Acquiring new interactional competences in visual communication

Deaf signers as coaches to non-deaf employees for improved practices in online meetings

NewWorkTech

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RAAMI

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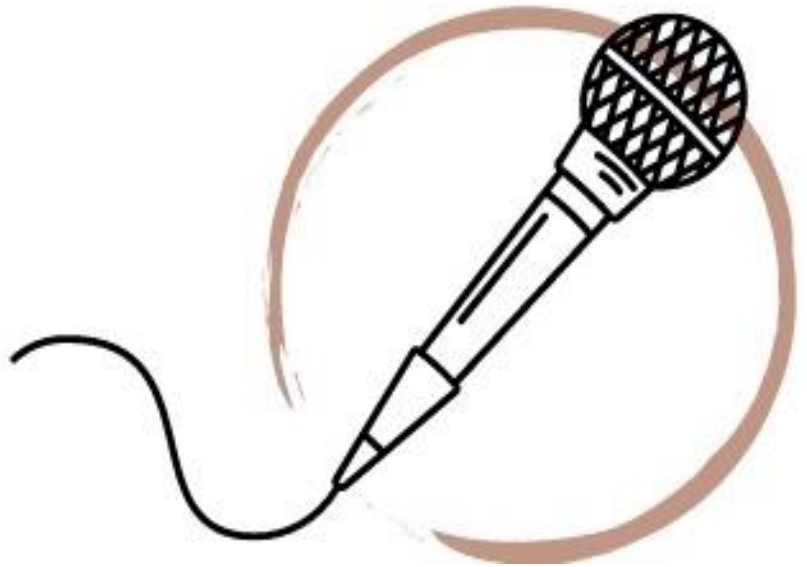
Background: Drop the mic! project

1. Navigating the practices
2. Creating the training method
3. Piloting the method with seven clients.



DROP THE MIC!

Pedagogical design: Master apprentice model

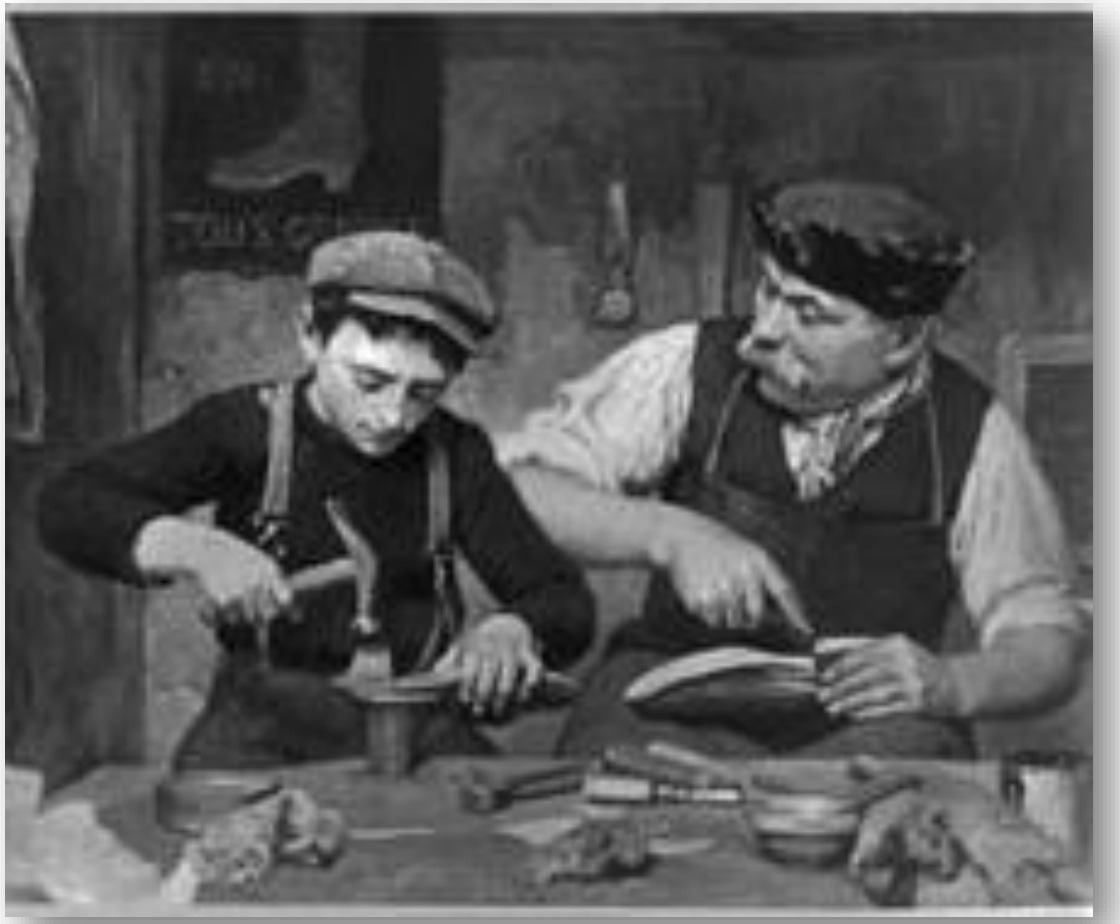


Image: Apprenticeship/Wikimedia Commons

- Experiential learning is based on imitation and observation.
  - Empathy and engagement between two people (Gieser 2008)
- Foundation: nexus analytical, multimodal and sociocultural perspectives.

New compentences from margins to masses

Research on bodily-visual practices of deaf people in video-mediated interaction.

Experiences date back to 90's, first memories from 1979!

Competences have had time to evolve - deaf signers are forerunners.

Sources e.g. Hjulstad 2016; 2017; Keating, Edwards & Mirus 2003; Keating & Sunakawa 2011; Tapio 2019, 2014

Bodily-visual practices

- Practice: community-based doings and sayings, learnable and observable in action (cf. nexus analysis, practice theory)
- Earlier research: Keating with several co-researches (Mirus, Edwards, Sunakawa), Hjulstad, Tapio.
- Our ongoing research: practices highlighted by deaf experts in Drop the mic! Project and our CA-based observations of interaction.
  - Optimising the view by paying close attention to body posture and proxemics.
  - "Listening posture"
  - Gaze practices: co-operative, attentive, monitoring, re-orienting etc. gaze

Data from 7 pilot training cases

Clients

- 4 clients – the short programme
- 3 clients – the long programme
  - 2 CEOs, 1 HR specialist

Data

- feedback (questionnaires, interviews)
- video recordings of training sessions
- coaches' reflections and analysis

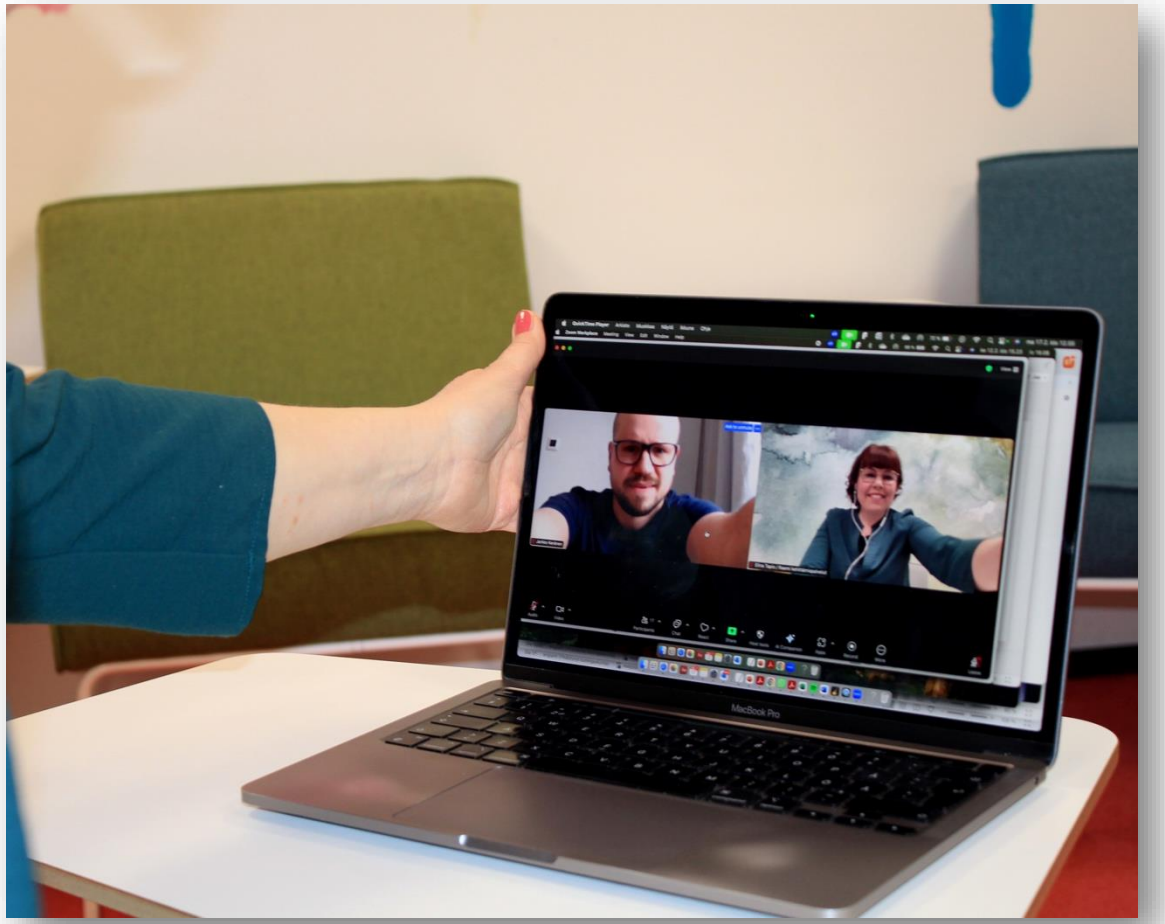


Photo: Outi Pippuri

Experiences and views of the participants

I learned how to (3/3)

- ✓optimise the conditions for remote participation
- ✓enable effortless/fluid turn-taking in remote meetings
- ✓enable the participation of others in remote meetings
- ✓observe and use embodied communication in a new way (gaze, gesture etc.)

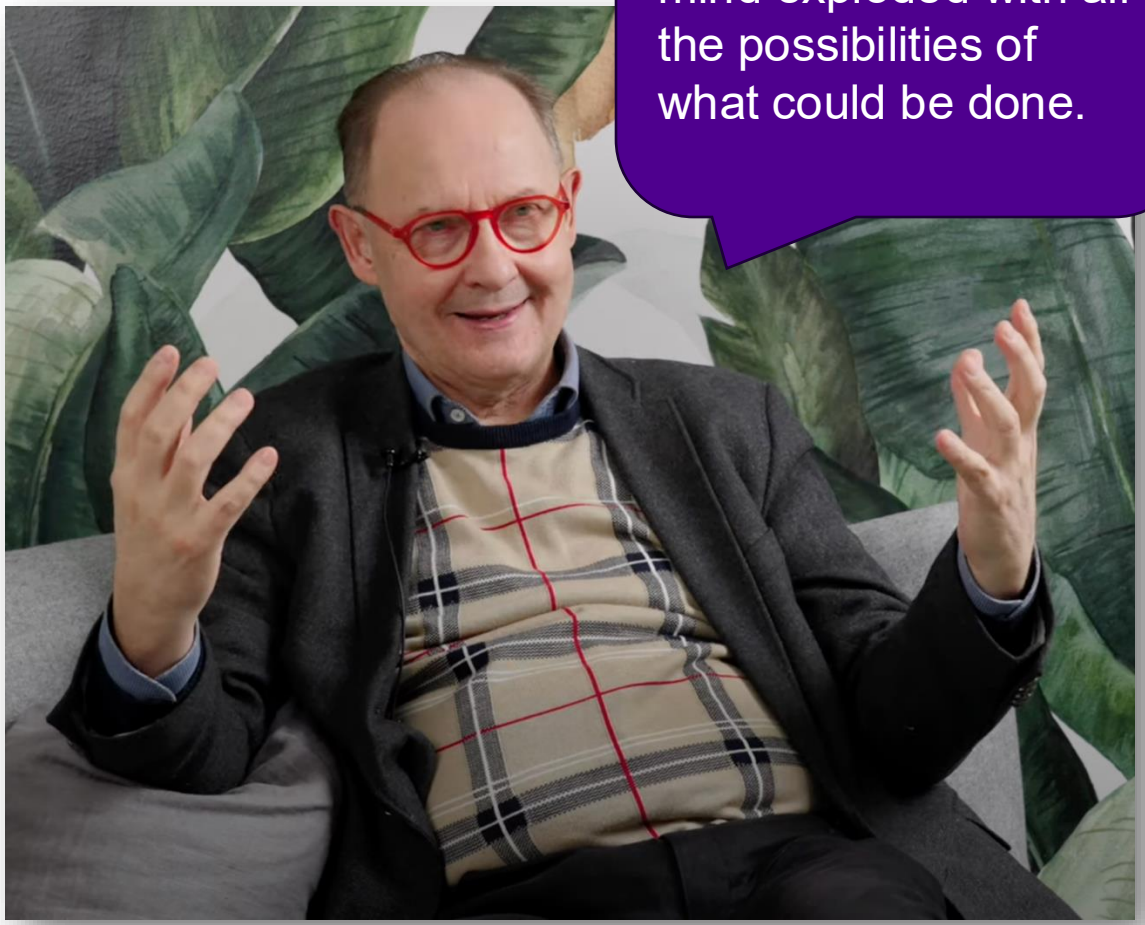


Photo source: Etäkohtaamisten remontti -video

Optimising interactional space

Client feedback shows a moment of realisation:

- The centre of social interaction is not the mouth
- Framing enables bodily interaction (all clients)
- Prerequisite for bodily and visual interaction

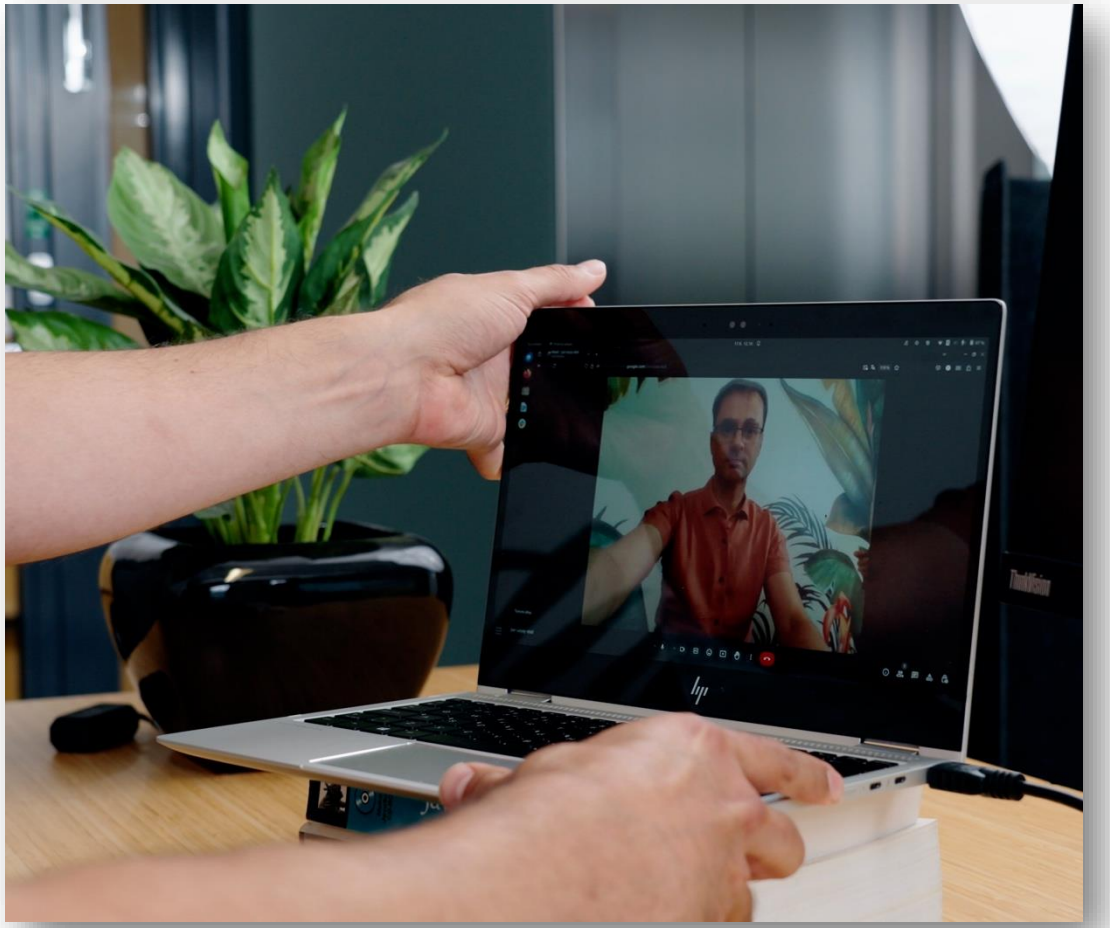


Photo: Joel Hietala

In training: Steps in optimising interactional space
(Client 5, negotiation took 13:57 mins)

- ✓ source of light
- ✓ direction of the source light
- ✓ cleaning the lens
- ✓ proxemics: distance (camera and the body)
- ✓ vertical proxemics
- ✓ proxemics: centred
- ✓ background
- ✓ the camera angle (tilting)

(Video material removed.)

For later analysis

Opening routine (session 6)

- conventionalised gestures in use
  – e.g. list buoys
- smooth turn-taking natural rhythm,

☑ lights
(gaze + head movement, gesture)

☑ framing
(expression, nodding, gesture)

(Video material removed.)

Conclusion and points to discuss

- Deaf coaches training non-deaf participants: Developing new competences
  - "from the margins to the masses" following the cultural model of disability
- The learning of visual practices must be analysed in more detail
- Practical impact: developing workplace practices in video-mediated communication

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