studies would provide a measure of the power and limitations of this consultation approach in terms of actual instructor behavior change.

Finally, utilization of the CAP process to analyze interactions in settings outside higher education might be studied. These settings might include group instructional situations such as public and teacher education, managerial or industrial training, and patient education.

APPENDIX

Discourse Analysis of Review and Planning Session

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
					Pre-session
1	D: Most of what the students had to say here was in terms		Overview statement		
2	of the general presentation and I don't know that this		Frame (Marker: Let's us just see...)	Boundary	
3	tape right now is helpful. Let us just see.... Right	----	Focus (Direct: Right at the beginning)		Opening
4	at the beginning here...				the
5	They said, "I really like when she	1	Report (+)	Direct	session
6	tells us what we will be doing today and what is important			Feedback	
7	to take notes on."	----	Report (-)	Problem	
8	You asked about the voice and I			Finding	
9	said, "yeah, at times it does drop and she does drop				
10	her pitch off at the end of a sentence which makes				----------
11	hearing a problem."	2			Focussed
					time
12	I: OK, I noticed on that tape that I was doing that.		Agree; compare	Problem	
		----		Assessment	
13	D: It is helpful when you give an announcement or ask for		Report (+, but)		
	questions		Inform:		
14	and they said, yeah, but usually there is not enough		Interpret	Problem	
15	time. You know...one thing I noticed when you ask			Finding	
16	for questions is that...then you look down at your				
17	notes...so that might be a cue for questions in that				
18	it really is an appropriate time to ask questions.		Suggest		
19	Then you might literally get away from your notes and				
20	walk closer to them.				
21	I: Usually nobody says anything. I've been getting		Inform; compare		
22	in the habit of letting that time get shorter and shorter,			Problem-	
23	they hardly ever ask anything.			Assessment	
24	D: Does anyone have questions on the...(feedback from	3	Direct; Interpret		
25	mike)...so that means you are probably going to go		Report		
26	right back into the lecture. And they said do you				
27	have any questions and they said yes, sometimes; why				
28	aren't you asking; well, sometimes we need time to				
29	think. They said, possibly if you were uncomfortable				
30	with that gap that you could write something on the				
31	blackboard and say "I'll give you a couple of minutes to				
32	think about it while I get this on the board." And				
33	then come back out. So that might be one way... A		Suggest	Solution-	
34	little later on in this (feedback from the mike). You			Finding	
35	could even say this is something...				

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
36	I: It dawned on me that I should ask them from the beginning		Inform; Suggest		
37	of the course. I should suggest to jot down any questions				
38	and bring them to class so that they could ask them				
39	at the beginning.				
40	D: Yeah, you could even say this is something you learned		Agree; Comment		
41	from the videotape review sessions, was that you weren't				
42	allowing enough time. So you...				
43	I: Yeah.		Acknowledge	Solution	
		3		Assessment	
44	D: Sometimes it's nice for students to know that their		Comment		
45	input does have an impact.				
46	I: I've been wondering why they didn't ask anything.		Compare; Inform		
	Because				
47	we don't cover -- the reading is complementary to the				
48	lecture. We don't cover it in class. They know that				
49	in the beginning. So it struck me as odd that they				
50	never have any questions about the readings.				
51	D: So you might have to say, "Are there questions about		Suggest;		
52	the first reading, the second reading?" But, be specific.		Recommend; Elicit		
53	I: Yeah. Or about the assignment or last time's lecture.		Agree; Reply		
54	And allow time for each of those and organize it.				
55	D: Or maybe if there was a part in last time's lecture --		Suggest;		
56	like Piaget's development theory -- did anyone have		Evaluate		
57	questions about that? If you do, it even helps them				
58	hone in more. "Do you have questions about the assignment?"				
	is a				
59	little better, but it may still be a little vague.				
50	I: It will also help them know what's important.		Reply		
51					
62	D: Right.		Evaluate		
63	I: If you ask them about specific things.		Conclude		
64	D: Also in this, when you went into the lecture you said,		Frame (Marker:Also)	Boundary	

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
65	"I assume you have read" and the students said, "That's		Focus (when...)	Problem-	
66	not a good assumption." But I don't know what that		Report (-); Suggest;	Finding	
67	means in terms of what you could do. Does that mean		Request		
68	that you review whatever they're supposed to have read	4			
69	or that when you assign it you say, "We're going to				
70	be lecturing and I'm going to assume..."				
71	I: Yeah. I told them that at the beginning. I told them		Acknowledge;	Problem-	
72	that every day for the first couple weeks. It's very		Inform	Assessment	
73	clear on the very first day because I asked John, "Do				
74	you think I've made this clear enough?" And I went				
75	on about the fact that it was complementary and I wasn't				
76	going to go through the readings in class and be sure				
77	that they had read the readings for the day....				
78	D: But some of them, this student said, "A lot of students		Report;		
79	wait until they've heard the lecture. Then they know		Interpret		
80	what's important and they'll go back and read, so if				
81	it's essential that they understand. Also, you asked	----	Frame (Marker: Also)	Boundary	
82	when you were talking to the blackboard, did that bother		Report	Direct	
83	them. One student said, "No" and the other said "Yes".	5		Feedback	
84	Except one student said she sat in the front and she				
85	said she had bad eyes. She also had trouble hearing.	----			
86	They said very much they liked your personal experiences		Report (+)	Direct	
87	when you told them what happened. "They stick in my	6		Feedback	
88	mind and make an impression." And also that, another	----			
89	technical thing, was that they have trouble seeing				
90	the board even though you write huge. I could see		Frame (Marker: Also)	Boundary	
91	it from where I was sitting, but they....		Report (-)	Problem-	
		7		Finding	
92	I: The room is bad -- really bad. I went in there the		Comment; Compare	Problem-	
93	other day and had John write on the board. I've been			Assessment	
94	convinced that...the angle is so weird ...how can				
95	they possibly see the board? And they tell me they				
96	can, but it's hard ... the lighting is terrible. I				
97	don't know who designed that room.				
98	D: One thing you can get -- and Stores probably has it --		Suggest	Solution-	
99	is this great big thick chalk that writes thicker.			Finding	
100	And also one of the suggestions was that sometimes				

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
101	I think someone has been in the room before you and				
102	they erase the board. But it doesn't get completely				
103	erased.... Those are just minor things.				
104	I: I hate to use overheads so much because they can get		Comment; Compare	Solution-	
105	boring.... I think I can redo them and make them more			Assessment	
106	exciting...in terms of visual attraction...give them				
107	the outlines of lectures ahead of time so they can				
108	take notes on the outline. Have the key points, because				
109	if I'm going to put key points on the overhead I might				
110	just as well put them on the ditto and make thirty				
111	copies and then they can take notes on them....				
		7			
112	D: Um Hmm.		Agree		
113	I: And then they won't be scribbling down the points....		Comment		
114	And they'll have them because I know they were...the				
115	overhead and nobody was listening at all.				
116	Okay. That's real helpful. Even if you don't have		Agree; Evaluate;		
117	time to get them typed and they're handwritten, then		Recommend		
118	the same handwritten thing on the overhead.				
119	I: Yeah....	----	Conclude		
120	D: The reason I turned this off, I wanted to move this		Metastatement	Boundary	
121	ahead because there was a place where you made an analogy		Direct;		
122	and they said that was really helpful. So I thought				
123	that it might be interesting to look at.				
		8			
	(Tape on.)				
124	Right there they said, "That's a good interpretation."		Report;	Problem-	
125	They took a few minutes to talk about it. (pause) Do			Finding	
126	you want to look at that again and take a few minutes		Elicit		
127	to figure out what they were talking about?				
128	I: I'm not sure if I can...um...I'm not sure.		Reply		
129	D: It was the analogy about the visitors coming. I think		Re-direct;		
130	one of the things you were talking about was that people				

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
131	are different. There's a lot of variables. And then				
132	you talk about there being five. I think right there		Elicit		
133	was an example. Then later on there was another. You				
134	say, "Whether you like it or not, people see things				
135	differently" and you were talking about women and men.				
136	They said that they were trying to figure out, "Gee,				
137	what does that mean?"				
138	I: Yeah.		Acknowledge		
139	D: And they were wondering how men and women see things		Elicit		
140	differently. Even though it seems obvious to us that				
141	they're going to be looking for different things.				
142	I: So there, I see it. Actually, it would have been better		Reply; Evaluate;	Problem-	
143	to say, "There are quite a few variables that have		Suggest	Assessment	
144	a relationship, for example, age, sex.... There are			Solution-	
145	five that are really, really important."			Finding	
146	D: Right. Then later on when you talk about men and women....		Evaluate; Direct; Elicit		
147	I: Just give them an example.		Reply		
148	D: It turns out, in the research that we've done on people		Inform		
149	who give really effective lectures, it seems that for				
150	every really major point they want to make, they give				
151	an example because people are trying to figure out				
152	an example...				
153	I: Umm.		Acknowledge		
		8			
154	D: In their own mind. And if you give them an example,		Interpret;		
155	maybe they can then construct one of their own. In		Recommend		
156	fact, that's sort of one of the rules of thumb that				
157	we use: If it's worthy of being a main point, try				
158	to give an example with it to support it.				
159	I: I try to do that. I guess I didn't think that those		Agree	Solution-	
160	were major enough points. But I will try to....			Assessment	
161	D: They also said, positively, that you don't read from	9	Frame (Marker: Also) Report (+)	Boundary Direct Feedback	

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
162	your notes.				
163	I: Do a lot of people do that?		Request		
164	Um hmm. Apparently, from what students say. And they're		Inform		
165	boring.				
166	I: People really do it?		Request	Aside	
167	D: Yeah. They also said you were close to your notes,		Inform; Report (+)		
168	but probably weren't looking at them that much.	9			
169	I: Yeah. I've gotten to using key words these days. A		Agree; Inform		
170	concept, a few key words, then an example. If I read				
171	it to them, it wouldn't make any sense. (Laughter)				
172	D: But they said they felt like you relaxed more when		Report; Clarify		
173	you started using examples.				
174	I: Yeah...especially, because I use personal examples		Agree; Inform		
175	(inaudible). The rest of the time, I know there is				
176	certain information that has to be covered and I don't				
177	want to miss any of the points. So I'm concentrating				
178	more. But, when I'm giving an example I'm not worried				
179	about that. I'm not thinking about getting one, two,				
180	three, four, five.				
181	D: Chuck Laughlin, before he left, showed me how he organizes		Inform		
182	for his lectures an I've been trying it. I've always				
183	used cards. He does like a storyboard and he'll have				
184	each concept in a box, like three or four with the				
185	supporting things. Then, if there's going to be a				
186	major transition, he'll mark it in red or something				
187	like that. But it really is a very easy way of following				
188	it.				
189	I: Yeah. I've been thinking of doing that with one on		Inform		
190	each page with big letters across the top for the concept.				
191	Now that I've gotten away, I never read them, but I				
192	used to write them out, then highlight when I used				
193	to be more nervous. Now I realize that you don't die				

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
194	(Inaudible). Laughter.	9			
195	D: Maybe you could include a key word and an example.		Suggest		
196	I: Yeah.		Acknowledge		
197	D: So, um, okay. A little bit farther down they said,	----	Frame (Marker: S, um, okay)	Boundary	
198	"If income is not important, why is age?" They said		Focus (A little bit farther down...)	Problem-	
199	they weren't following.		Report (-)	Finding	
200	I: They didn't ask me. I mean, I know the answer to that	10	Inform; Compare	Problem-	
201	question - (pause). Because people do interrupt me			Assessment	
202	and ask all the time. It's not like there's a taboo				
203	against that and I answer their questions. Because				
204	age is important. Neither is important about who goes.				
205	It's just that age tells you something about what they				
206	do afer the get there. And income doesn't tell you				
207	anything about what they do when they get there....				
208	D: Now, that would even have been fun to ask them. "Now		Comment; Suggest	Solution-	
209	why is"			Finding	
210	I: Yeah. And they could think about it. Because the		Agree; Inform;		
211	only people who don't go to parks and recreation areas		Conclude		
212	are below the poverty line. So income tells you nothing.				
213	Not only does it tell you nothing about who goes, but				
214	it doesn't tell you anything about what they do when				
215	they get there. It doesn't differentiate among people				
216	at all, but age does. Because older people prefer				
217	certain activities, are more concerned with facilities,				
218	are real concerned with safety, and you know, are looking				
219	for different things. The simple answer is they should				
220	say something.				
221	D: Yeah, um, I'm trying to think of how....		Acknowledge;		
			Interpret;		
	(Videotape playing)		Suggest		
222	You know what I was thinking was right there where				
223	you paused at the end of those five points. At these				
224	major transitions would be the time to ask, "Does anyone				

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
225	have any questions about these five points?" And,				
226	if you wanted a response, get away from your notes.				
227	I: That's a good idea.		Agree	Solution-Assessment	
228	D: And those types of behaviors, like where you stand		Interpret		
229	when you ask questions. If you want a response, what				
230	we typically find in our research, is when you're standing				
231	closest to your notes, the questions are usually rhetorical.				
232	And, if they're not rhetorical, if you really				
233	want an answer, you're not likely to get one because				
234	the students say, "We're still into business. This				
235	is still lecture."				
236	I: Hmm....		Acknowledge		
237	D: But as soon as you get away from your notes and you		Interpret		
238	ask a question, students perceive them as not being				
239	rhetorical. You know, so you are moving closer				
240	to them, you're saying, "I'm getting farther from my source				
241	of power and control; therefore, I'm more open to you."	10			
242	I: Yeah. Okay.		Agree		
243	D: So, if you think about that and consciously even do		Recommend		
244	it until you set up that, that's a kind of behavior				
245	that is an expectation for this class -- then you're				
246	all set.				
247	I: Makes sense (inaudible).	----	Evaluate; Conclude	Boundary	
248	A little later on, I think we're almost to it, I asked		Focus: (A little later on...);		
249	them, "Were you all tuned in here?" And they said,		Report;		
250	"Yeah". Maybe it was a point in which you said they		Metastatement;		
251	weren't.	11			
252	Yeah, you perceived they weren't attending, so you				
253	switched to an example.				
254	So I asked them, "Were you attending?" And they said,		Report (+);	Direct-Feedback	
255	"Yeah. It was very clear." So that was good. Umm.		Evaluate;		
256	I then went to your next major question. They all		Focus	Boundary	
257	are 100 counters down.				

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
258	I: That's interesting. (Pause) Some of them -- This		Inform;	Problem-	
259	last week, Thursday, was so frustrating because I've		Compare	Finding	
260	gone over and over this exhibit assignment. And I				
261	finally had John go over it with them again. And some				
262	of them just don't understand and it's such a simple				
263	assignment that I just -- I've explained it so many				
264	times -- until I'm blue in the face -- what I want them				
265	to do. A couple of them are just hopeless (inaudible).				
266	And then there's one guy in there, he must be in ROTC.				
267	He's really obnoxious. He's a real troublemaker. He				
268	came up to me and goes, "Well, I want you to tell me				
269	exactly what you want!" If I could say, "Buzz off,				
270	buddy!" (Laughter)				
271	D: You know what's funny is, I think, there are students		Interpret;	Problem-	
272	like that who are not very creative and who just need		Suggest	Assessment	
273	some one to go through. And you're saying, "This is	II			
274	an exercise in your being creative." But, being creative				
275	to them is just one of the hardest things....				
276	I: Well, they haven't had time to figure out what I want		Inform		
277	them to do. And all I want them to do is lay out a				
278	blueprint of an exhibit. One guy turned his in early				
279	(inaudible) so I could give it (inaudible) and give				
280	it back to him and it's not -- it didn't even remotely.				
281	It's like he hasn't even been in class the first six				
282	weeks, five weeks, whatever. There was all this tiny				
283	little print and it was just solid words. I mean,				
284	print. And I just said (inaudible) and I said, "Well,				
285	if you get rid of half of this," and he said, "They				
286	have to have all this information!", and I said, "Well,				
287	if they don't read it, if they don't get past line				
288	three, then you don't really accomplish that goal anyway,				
289	so."				
290	D: Did you have any models that they could look at of		Suggest; Request	Solution-	
291	what you....			Finding	
292	I: Not with me, I just sketched on the board what exactly		Inform		
293	it should be.				

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
294	D: After this group of students go through, you'll have		Suggest		
295	some student models.				
296	I: That we can keep and show.		Conclude		
297	D: Or even take photographs or slides and, positive and		Suggest		
298	negative ones. So you might say, "Here is one. Now				
299	if you were going to critique it..." And this could				
300	be a small group thing, even.				
301	I: And have them go off and do their own.		Conclude		
302	D: Yeah. Because often a positive - they're great to		Agree; Inform	Solution-	
303	look at, but people often....			Finding	
304	I: Learn more from the negatives.		Conclude		
305	D: Right. Because they see what's wrong with it and how		Evaluate; Inform;		
306	smart they are that they can figure out all these things		Suggest		
307	that are wrong with it. If you could, you can't use				
308	students', you probably would have to get their permission				
309	to use them. Or if you took their names off, if you....				
310	I: Probably you get them from the museum because that's	11	Comment		
311	the first thing that you do when you're going to do				
312	an exhibit. You know that you're going to draw a				
313	blueprint. It's logical, simple straight forward.				
314	(inaudible). Some of these guys, they're				
315	without fail, Forestry and Wildlife guys that (inaudible).				
316	D: Well, they're still, if you think of Piaget, operating		Inform;	Boundary	
317	at a really concrete level. So, here we go. We can	----|	Marker (So, here we go)		
318	look at this one.		Direct (We can look at this one)		
		12			
319	I: Okay. What was it about this time?		Agree; Request		
320	D: You said, I'll start a sentence, then stop and start		Report	Problem-	
321	over. Does that bother them? So I asked them about			Finding	
322	that because it also was a transition....				
323	I: Right.		Acknowledge		

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
324	D: So I wanted to see what they had to say. They had		Metastatement; Report (-)		
325	a bunch to say here. Um. "Was the transition clear?"				
326	And one said, "I thought it was rough." Um. They				
327	weren't quite sure that they were going into another				
328	part. One said, "The thing I noticed was either too				
329	much information or that it didn't blend well."				
330	I: Do you have an example of that? I don't understand.		Ask for clarification		
331	D: They said, "Sometimes it just feels like you've got		Report; Direct		
332	so much information." And you know, you said this				
333	was where you were going to give them this quickie				
334	overview. But there were so many points, they said				
335	they didn't always see where the points all fit together.				
336	They weren't following the big picture. They seemed				
337	disjointed.				
338	I: In the part on children?	12	Ask for clarification	Problem-Assessment	
339	D: Not the part that's coming, but the part that was just		Direct		
340	passed, where you said, "I'm going to give the sociology				
341	of...."				
342	I: Yeah.		Acknowledge	Solution-Finding	
343	D: They weren't quite sure how all those parts all fit		Interpret; Recommend		
344	together which might mean, at the beginning, if you're				
345	going to get into this, you give them an overview.				
346	I: The broader picture.		Conclude		
347	D: "Here is what we're going to cover."		Suggest		
348	I: That's what would help. That's where them having an		Evaluate		
349	outline would help because it would be all outlined				
350	and they could follow it point by point in the outline.				
351	D: But even with or without that, people still need to		Evaluate; Inform		
352	get that information in another way. Because even				
353	with an outline, they may not see how those points....				

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
354	I: Fit together.		Conclude		
355 356	D: Fit together. So you might have to say, "Now, here's how all these are going to fit together."		Suggest		
357	I: Okay.		Acknowledge		
358 359 360 361 362 363	D: And then we're going to take them apart. But, then, as you come to each one, you have to make that little transition. So far, we've talked about blah, blah, blah and now we're going on to -- and they relate together. So you keep making little loops, then you have a chain with links that tie it.		Suggest		
364 365	I: Was this a general problem or particularly just a problem in that bit before the sociology of natural resources?		Ask for clarification	Problem-Assessment	
366 367 368 369	D: They spoke of it in general that, "One thing I notice is there's either too much information or the topics don't blend well together." So it didn't sound like it was just this, but I didn't ask them.	12	Report; Interpret		
370 371 372 373 374 375	I: Well, occasionally, because of the way the class is set up, we have to cover two totally different topics in one class period. So, they don't blend together at all. I mean, we have to cover the topics of goals and objectives and families in parks in one class period. I don't even pretend to try to make those seem related.		Inform; Compare		
376 377	D: No, so then at those times you might say, "These do not go together." But, the ones that do.		Acknowledge; Suggest	Solution-Finding	
378 379	I: They go together in terms of the overall picture, but one doesn't flow into the other at all.		Inform		
380 381 382	D: And that overall picture -- that would be an interesting way of thinking about the course. What's the overall picture or the blueprint for this?		Comment; Request		
383 384	I: We did that at the beginning. I set up a model. Everything we've been doing fits into that. The whole course		Inform		

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
385	is organized around the message, the receiver, and				
386	all those steps in between. And every time we deal				
387	with another one of those steps I put the model back				
388	up and come back to the fact....				
389	D: Oh, that's good.		Evaluate		
390	I: That now we're dealing with the receivers. We've dealt		Inform		
391	with the message, we've dealt with the media, and now				
392	we're dealing with receivers.				
393	D: That's excellent.		Evaluate		
394	I: So, they should have the picture in their minds. We've		Conclude		
395	done it enough times (inaudible).				
396	D: And you're afraid that you'll bore some people to death,		Comment (Empathy)	Solution-	
397	but....			Assessment	
		12			
398	I: I keep saying it over and over.		Agree		
399	D: Or you could turn it around and ask them, "Now we're		Suggest;	Boundary	
400	going to be doing this. Where does it fit in the model?"				
401	So you don't have to say it again, and see if they				
402	do have that picture in their minds. Um. Just a little	----			
403	later on here, you talk abut education and entertainment.		Frame: Marker (Um.)		
			Focus: Direct (Just a little later...)		
404	I: Um hmm.	13	Acknowledge		
405	D: And you just brought it up. And time-wise, I know		Metastatement;	Problem-	
406	you didn't have time to deal with it, but they said that		Report; Suggest	Finding	
407	it was something that would have been interesting				
408	to take a few minutes and talk about.				
409	I: And discuss. Yeah, and I agree very much with them,		Conclude; Agree	Problem-	
410	too. There's just a couple of other topics, too.			Assessment	
411	D: Uh huh.		Acknowledge		
412	I: That I'd like to be able to get into more. I'm going		Inform;	Solution-	
413	to restructure the course a little bit so that we have		Recommend	Finding	
414	more time for that kind of thing. There's other issues			Solution-	
				Assessment	

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
415	we come up with at other times -- the (inaudible). For	13			
416	example, the issue of artifacts, the issue that people				
417	learn more when they can touch and get involved. But,				
418	what do you do when it's (inaudible)? (Chuckle)				

419	D: Um, okay. Then also this little (inaudible). You		Frame (Marker: Um, okay)	Boundary	
420	said, "Close your eyes."		Focus (then also in this...)		
421	I: Um hmm.		Acknowledge	Problem-Finding	
		14			
422	D: They said, "Boy, that just didn't work." They said		Report (-)		
423	it was hard for them to close their eyes and think				
424	of kids that age. They said it would be easier if				
425	you said, "Think back to when you were that age, or				
426	younger, or you've had brothers and sisters who were				
427	in that age. Can you remember anything?" And, also				
428	they said that asking them to close their eyes, they				
429	felt kind of silly doing it.				
430	I: That's funny. That's a peculiarity of that group because		Compare; Inform	Problem-Assessment	
431	when I do that exercise at the Grand Canyon with the				
432	people, it really works. And that's one of the things				
433	that has been commented on in the evaluation forms,				
434	because it puts them in the right mind frame. "Close				
435	your eyes and think about kids. What pops into your				
436	mind?" They really like that. It gets them oriented.				
437	That's....				
438	D: Yeah. I'm wondering if it's college students.		Acknowledge; Interpret		
439	I: Yeah, rather than people in the profession. Because		Agrees; Expands		
440	the other people are professionals in the field. In				
441	fact, I did this one course for maintenance workers --				
442	all these old guys. Still, they...				
443	D: I'm wondering, that kind of came fast. That was with		Interprets		
444	your transition. You started something, then you started				
445	something else.				
446	I: Yeah.		Agrees	Solution-Finding	

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
447	D: If it was set up, so you might say, "Let's take a minute		Suggest;		
448	now; we're going to reflect on kids. Why don't you		Report		
449	close your eyes so you can envision it better. And				
450	so you don't get any distractions. Can you get a mental				
451	immage? What is it like? What do you see them doing?				
452	How do you see them using their time? Are they running?				
453	Then stop talking and let them create their own picture.				
454	Um, okay. Another comment right there was, "Oops,				
455	see, we jumped right back into the lecture. And she				
456	didn't ask us what we saw."				
457	I: Yeah. But that's the point, just to get them into	14	Acknowledge;	Solution-	
458	the right frame of mind -- thinking about kids. I		Inform;	Assessment	
459	don't want to talk about what they saw because then		Compare		
460	I have to spend the rest of the time hearing. It doesn't				
461	serve any purpose. I've tried it a couple of times				
462	and it doesn't serve any purpose. What happens is				
463	they get in arguments with each other because some				
464	people there know more about kids than others. It				
465	doesn't work well. It really disrupts the flow of				
466	the whole thing. And...				
467	D: I can see that.		Acknowledge		
468	I: Yeah, you see them -- the objective is just to get		Inform		
469	them to think about (inaudible), to orient their mind				
470	toward that one group rather than --. In fact, I'm				
471	not particularly interested in what they saw.				
472	D: Yeah. Maybe then at the beginning if you set the stage		Acknowledge;		
473	for that. You know, "It's hard to think back, but		Suggest		
474	if you close your eyes....				
475	I: It wasn't an oversight. And the other thing I want		Inform		
476	is to set the stage better because I don't want them				
477	to think aout when they were kids because they have				
478	been looking at that and coming out later and thinking				
479	about that. I want them to picture kids. The kids.				
480	The kids they pass on the street, the kids that they				
481	run into from day-to-day basis. That is what I want				
482	them to picture is kids <u>now</u> in their life, not when				

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
483	they were kids. That is the whole difference. They				
484	are not because 20 years ago is gone forever, while				
485	dealing with kids is now, so.				
486	D: That makes sense. I am just trying to think of how		Acknowledge;		
487	you might do that so they are not expecting them to....		Interpret		
488	I: I'll have to think about it...to outline even better		Metastatement;		
489	what we're doing, but I still don't want to destroy		Inform		
490	the usefulness of that.				
491	D: Then right after this...		Direct Frame: (then right after this...)		
492	I: They think a lot of things that they don't enjoy that		Comment; Inform	Problem-	
493	as a group they are very tight, they don't enjoy letting			Assessment	
494	loose very much. Because I had to do a couple -- well,				
495	we did a communications theory and did a couple of				
496	exercises where we get involved with each other and	14			
497	they were real ...				
498	D: Well, if you think about it, college classrooms, they		Interpret		
499	are not used to that, they are used to someone who				
500	is just talking to them.				
501	I: They are used to being anonymous. Okay, in a new situation		Conclude;		
502	they lose their anonymity and I can remember back,		Compare		
503	you know, when I went to class, I preferred just to				
504	sit and take notes and remain anonymous.				
505	D: You know, I was just thinking that at the beginning		Metastatement;	Solution-	
506	of the course or some point in the course, that it		Suggest	Finding	
507	might be interesting just to point that out to them.				
508	You know, like what it is like from a college student				
509	perspective, but what you are going to be dealing with,				
510	groups who, when you are in the field working, who				
511	are coming with different expectations. And part of				
512	what we are going to do in this course is model some				
513	of the things that you might want to do with those				
514	groups. And so you are going to have to play two roles.				
515	In one sense you are going to be a college student				
516	and with another sense you are going to have to --				

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
517	I'd like to have you see how you can orchestrate some				
518	of these things. So that again their expectations				
519	for the course are different in that this is part of				
520	their learning experiences is to partake in these situa-				
521	tions and				
522	I: And to loosen up, because, yes, then they deal with		Conclude; Agree;		
523	people in their grade. That is probably why when I		Compare		
524	do a deal with park rangers, they are not so uptight.				
525	You know, they are more conservative people, but when				
526	they are at the Grand Canyon it is not like they are				
527	going to college; they are going to a workshop and				
528	there are probably other rangers from all over the country				
529	and it is a much looser. They really get into things				
530	a whole lot more that they enjoy a lot of the exercises				
531	and stuff a whole lot more than this group appears to.				
		14			
532	D: Another thing that I was thinking and I haven't observed		Request		
433	this, but do you tend to get in early?				
534	I: Oh yes, and I sat with them all the time.		Inform		
535	D: So you can chat with them.		Suggest		
536	I: I chat with them all of the time. I get in there		Inform	Solution-	
537	at least 20 minutes before and that gives them. See, I			Assessment	
538	answer a lot of their questions then and more and more				
539	of them are coming in early. They know I am there and				
540	they -- and I answer a lot of questions at that time.				
541	I come in and I put things on the board or I get organized				
542	or I just chat with them at that time. You see, that				
543	is one of the things that when you give a walk or a				
544	talk, you know, that is one of the things that you do				
545	is you get there early so that you can just chat with				
546	the people.				
547	D: And get to know your group.		Recommend		
548	I: Get to know your group a little better and establish		Conclude		
549	some rapport.				

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
550	D: That should help break down that.		Interpret		
551	I: I think for some of the others that it is just -- and		Comment;	Problem-	
552	I really believe, you know, think that if you sat in		Inform	Assessment	
553	there long enough and -- some of those guys in there				
554	are just having a hell of a hard time. They would much				
555	prefer me to be the teaching assistant and not to be				
556	the lecturer and they are having a hard time. There				
557	is a couple of them that -- I don't know how to help				
558	them because they are, they just don't know what to				
559	do. I'm getting used to it, but see, being in forestry				
560	and in the College of Ag, some of them have probably				
561	never had a woman professor throughout their entire				
562	college career.				
563	D: Or at least not in their major.		Comment		
564	I: That's right. And they just are real surprised -- or they		Agree; Inform		
565	probably had it in humanities and stuff, and they didn't				
566	expect to take a course in natural resources and get	14			
567	a lady professor. And they are really -- but see I don't				
568	think I can help them, I think that is their problem,				
569	they have to break down. You know, all I can do is				
570	make the learning situation as easy as possible for them.				
571	D: And model a very competent professor.		Recommend	Solution- Finding	
572	I: Well, you see, they have a way of dealing with women.		Comment;	Problem-	
573	Okay, and they know they can't deal with me that way		Inform	Assessment	
574	and so they don't know how to deal with me. Because				
575	a couple of them will come into my office and talk about				
576	their projects, you know. And I'll look up and they				
577	will be looking at me and I think ooh. And it is like				
578	they don't, I mean, they have a standardized way for				
579	dealing with women and they can't....				
580	D: How do I deal with this one?		Acknowledge		
581	I: That's right. It is not operative in this situation.		Evaluate; Conclude		
582	D: The next part just when you talked about the historical	15	Direct; Report Comment	Boundary- Exchange Problem- Finding	

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
583	background, they weren't quite sure how that fit. I				
584	thought that it tended to make a lot of sense.				
585	I: It was, well, it was the introduction; I mean, the		Inform;		
586	introductory setting in the background. So that is		Comment		
587	interesting.				
588	D: Maybe again it's working on that transition of....		Interpret		
589	I: That is how the book is laid out.		Inform		
590	D: Is, yes....		Acknowledge		
591	I: Exactly how the book is laid out and we never read it.		Inform;	Problem-	
592	We never had any trouble with the book. The book is		Comment	Assessment	
593	in its third printing and Gary and I both give workshops				
594	all over the country on it. And we use this identical				
595	approach that I used there with starting to getting				
596	them to think about kids and man, then moving into the				
597	historical perspective and this is the first -- this				
598	is real interesting.				
599	D: You know what I am thinking, it could be just the transi-		Interpret;	Solution-	
600	tional sentences into, you know, thinking about kids.		Suggest	Finding	
601	Now that you have in your mind a picture of kids today,	15			
602	kids who weren't always that way. I mean, kids have been				
603	the same but the context in which you were a kid is				
604	different.				
605	I: Yeah, I think I said that. Didn't I say that? That		Agree;	Solution-	
606	we have the concept of childhood today that we have		Compare	Assessment	
607	now is not the same as it was; it hasn't always been				
608	that way. I thought I said that. However, it may be				
609	that I'm so used to giving this that I didn't say that.				
610	Let's look at that.				
	(Videotape - to check it out.)				
611	D: Now this right here when you are going to do something		Interpret		
612	like that, even moving the papers, might break the mood				
613	you are trying to create.				

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
614	I: Yes, I thought that when I did that later, the first	I5	Agree;		
615	time I saw this tape, it would be better to come around		Inform		
616	to the front and just lean on the desk and talk to them				
617	that way rather than to stand behind the podium.				
618	D: Yes, moving of the papers, it's a transitional cue.		Agree;		
619	You know, it is a cue that things are going to change,		Interpret; Recommend		
620	but it might -- I think you are right, just leaning out				
621	in front and sort of setting that mood, the tone of				
622	voice in learning what they want. Because you can lose				
623	people on transitions.				
624	My sense of what happened is that it's still quite a		Inform		
625	formal setting, you know, they are thinking about it				
626	even though you want them to sit and relax and think				
627	the trend, you know, it was, still had that formal air				
628	about it. And it sounded like when you started, like				
629	it was a lecture -- which is fine. But, if you want				
630	to help people make that transition, it might just take				
631	another sentence or two there in terms of, you know,				
632	we all have in our mind the picture, or you have -- even				
633	making it more personal, you have a picture in your				
634	mind of what childhood is like and it is pretty collective				
635	for what we know and then go into the history. Going				
636	from the personal you because you see, just have them				
637	do a real personal experience so take them from that				
638	from personal experience.				
639	I: What I should really do is.... (Laughter)		Suggest		
640	D: You know, what I think is coming out of this is that		Marker (Frame: "you know...")	Summary-Exchange	
641	the content and the examples and everything you have		Appraise		
642	are really sound or just seeing the techniques and transi-				
643	tions.				
644	I: The techniques and transitions.		Agree		
645	D: ...and it is just those	I6	Inform		
646	little transitions that those transitions are where			Boundary-Exchange	
647	we know in social interaction...we can lose people.				
648	It is like, you know, you take them to a park trip and			Problem-Finding	

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
649	If they aren't following you visually you lose people				
650	along the way. I mean, they go off onto another trail				
651	and how do I get them from one spot to another and still				
652	keep them with me. And then there is another transition	----	Marker (Frame: "and then...")		
653	down here and they said that one was real clear. Do		Report; Elicit		
654	you want to see that one?	17			
655	I: Which one was it? I might be able to remember.		Reply		
656	D: I don't remember which one it was.				
	(Videotape playing)				
657	They didn't have anything to say about that other than that		Report		
658	you start that transition.				
659	I: Can you see why I don't use overheads.		Elicit		
660	D: I can see why she doesn't use them too much.		Reply	Aside	
661	I: I got to do something about those, in terms of for this		Suggest		
662	class.				

663	D: You had asked something about were there any reactions		Direct;	Boundary-	
664	to that information. You know we had talked about charting		Report (+)	Exchange	
665	it or charting it once or something and their comment			Direct-	
666	was it was just a quick overview even though it was			Feedback	
667	like the cover, we knew it would be in the readings.	18			
668	Did you have any suggestions and they said, going to				
669	keep up the examples, as many as you can as they (inaudible)				
670	in a natural setting, so all of those stages development				
671	you know....				
672	I: Right where I gave exmples.		Elicit		
673	D: Yeah, and they said that was really excellent and specifi-		Reply; Report	Problem-	
674	fically when you get examples of in the park setting.			Finding	
675	I: Boy that is hard. That is easy, but the hardest		Comment;	Problem-	
676	thing for me in this class has been avoiding that because		Compare;	Assessment	
677	I've got forestry, wildlife people and these other people.		Inform		

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
678	So I try and give examples of that without worrying,				
679	not only about park settings but about game refuges				
680	or hunters -- because a lot of these guys are wildlifers,				
681	who'll be dealing with hunters, especially in game refuges				
682	where there are those types of settings. And the foresters				
683	would be dealing with a whole kind of recreation that	18			
684	it is not a park goes as you might think of a park goes.				
685	So the hardest thing this term -- it would be easy and				
686	I can just give park examples -- I can give park examples				
687	up the kazoo, but I puzzle before every lecture and				
688	try to think of more diverse examples to meet the needs				
689	of that class.				
690	D: You know where you might go to get some of those is		Suggest	Solution-	
691	next time you go to a forestry convention or something....			Finding	
692	I: Oh, I have them, I can think of them, but they just		Inform;	Solution-	
693	don't come as readily to me on the tip of the tongue.		Compare	Assessment	
694	And, in fact, I have to work. Instead of, you know				
695	during my lecture I'll think, "Oh, I'll give these three				
696	examples about..."Now, I think back, come up with an				
697	example that is for the more diverse audience, so I				
698	wish I could just give park examples. It would be so easy.				
699	D: But you did give a lot in there. Now, let's see -- there	----	Conclude	Boundary-	
700	was a difference. You started to tell a story in there		Marker (Frame: "Now..."	Exchange	
701	and your whole delivery style changed, and you said	19	Direct (Focus: let's see);	Problem-	
702	when she says it's simple and straight forward, you know		Report (-); Request	Finding	
703	what is that, that was a good example in there...you				
704	were presenting it, I don't remember specifically where				
705	it was, my notes aren't that good, but look ahead, I				
706	can remember. Do you want to look ahead at that to				
707	see what it was? When she said that it is simple and				
708	straight forward, but the...but I don't know if it				
709	is that simple and straight forward.				
710	I: Because it is simple and straight forward. It appears		Inform		
711	simple and straight forward and it is, although most				
712	people don't think of it. That is why.				
713	D: You know, sometimes they'll say that to people...talking		Comment		

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
714	about presenting or what effective presenters do, and				
715	I'll say you're going to just -- when we are all done				
716	I hope you say that this is so simple, it is so logical,				
717	it is intuitive.				
718	I: I know. That is what I am trying to get across to them		Acknowledge;		
719	and the reason I present things is because they're not -- obvious that		Inform		
720	they are simple and straight forward. I don't present				
721	in class because I know they can read it themselves.				
722	D: I see what you mean. I think that whenever....		Acknowledge		
	(Videotape playing)				
723	That might have been a question I asked them.		Comment		
724	I: Yeah, I know, whenever I say "This is very simple and		Inform;	Problem-	
725	straight forward", I know almost all the time it appears		Compare	Assessment	
726	to be a simple and straight forward point to you, but				
727	sometimes I think, like this material I'm presenting,				
728	they must be sitting there thinking "God, this is just				
729	common sense." But, in my experience in working with	19			
730	park rangers and interpreters and people who actually				
731	work out a parks, it never occurs to them that it may				
732	seem simple and straight forward to us here in the classroom				
733	talking about it. But in my experience, boy, those				
734	people don't think about it at all.				
735	D: That would be excellent to point out to them, then.		Suggest	Solution- Finding	
736	I: But I am sure that I say that. I mean, I said that		Inform	Solution-	
737	many, many times this term.			Assessment	
738	D: And also, what seems to be so simple and straight forward		Interpret		
739	when you hear it and you are sitting in the class, versus				
740	when you get out and go to apply it and given that situation,				
741	it is easy to forget it. So, it is not only other people				
742	who do thing and don't use this information. You				
743	might not even.				
744	I: Also, I think that, you know, I have a general idea		Inform		

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
745	of who was here and, see I know a couple of people who				
746	have been teachers, OK, and to them this stuff is, you				
747	know, ho hum, but for all these forestry guys....				
748	D: These people were really...they may have been teaching,		Comment		
749	but they were all very positive.				
750	I: But that is another problem with this class. There		Inform		
751	is such a mix and some people there who have been camp				
752	counselors and had a lot of experience with kids or				
753	with particular groups and others that don't. Like				
754	the guy that said to me after discussing the movie,				
755	he said, "You've got to have an authority figure." You				
756	know, gees.				
757	D: Oh no, what are they talking about. You know, when		Suggest		
758	something is what you are saying the concepts, in concept				
759	this is simple and straight forward, but in practice				
760	it is not. You know, sometimes even giving an example				
761	of when you've blown it. I know better and this is				
762	what I did or I know better and I still did this. So				
763	even though I know the concept and you know.				
764	I: And we can sit here and both say that seems logical		Conclude;		
765	and it is not really logical. And I think I, well maybe		Inform		
766	I didn't do it that time, but I usually am sure that				
767	when I say something it is simple and straight forward,				
768	I say that because I'm worried that they think it is				
769	too simple to be presented in class and the reason I'm				
770	presenting it is because everybody blows it all the				
771	time. (Laughter)	19			
772	D: Then the most powerful thing you are doing would be		Recommend;	Boundary-	
773	giving examples. Especially, what they said, that the		Direct; Report	Exchange	
774	examples are when you make your point, and a personal example			Direct Feedback	
775	is the most powerful kind of example, especially since			Exchange	
776	you have high credibility as an expert. It is one where				
777	"Here, look what I did and I even know better. I'm				
778	even teaching it and I did this." You know, boy. General				
779	comments, you are going to love this one. She dresses	----			
780	well and is so well organized.	20			

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
781	I: She dresses well. Oh, I guess that -- that is funny		Acknowledge;		
782	you should bring that up. We were just talking about		Comment		
783	that the other day over a beer. And I was asking my				
784	fellow faculty members, my male faculty colleagues,				
785	they don't get that and they never do. And I get it				
786	consistently on evaluation forms all the time. I once				
787	had a comment about runs in my stockings on my evaluation				
788	form. I couldn't believe it, but the guys never get				
789	that, they never get that.				
790	D: That is why I said you are going to love it.		Acknowledge		
791	I: You could slop in here, you could slop in there wearing		Comment;		
792	holes in their sweaters and they -- oh, okay, go on.		Request		
793	D: But what they were making the comparison to was that		Interpret;		
794	you're organized in your appearance and you are also		Comment		
795	organized in your presentations. So they said it give				
796	a very consistent atmosphere. Your appearance and the				
797	class are both very well thought out. But they still				
798	wouldn't say that about a male.				
799	I: Never, never.		Agree		
800	D: No, but they were making it that at least there is a		Conclude	Direct-	
801	consistency. She's one of the foremost in her field.		Report (+)	Feedback	
802	Could maybe work on enunciation projection.		Report (-)		
803	I: Yeah, I noticed that that day; I didn't know I was slushing		Agree; Compare		
804	a lot, and I don't usually do that. I noticed though				
805	that I was slushing my words and....				
806	D: Perhaps getting away from our notes more. Presentations		Report (+)	Direct-	
807	are not always a fluent, but yet she knows it. She has		Report (-)	Feedback	
808	the potential to be one of the best teachers at MSU.		Report (+)		
809	I: That is nice.		Comment		
810	D: Isn't that nice?		Elicit		
811	I: It gives me incentive to work on it.	---	Reply		

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
812	D: Well, also when you hear this you get the feeling that		Comment (+)		
813	students are really attending the class.				
814	I: And not sleeping through my class, at least no one		Comment		
815	person has fallen asleep through the entire quarter,				
816	not one. And that's a long hour and twenty minutes				
817	in the late afternoon.				
818	D: There is a lot of variety.		Comment (+)	Direct-Feedback	
819	I: Well, that is good.		Evaluate		
820	D: What I'll do is I will send you a, you know, as I said,		Metastatement;	Boundary-Exchange	
821	on the summary letter. But I didn't take notes while		Request;		
822	we were going through this. If you could summarize		Comment		
823	what, from what we just talked about and all of the				
824	things we talked about before, what this means, you	21			
825	know, what you would say the summary of all this was.				
826	What do you think the -- you know, I've got to stop --				
827	I always call you (first name) and in class.				
828	I: They call me (first name) too, and I don't care about that.		Inform		
829	The only time it bothers me is when everybody else gets				
830	called Dr. X and I get called (first name). However, I prefer				
831	to have the students call me by my first name. You				
832	know, I don't know what teaching genetics is like, but				
833	teaching interpretation I feel that it is a give and...				
834	and I am trying to help them become better interpreters.				
835	It is a real skill-oriented kind of thing and you are				
836	not dispensing information. You are trying to give				
837	them some skills that they can use to go out and do				
838	these things.				
839	D: And it is interpersonal what you are teaching, and inter-		Comment;		
840	personal skills and you have to model it.		Recommend		
841	I: That is right.		Agree		
842	D: Well then, what would you say, out of the sessions we talked		Marker (Frame: well then)	Boundary-Exchange	
843	about, what things may have been the highlights for	22	Request		
844	you or what it means to you?				

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
845	I: Well, I have gotten some really good ideas for, not		Respond;	Summary-	
846	organization that I can work, because my lectures are		Summarize	Exchange	
847	highly organized, that is not the problem. Places				
848	that I think that I am giving examples from examples				
849	that are not, it's this thing of being simple and straight				
850	forward. I know that it is best to give examples, but				
851	there are points that I think need examples and				
852	I am not doing that. And this whole issue of transition --				
853	I have to think about that. And of trying to reorganize				
854	it so that there is a little bit more diversity in terms				
855	of little bit more discussion, which is a time problem,				
856	but I just need to.				
857	D: I know that is always a thing that throws me the most		Comment		
858	too.	22			
859	I: But some of the non-verbal behaviors, like why they		Summarize	Summary-	
860	don't ask questions. That has been really important			Exchange	
861	too, because I try and be real open so that they will				
862	ask questions that will be a low risk situation, but				
863	they are not asking them. This non-verbal thing that				
864	I am behind the podium too much -- I need to get away				
865	from that.				
866	D: And I think also looking down when you ask a question.		Suggest		
867	You're aware of where you're going next.				
868	I: Right, standing behind the podium. See, I could come		Agree;	Summary-	
869	out and sit on that table and lean on it much, much		Suggest;	Exchange	
870	better, much more informal...I did (delete) down at		Inform		
871	the elevator. If he was so opposed to my being hired,				
872	why is he my teaching assistant? Boy, we had a real				
873	discussion.				
874	D: That is good to clarify.		Evaluate		
875	I: I feel a lot better and the working relationship has		Inform		
876	improved immensely...I don't do well in confrontations				
877	of that kind. I would rather avoid it and so that was				
878	real hard. But you know it's much better now.				

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
879	D: I think that is a female type of -- especially when you		Inform;		
880	have to deal with a male who works under you. It's		Comment		
881	a little tricky.				
882	I: I think over the major things. The little things I		Summarize		
883	guess I would say, the little things about having Pat				
884	help me redo my overheads so they are more				
885	interesting and just the little things that will make				
886	it better or more organized, run more smoothly. What				
887	you get are these transitions, those kinds of things.				
888	D: It seems to me that you said organization is excellent.		Appraise	Direct-Feedback	
889	And you really do have a lot of variety of things you				
890	have people do in the class.				
891	I: It is just all of these little things that would make		Conclude		
892	it better, that would make it smoother.				
893	D: Because what I heard from the students, I think that		Appraise;	Direct-Feedback	
894	the rapport is good -- that they respect you and feel	23	Comment		
895	comfortable, and that is one of the hardest things.				
896	In fact, I have often said, if I had to work with someone,				
897	I would much rather work with someone who needed to				
898	improve the fine tuning, the organization, rather than				
899	someone who has no rapport with the students. That				
900	is a hard one too.				
901	I: The thing is, well, my philosophy is that you could		Inform		
902	continually get better. So once I go through all of				
903	these things and try and work them out, there is still				
904	going to always be things you can do better. But, I'm				
905	just glad to know that they feel that I have a rapport,				
906	because that is real important to me. That is one of				
907	the most important things I think to me as a teacher				
908	is to feel that rapport. I want them to understand				
909	that that is how I feel about education. And I know				
910	it is hard because they are so used to so many other				
911	people who don't feel that way about education -- that				
912	it's such an authoritarian....				
913	D: Yeah, and I think you model that well.		Appraise		

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
914	I: So I am glad that they feel that way.		Comment		
915	D: The rest seems to be just a matter of, you know --		Summarize		
916	I: Little things....	----	Conclude		
917 918 919 920	D: If you do some other time like next term or spring term, if you want any more feedback, either have, you know, we can just come in and sit in on it or talk to some more students.	24	Elicit	Boundary-Exchange	Closing The Session
921 922	I: What I might have you do is come and sit down when I do this lecture next time. Would you mind that?		Reply; Elicit		
923	D: No.		Reply		
924 925 926	I: And see, because I think that would make the most sense rather than different lectures to sit through this one again.		Conclude		
927	D: Sure, give me a call.		Reply		
928 929 930 931 932	I: In plenty of time. But then you could sit through this one again and then we could just talk about whether I'm making these transitions better or whether you thought that this, you know, or whether I still need more work. That would be good.		Comment Suggest; Request		
933 934 935	D: Oh no, I would be very happy to do that. Did I give you a copy of an example of a feedback form you can use with the students?		Inform; Elicit		
936	I: Yes, it was with the packet of stuff for orientation.		Reply		
937 938 939 940 941	D: Because you might be interested to use that for a general form but also like in a week or so, if you worked on transitions or you worked on examples, put that one the back. Are the transitions between topic to topic and topics clear? Just to see if they have noticed that.	----	Comment		
	(look at a cartoon)				

Line	Transcript from Audiotape	Topic Phase	Speech Acts	Exchanges	Stages
942	I: That's so crass...you are not allowed to do anything	----	Small talk	Boundary-	------
943	in this park that's dirty, messy, nasty or fun. No,			Exchange	Post-
944	but it is so perfect because when was it, Wednesday				Session
945	afternoon, I was in Eaton County Parks and I gave a				
946	workshop to the naturalists and to the director of Eaton				
947	County Parks and Recreation and a bunch of their guys				
948	that do the signing. We had a good time. I had my				
949	little slide collection which is about three times as	25			
950	big as the one I showed you and we really --. I felt				
951	good after that because they were really going "Oh,				
952	we do that; yeah, I see why we shouldn't do that." It				
953	was a real positive kind of thing. You know, it was				
954	worth the trip.				
955	D: Because when you go in and you've got some information				
956	from different areas and they have been doing it, they				
957	can't see anything wrong with it.	----			

BIBLIOGRAPHY

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