

# MOBSIN XI

8-10 May 2024, Oulu

## Programme

Wed, 8 May

HUM330-331

Time	
9.00–9.30	Welcome and introductions
9.30–11.00	Data sessions (2x45 min)  Mirka Rauniomaa <i>Drone instruction</i>  Christian Greiffenhagen <i>How people react to robots' verbal messages</i>
11.30	Visit to LeaF
11.45–13.00	Lunch at a restaurant on campus
13.00–14.30	Presentations (3x30 min)  Brian Due <i>The field, the players, the ball that rolls: the becoming of a youth football match</i>  Mathias Broth, Annerose Willemsen & Jakob Cromdal <i>The reflexive constitution of correction sequences in embodied interaction: A preschool mobile formation walking in traffic</i>  Antti Kamunen <i>Unsolicited instructor advice during UN Military Observer car-patrolling training</i>
14.30-15.00	Coffee/tea
15.00–16.30	Data sessions / meth. discussions (2x45 min)  Paul McIlvenny <i>Introduction to DOTEBase</i>  Laura Kohonen-Aho <i>Object-focused interaction in social virtual reality</i>
18.00–	Dinner at a <a href="#">Restaurant Puistola</a>

Thur, 9 May  
[Botanical Gardens](#)

Time	
9.00–11.00	<p>Discussion on Wednesday's topics (30 mins)</p> <p>-----</p> <p>Data sessions / discussions (2x45 min)</p> <p>Terry Au-Yeung  <i>Seeing a Marauding Attack from Secondary Temporal Data</i></p> <p>Hannah Pelikan  <i>Towards an interactional understanding of robot autonomy</i></p>
11.00–13.00	<p>Walk in the greenhouses and botanical gardens            Catered lunch and food lab</p>
13.00–14.15	<p>Presentation (1x30 min)</p> <p>Maarit Siromaa &amp; Mirka Rauniomaa  <i>Weight in the way of treatment</i> (brainstorming with excerpts of written narrative data from the project Talking Weight)</p> <p>Data session (1x45 min)</p> <p>Laura Lindegaard  <i>Seating-instruction in mid-pandemic public transport</i></p>
14.15–14.45	<p>Food lab cont'd</p>
14.45–16.15	<p>Data sessions / discussions (2x45 min)</p> <p>Sergio Passero  <i>How beta testers explore the limits of self-driving vehicles through real-world trials</i></p> <p>Pentti Haddington  <i>"There is something": Verbalising uncertain seeing in UN military observer patrolling exercises</i></p>
18.00–	<p>Dinner at <a href="#">Restaurant Mallassauna</a></p>

**Fri, 10 May**

Botanical Gardens

Time	
9.00-10.00	Presentations (2x30 min)  Robin Smith & Terry Au-Yeung <i>Respecifying "crowd dynamics"</i>  Iira Rautiainen <i>Participation in hybrid learning situations: two perspectives to roll call</i>
10.00-10.15	Break (+ finishing whatever is left of food lab)
10.15-11.45	Data sessions / discussions (2x45 min)  Emily Hofstetter <i>Practicalities of finding phenomena in big video</i>  Heidi Puputti <i>Organizing the interactional space with objects</i>
11.45-12.30	End discussion and closing

# Abstracts

## Presentations

**Mathias Broth, Annerose Willemsen, & Jakob Cromdal**

***The Reflexive Constitution of Correction Sequences in Embodied Interaction:  
A preschool mobile formation walking in traffic***

This study describes corrections of mobile behavior as a sequential and micro-sequential accomplishment. Based on data from preschool walks, where teachers and children embody a mobile formation by jointly orienting to expected ways of walking, the analysis focuses on sequentially organized correctables, verbal prompts (initiations) for correction and embodied corrections. In our analysis, we demonstrate how each of these elements are reflexively and highly simultaneously constituted as participants orient, verbally and bodily, to the emergence of each other's actions.

**Brian Due**

***The field, the players, the ball that rolls: the becoming of a youth football match***

While many studies have focused on coordination and perception in fluid team sport, I aim in this presentation to contribute with insights from an ethnomethodology-inspired approach to real-world video recordings of youths playing football matches. Ethnomethodologically informed ethnographies of sport have typically studied the role of coaching (Corsby et al., 2024), demonstrations (Evans & Reynolds, 2016) or embodied instructions (Evans & Lindwall, 2020). I focus in this presentation on the question of the relationship between the ball, the field and the players as actual occasions (Whitehead, 1979). The ball is a quasi-object, as Serres tells us, and the ball might turn into a subject then (Michel, 2015). Against this stands EMCA studies that focus on interactions with objects (objects being objects and people being subjects) (Tuncer et al., 2019). I aim for a discussion of a new third way between this subject-object distinction. It has tentatively been called assemmethodology (Due, 2023). Data are from ethnographic studies of a Danish team, where an automated VEO camera recorded whole matches with an AI available that tracks the ball.

Corsby, C. L. T., Sánchez-García, R., & Jenkins, K. N. (2024). Ethnomethodological and conversation analytic (EMCA) studies of coaching in sport: A coaching special issue. *Sports Coaching Review*, 13(1), 1–12.

<https://doi.org/10.1080/21640629.2023.2291252>

Due, B. L. (2023). Situated socio-material assemblages: Assemmethodology in the making. *Human Communication Research*, hqad031.

<https://doi.org/10.1093/hcr/hqad031>

Evans, B., & Lindwall, O. (2020). Show Them or Involve Them? Two Organizations of Embodied Instruction. *Research on Language and Social Interaction*, 53(2), 223–246. <https://doi.org/10.1080/08351813.2020.1741290>

Evans, B., & Reynolds, E. (2016). The Organization of Corrective Demonstrations Using Embodied Action in Sports Coaching Feedback. *Symbolic Interaction*, 39(4), 525–556. <https://doi.org/10.1002/symb.255>

Michel, S. (2015). *Statues: The second book of foundations*. Bloomsbury.

Tuncer, S., Licoppe, C., & Haddington, P. (2019). When objects become the focus of human action and activity: Object- centred sequences in social interaction. *Gesprächsforschung - Online-Zeitschrift Zur Verbalen Interaktion*, 20.

Whitehead, A. N. (1979). *Process and Reality* (D. R. Griffin & D. W. Sherburne, Eds.; 2nd Revised edition edition). Free Press.

**Antti Kamunen**

***Unsolicited instructor advice during UN Military Observer car-patrolling training***

In this paper, my focus is on training events where a UN military observer trainee team conducts a car-patrolling exercise in a simulated conflict area with an instructor on board. I study moments when the instructor steps in and gives unsolicited advice regarding the trainees' action. The advice is provided in the form of questions and comments that put the situation on a pause in order to either initiate a remedy to the trajectory of an ongoing action, or to prompt a task-relevant immediate next action. The analyses reveal that whereas the trainees orient to the unsolicited advice as instructions and mostly unproblematic, the instructor treats such advice as a breach of the trainees' autonomy and, as such, dispreferred and accountable. The data are in English and consist of video recordings of interactions taking place inside the patrol car.

**Laura Lindegaard**

***Seating-instruction in mid-pandemic public transport***

The data stems from an ongoing research project in which we video-recorded inside trains and buses in Northern Denmark during 2021. At the time of our data collection, it was recommended that passengers only used every second seat in public transport. In the data session, I would like us to focus on a short clip in which two people board a bus together and take their seats.

**Heidi Puputti**

***Organizing the interactional space with objects***

This paper/or data session examines talk and interaction in civilian crisis management training. In particular, it is interested in how the interactional space is shaped in situ through participants' use of objects. In various situations, such as navigating in a forest with a GPS, participants employ their devices to carry out actions. These actions provide co-participants with opportunities to engage with the interaction, potentially by moving closer to the object in question. Thus, the interactional space can be observed as dynamic and fluid.

**Iira Rautiainen**

***Participation in hybrid learning situations: two perspectives to roll call***

The study draws on video and screen-recorded data from an international crisis management course in which the course instructors occupy a shared space in an on-site location and the learners take part in the sessions from distance using the Zoom videoconferencing tool. We show how this overall configuration can be consequential in the unfolding of interaction and call for reflexive development and negotiation of situated practices. Focusing on a moment when the instructors establish a connection with the learners one-by-one (i.e., roll call), we illustrate how the on-site participants' orientation to shared verbal and bodily-spatial resources can be exclusive from the remote participants' perspective, but it is not necessarily accounted for in the ongoing talk.

**Robin Smith & Terry Au-Yeung**

***Respecifying "crowd dynamics"***

In this paper, we describe some of the ways in which movement in public space is organised in relation to the material environment. We are particularly interested in how material features (railings, bins, pavements and so on) are accomplished as 'anchors' and 'barriers' in the course of naturally organised activity. Our materials are drawn from CCTV footage of the night time economy. The paper will consider the "recruitment" of material features in the doing of policing, 'disruption', as well as more mundane activities. This analysis is a work in progress which we think has a wider significance for the analysis of social action in and as a dynamic praxeological gestalt contexture.

## Data sessions / Methodological discussions

**Terry Au-Yeung**

***Seeing a Marauding Attack from Secondary Temporal Data***

The data session/discussion will show a collection of materials I created/collected to reconstruct a marauding knife attack that occurred at Leytonstone Tube Station in London in 2015. During my previous project STAMPEDE, I gained access to a CCTV package of around an hour covering the time before, during, and after the attacks. Through assembling multi-angle video footage, I was able to reconstruct the event and subsequently produce an animation and field visit video to assist in viewing the multi-angle video. As the project expired, I lost access to the data due to data protection. In this session, I want to show the proxy data I gathered and create and organise a discussion about the possibility of engaging further analysis of sensitive events using proxy data.

**Christian Greiffenhagen**

***How people react to robots' verbal messages***

Robots deployed in public places are designed to communicate their intent through a variety of means. Despite the intentions and aspirations of designers, in reality most robots fail to engage with humans successfully. This becomes particularly visible when the signals that robots use are not as simple as lights or non-linguistic sounds, such as “chirping” when in proximity to a human, but actual verbal messages designed to be similar to human utterances.

Based on video recordings of autonomous delivery robots on university campus, we explore how passerby react to robots’ verbal messages such as “May I please pass?” or “Could you help to close the door, please?”.

**Pentti Haddington**

### **“There is something”: Verbalising uncertain seeing in UN military observator patrolling exercises**

Pentti Haddington

In this data session, I present two excerpts from UN military observer training patrolling exercises. In the clips, the military observer trainees verbalise the seeing of something that they are not certain about. I’m interested in how different ways to formulate uncertain seeing may be constructed and treated as interesting, worthy, suspicious, dubious, and so on. I’m also interested in the construction of collaborative seeing in these contexts, i.e., how joint attention is invited and established.

**Laura Kohonen-Aho**

### ***Object-focused interaction in social virtual reality***

Social virtual realities are three-dimensional and immersive online spaces that are specifically designed for real-time interaction between multiple users. One of these environments is Rec Room, which resembles a virtual recreation centre where users can play games such as paintball, 3D charades and disc golf together. Rec Room also has a space called ‘Locker Room’ with multiple objects lying around, such as basketballs, bottles, cameras, and frisbees. The developers of Rec Room have emphasized the importance of these objects for serving as “social catalysts” or “ice breakers” between users as well as helping the users to play in the space in a productive way (McVeigh-Schultz et al., 2019). In this data session, we explore how Pat, a first-time user (i.e., a ‘newbie’) in Rec Room, engages in using these objects with others.

Reference:

McVeigh-Schultz, J., Kolesnichenko, A., & Isbister, K. (2019). Shaping Pro-Social Interaction in VR: An Emerging Design Framework. Proceedings of the 2019 CHI Conference on Human Factors in Computing Systems, 1–12.  
<https://doi.org/10.1145/3290605.3300794>

**Paul McIlvenny**

An introduction to the power of DOTEBase, our new software toolkit to support qualitative analysis of audio-visual data and DOTE transcripts. Q&A on new features to support the analysis of MOBSIN data.

### **Sergio Passero**

Testing in real traffic has become a common way to advance autonomous vehicle (AV) development. We are interested in the interactional aspects of these public tests. The data session focuses on how beta testers inside the AV perform the tests as a social activity. We are drawing on third-party video recordings obtained from the YouTube channels of two beta testers. They test a self-driving car in New York City and San Francisco. One of the clips presents a configuration of the image divided into multiple cameras: two inside where you can see the passengers and the screen, an enlargement of the screen, and one towards the outside. The other clip features a single camera setup pointing from behind the passengers to the outside. In both videos, passengers comment on aspects related to the AV, and abnormal driving emerges from the AV. In the first, there is an intervention on the system, while in the second, the system is allowed to continue functioning. We consider these tests as non-professional tests and are interested in how they contrast with large-scale professional testing performed by safety drivers in publicly deployed self-driving vehicles (Mlynář, Eden, & Evéquoz 2023; Pelikan & Jung 2023).

### **Hannah Pelikan**

#### ***Towards an interactional understanding of robot autonomy***

Being able to move without the need for human intervention, robots are typically presented as autonomous (Brown & Laurier, 2017). However, upon closer scrutiny, humans are often implied in a robot's autonomous agency (Pelikan, Broth & Keevallik, 2022). In this discussion session, I would like to address the following questions: How are humans involved in robot autonomy? How can we study machine autonomy as an interactionally accomplished phenomenon? I will briefly sketch some possible directions for answers, drawing on my studies of the accommodation work performed by members of the public and by hidden robot operators. I am hoping to stimulate discussion particularly on the methodological challenges that emerge in this area.

### **Mirka Rauniomaa**

#### ***Drone instruction***

The data come from a 2-hour practice session from 1-day training for flying drones in forestry, and the participants are mainly private forest owners, with varying experience of flying drones or using controls such as those of a drone.

### **Emily Hofstetter**

#### **Practicalities of finding phenomena in big video**

The rise of ‘big video’ (McIlvenny 2020) has come with a significant challenge: how do we find an ‘animal in the foliage’ (Garfinkel 2022) in more hours of recording than can be (re)watched? While Kamunen et al. (2023) document practices for collecting data in iteration with analysis, procedures for searching through recordings remain underspecified (though see Laurier et al. 2008 on professional filmmakers). In my current project, we have captured a megagame, a large-scale role-playing game (20-100 participants), requiring 11-18 recording devices, and resulting in a corpus of over 236 hours. I propose discussing practices for (re)viewing recordings to find (more) cases, with big video as a perspicuous example of when our taken for granted EMCA methods are challenged into absurdity. When do we cross the line into formal analytic research, and do we need to do so in order to achieve Garfinkel’s goal of hybrid studies?

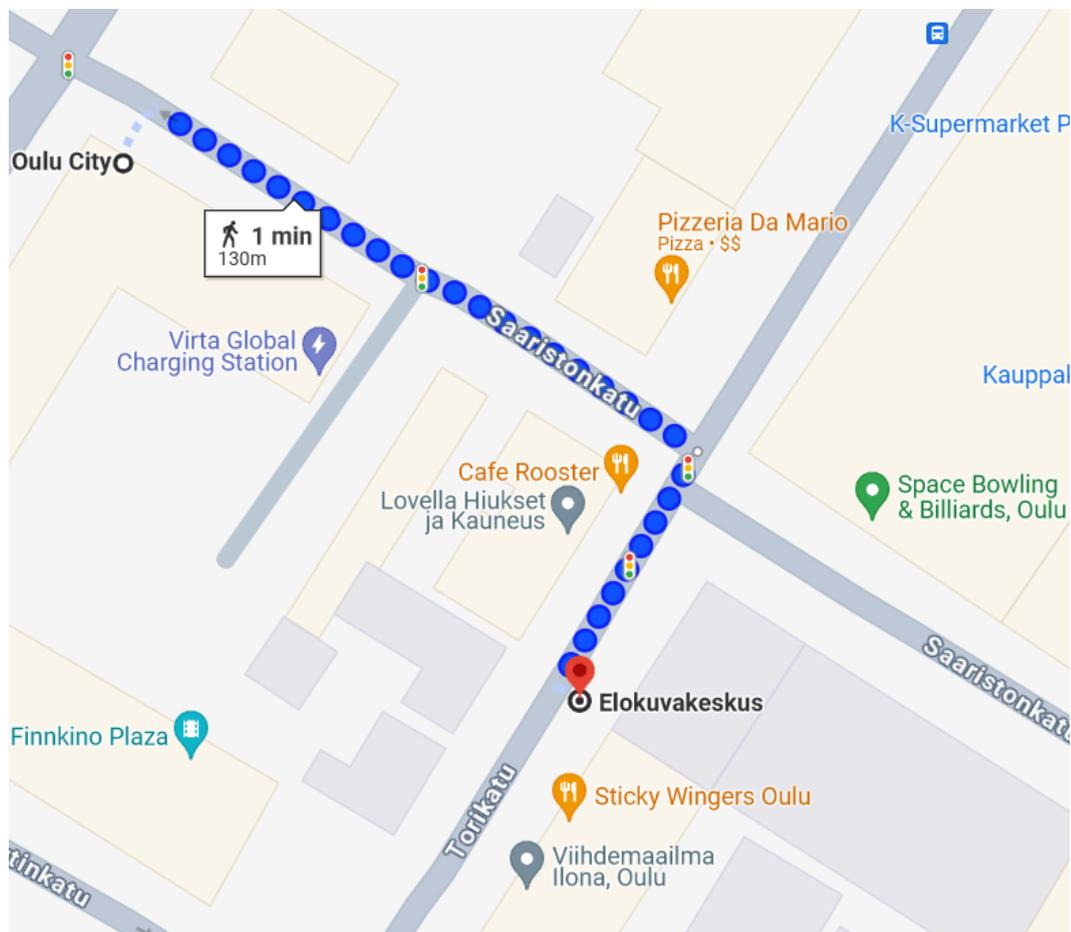
## Participant list

Terry Au-Yeung, Cardiff University  
Mathias Broth, Linköping University  
~~Jakob Cromdal, Linköping University~~  
Brian Due, University of Copenhagen  
Tiina Eilittä, University of Oulu  
Christian Greiffenhagen, The Hong Kong Polytechnic University  
Pentti Haddington, University of Oulu  
Emily Hofstetter, Linköping University  
Antti Kamunen, University of Oulu

Tiina Keisanen, University of Oulu  
Laura Kohonen-Aho, University of Oulu  
Laura Lindegaard, Aalborg University  
Paul McIlvenny, Aalborg University  
Sergio Passero, Linköping University  
Hannah Pelikan, Linköping University  
Heidi Puputti, University of Oulu  
Pirkko Raudaskoski, Aalborg University  
Mirka Rauniomaa, University of Oulu  
Iira Rautiainen, University of Oulu  
(Maarit Siromaa, University of Oulu)  
~~Mick Smith, Linköping University~~  
Robin Smith, Cardiff University  
Alexander Stein, Aalborg University

# Practical info on venues and public transportation

## From Scandic Oulu City to Linnanmaa



Busses **3 and 52** leave from the **'Elokuvakeskus'** stop

You can pay by contactless (on the touch screen display, select Zone A and bank card payment, then place the card on the reader)

Going to campus: get off at the **'Yliopisto P'** stop.

Going to the Botanical Garden: get off at the **'Yliopiston puutarha P'** stop

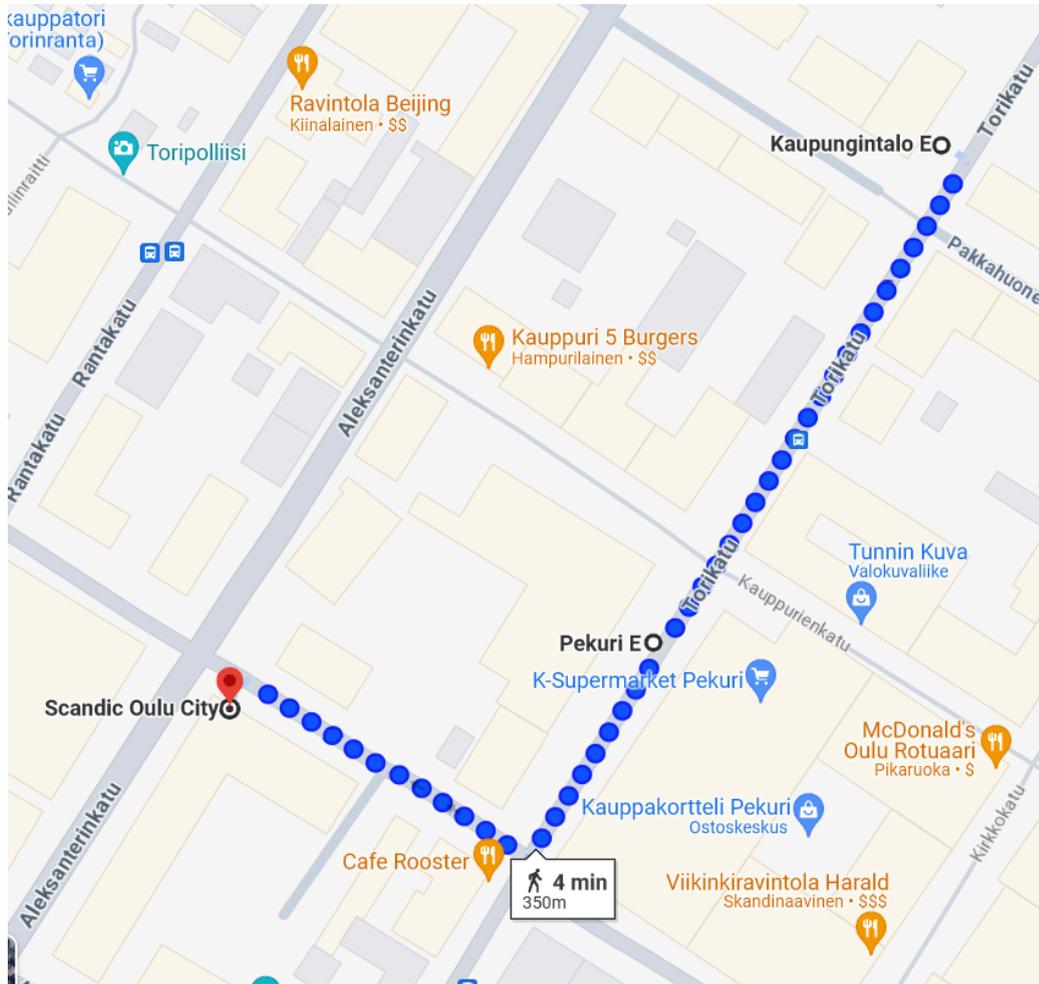
Coming to campus: Enter at the door below the huge OULU UNIVERSITY sign, walk straight ahead until get to the main lobby. There are people there to guide you onwards from 8:45-9:00 on Wednesday.

## From Linnanmaa to Scandic Oulu City

From the campus: Busses leave from the **'Yliopisto E'** stop

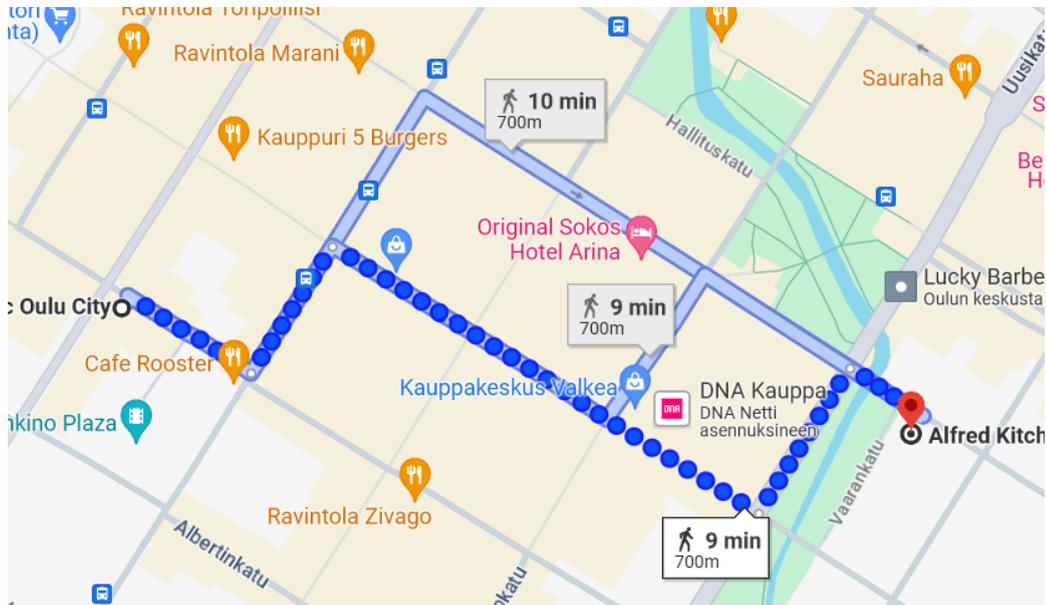
From the Botanical Garden: Busses leave from the **'Yliopiston puutarha E'** stop

52, 52K: get off at the 'Pekuri E' stop  
1, 2, 3, 5: get off at the 'Kaupungintalo E' stop



# Restaurants (from Scandic Oulu City)

## Alfred Kitchen & Bar



# Mallassauna

