

Learning and participation in the online intercultural game Megacities

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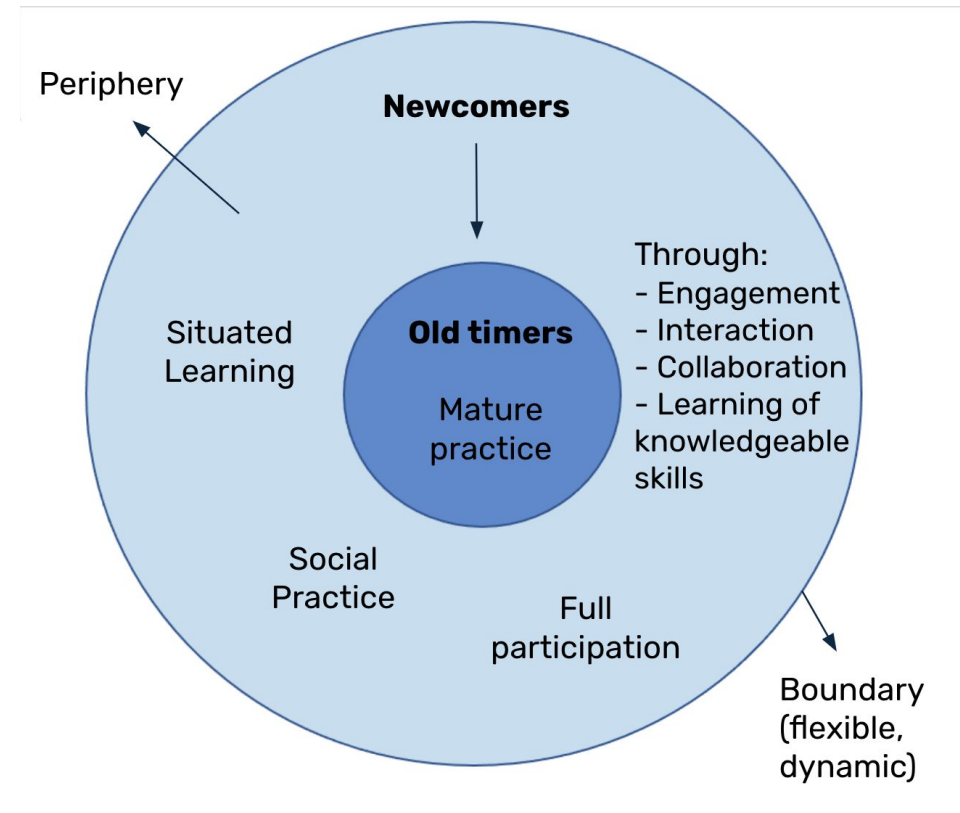
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Legitimate Peripheral Participation (LPP)

- **Learning** as a social phenomenon that leans on participation in communities of practice
- Newcomers becoming members and eventually old timers
- A gradually evolving process that entails a newcomer participating first in simple but still meaningful tasks in the community, and through these interactions, developing an understanding of and participating more actively in these practices.

(Lave & Wenger, 1991)



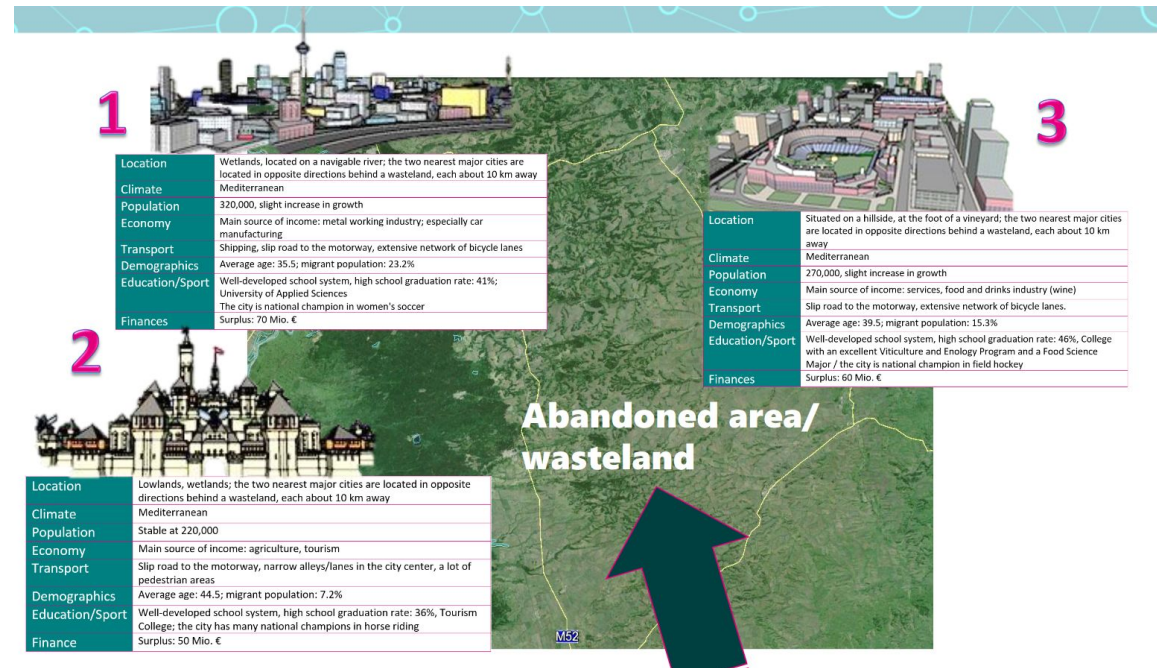
based on Lave & Wenger 1991 and adapted from Mouton, 2019. p.13

Participation

- Participation as interactional achievements (Goodwin & Goodwin 2004) and not (only) as speaking time by individual speakers.
- Participation as embodied perspective, i.e., as instantiated through bodily and other semiotic resources and within interaction.

Study design: The game

- Megacities (Bolten, 2015)
- Two Universities: one in Germany (10 students) and the other in Finland (8 students)
- English as a Lingua Franca
- 5 Zoom sessions
- City 3=> 4 German students (**majority; "oldtimers"**) and 2 Finnish students (**minority, "newcomers"**)



Study design: The data

- Video recordings & transcripts (excerpts today have been anonymized - video and audio)
- Learning journal entries
- Focus on the participation patterns of participants Helmi & Sakke (newcomers from the Finnish university)



Study design: Analytical framework



Interaction => Conversation analysis (Sidnell, 2010)
Participation features (Goodwin & Goodwin, 2004)
Turn-taking system & speaker selection (Sacks et al., 1974)
Displays of alignment (Stivers et. al, 2011)
Dispreferred responses (Pomerantz, 1984)

Learning journals=> Inductive qualitative analysis (Thomas 2006, p. 238).

Analysis of interactional sequences

Further ideas (Kick-off session, 00:16:39-00:17:18)

((The members discuss about the positions they could cover throughout the game. Since Klaus takes the role of moderator, he spurs the others to talk))

01 Klaus all right (.)
 02 anything we want to add on our own
 03 (1.0 sec)
 04 **Klaus** helmi (.) **sakke** any ideas for an additional role (.)
 05 [(we're) (.) (havin-)]
 06 Lukas [or maybe: something] you wanna: um (-)
 07 you wanna dive into
 08 (1.0 sec)
 09 Helmi um (.) i don't have any further (.) ideas
 10 (1.5 sec)
 11 **Sakke** well
 12 Petra maybe we would need someone who will communicate
 13 with the members of the other cities (.)
 14 [um]
 15 Klaus [isn't] that negotiation
 16 Lukas yeah that would be you
 17 Klaus I can join you if you don't want to do it alone
 18 Petra
 19 Petra yeah (.)
 20 if i don't know if there's a role for this i mean



Well, well (Round one, 00:13:11-00:14:57)

((The group discuss about the concept of their city. Klaus asks explicitly Sakke about possible new ideas))



Well, well (Round one, 00:13:11-00:14:57)

((The group discuss about the concept of their city. Klaus asks explicitly Sakke about possible new ideas))

01 Klaus yeah (.) and then later on
02 we can categorize (-)
03 °h so maybe (.) [sakke:] (.)
04 Sakke [((turns to the camera))]
05 Klaus ,[any ideas (.) **what would you like to see in our beautiful city**],
06 Sakke ,[((looks back to the other screen, then again to the camera))],
07 (2.3 sec)
08 Sakke ((looks back to the other screen)) **uhm**
(1.2 sec)
09 Sakke ((clicks)) well well
10 (2.1 sec)
11 Klaus ((laughs))
12 Sakke i'm looking at at the: (.)
13 what info we have like uhm (.)
14 the city has the national champions in the field hockey so
15 °h ((turns to the camera)) maybe something more to do with sports like

16 ((looks down)) i would (.) like to see this becoming
17 sort of a (.) ((faces the camera, then the other screen, then the camera)) s- sports city as well
18 (-)
19 since we already have a good team here
20 **Klaus yeah [of course]**
21 Sakke [and:] ((faces the other screen)) i thin i think h°
22 (1.1) we have enough (.) population for (.) for more than
23 ((turns to the camera)) a one <<giggling> one team> (.)
24 for (.) ((turns to other screen)) considering (.) fan (.) base
25 (1.4 sec)
26 Klaus oh that's a good ₂[idea]₂
27 Sakke ₂[((faces the camera))]₂
28 Klaus so uhm (.) first ₃[of all]₃ (.)
29 Sakke ₃[((faces the screen))]₃
30 Klaus we have a large and extensive network of bicycle lanes so (.)
31 goes well with the [sport theme for] city (.)
32 Sakke [((faces the camera and nods))]
33 ((faces other screen))
34 Klaus so how about we [do like] (.)
35 Sakke [((faces camera))]
36 Klaus we have two major teams for field hockey (.)
37 Sakke ((faces other screen))

38 Klaus and they're rivals
39 (1.0 sec)
40 Sakke sure
41 Klaus and we have a northern team and a southern team for our city
42 Sakke ((faces camera))
43 Klaus they're rivals they hate each other (.) uhm
44 Sakke ((giggles))
45 Klaus there are a lot of hooligans (.) who drink a lot of wine and
then (.) i don't know (.) [(xxx xxx)]
46 Sakke [((faces other screen))]
47 (2.3 sec)
48 Sakke ((faces camera))
49 Klaus [okay]
50 Sakke [yeah]
51 (0.5 sec)
52 Sakke ((turns to the camera)) [should i create]
53 Klaus [sounds fun]
54 Sakke a sticky note or something
55 Klaus (.) yeah sure (.) [go ahead]
56 Sakke [since] i- i guess i'm sort of the
57 °h (.) like you know ((giggles)) (1.0)
58 the zoom and ((clicks)) (1.0)
59 miro guy (-) uhm (-) okay (1.9)
60 so

Special gadgets (Round one, 00:26:35-00:27:15)

((Klaus suggests a possible attraction for their city))

01 Klaus so (.) food technology
02 maybe that's a special uhm a special thing
03 we have special gadgets
04 uhm our- our filtering (.) process for the wine is very special
05 because we have (state) of the (art) technology

06 **(1.7 sec)**

07 Helmi [yeah] **and then (.) [yeah]**

08 Klaus **[uhm] (.) [we-]**

09 we are the innovators of wine culture

10 Helmi yeah (.) that sounds great=

11 Klaus =we- we invented the uhm those (wine) balloons

12 you can put on top of a bottle (.)

13 so the wine doesn't get old (.)

14 when you put it in the fridge (.)

15 or leave it outside (-)

16 but it's that's that was an invention of our uhm technical
university

17 Helmi **((laughs))**

18 **(1.4 sec)**

19 Petra [((giggles))]

20 Klaus [okay]

21 Petra good (.) sounds good

22 Helmi mm_mh



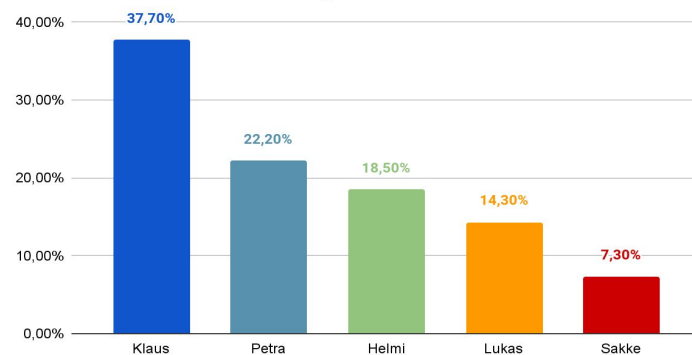
Did I interrupt you? ((Final session, 00:07:44 - 00:08:06))

((The members reflect about their behavior and communication style within the group and when talking with other groups))

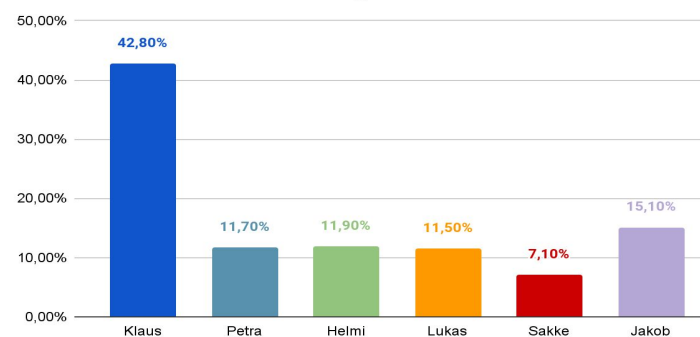
01 Jakob most of the time we don't really care if we are (.) like
 02 more or less jumping in: and (.) interrupting[each other
 03 as long (.) as we are all cool with it]
 04 Helmi :[(((opens mouth as to utter something, nods)))]
 05 Jakob °h but i feel <<giggling> like the other groups> might have
 done that a bit different (.)
 06 i don't know
 07 °h [i mean i'v]
 08 Helmi [yeah and i-] think (.) yeah [what i wrote about] my ((looks up))
 09 Jakob [also (wrote) the-]
 10 [ehm]
 11 Helmi ((looks at Jakob)) [uh s-] sorry
 12 Jakob let me [quick finish]
 13 Helmi [yeah go] ahead
 14 ((Klaus laughs loudly in the background))
 15 Helmi [did i interrupt you] ((laughs))
 16 Jakob [uhm we wrote] down that we had those roles
 17 in the very first kickoff session right



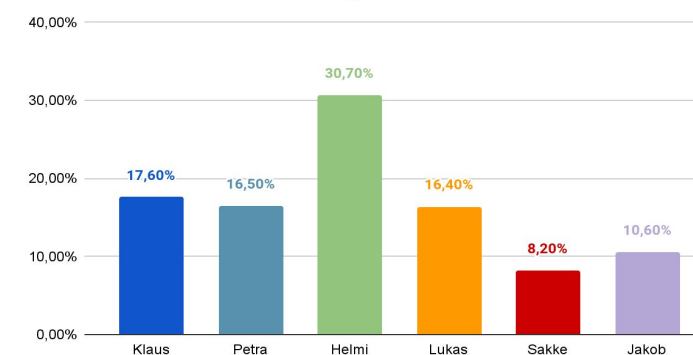
Code coverage - Kick-off session



Code coverage - Round one



Code coverage - Final session



Participation rates

Learning journal entries - Helmi

After Kick-off session:

*"Maybe something I would do in a different way *would be to listen to others more instead of talking*--as I mentioned that I have the experience of Finnish students often being a bit reluctant to get started in teamwork, *I have got used to taking a leading and managing role*"*

After final session:

*"Moreover, during the course it has been interesting *to learn how quickly and easily one can adapt to others' communicative culture in interaction. I have been a lot more outgoing, active and relaxed than usually in university contexts* (be it online or in person)."*

Learning journal entries - Sakke

After kick-off session:

"Currently I feel a bit *overwhelmed* when I would have to interrupt someone else while they are speaking."

After final session:

"The biggest improvement when thinking about my own ways of working in group projects is that I do *not need to be so "afraid" of other people and I just can bring forth my own ideas and opinions more bravely*. What I would still change is that I could have started talking more earlier but as I said, that improved during this project."

General patterns

Sakke

- speaking rates: low but constant throughout the game rounds
- focus on his role in the group (virtual tools, zoom, miro)

Helmi

- speaking rates: high to low to higher
- emulating turn-taking style used by the group from the German university

Concluding remarks



Interactional patterns that point to learning by newcomers:

- following interactional practices being employed in the group (e.g., jokes, syntax, etc.)
- orienting to one's role in the group and making it relevant to the whole group
- overlaps and claiming 'the floor'
- using non-verbal cues to claim the position of ratified participant: e.g., looking at camera, shared smiles, and laughter

Future analyses:

- moderation practices, speaking styles, affiliation displays, and specific task design, etc., also when players join other groups.

Concluding remarks

- Learning and participation as complex, non-linear phenomena
- For newcomers: learning depends on the affordances in the system/community of practice (in this case, the group of students at the German university) and individual factors
- For researchers: etic and emic perspectives (Pike, 1967), i.e., both analysis of interactions and ethnographic accounts

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