Abstract

This article aims at taking part in the development of conversation analysis approaches to studying learning in interaction. In focus is the learning of a small group of children doing child-initiated reading. We examine how a topic ‘the size of the blue whale’ is constituted and developed over time in interaction, and how this development can be understood as learning. The analysis is based on a video recording of three 7-year-old children reading a picture book together, where the children explicitly orient to the topic of blue whales. The results of the analysis show that, when content is considered an intrinsic aspect of participation, there are changes over time in the organisation of participation in relation to, in this case, the topic of blue whales. In particular, this concerns how the children relate to the size of the blue whale. Thus, the results show that learning occurs, and how this learning is accomplished. This is made possible through the fine-grained participant perspective-based conversation analysis.
reported work also demonstrates how issues of topic and content can be integrated into micro-analyses of learning.

Keywords
Learning; Interaction; Participation; Topic; Conversation analysis; Children

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