Coding scheme for sequential discourse
Gerry Stahl

The coding scheme in Table 1 was developed based on the analysis of adjacency pairs in (Schegloff, 2007). It was applied to the log of POW Session 4 of Team B, conducted during VMT SpringFest 2006 (see attached Appendix). This scheme was discussed in (Stahl, 2011a; 2011b; 2011c; 2011d). The same log was analyzed in various other VMT publications, including some collected in (Stahl, 2009).

The basic idea is that discourse is built up hierarchically: from (g) various indexical references (e.g., “that”) in (f) textual utterances (e.g., chat postings) contributing to (e) adjacency pairs (e.g., question/answer). Sequences of adjacency pairs (including extensions and recursive embeddings) form (d) discourse moves, which contribute to (c) conversational topics (that are opened and closed). Topics are included in larger (b) group events, which make up (a) the entire session (e.g., Session 4 of Team B).

In Table 1, examples of (c) through (f) are included under those headings.

Schegloff’s symbols are listed for use in coding utterances in adjacency pairs. For each symbol, its meaning is given.

A list of some common FPPs of adjacency pairs are listed, with their corresponding SPPs.

Inserted in the bottom of Table 1, the four typical Turn Constructional Units are listed, with their common constituent utterances. These are discussed in (Zemel & Stahl, 2010).

Table 1. Coding Scheme.

<table>
<thead>
<tr>
<th>VMT 2006</th>
<th>Spring Fest</th>
<th>Team B</th>
<th>Session 4</th>
<th>(g) Indexical Reference</th>
<th>(b) Group Event</th>
<th>(a) Temporal Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>transition</td>
<td>anticipate</td>
<td>announcement</td>
<td>announce; acknowledge; follow up</td>
<td>Schegloff symbols</td>
<td>meaning of symbol</td>
<td>FPP</td>
</tr>
<tr>
<td>opening</td>
<td>close</td>
<td>compliment</td>
<td>compliment; acknowledge</td>
<td>F, Fbase</td>
<td>first pair part (base FPP)</td>
<td>question / ask</td>
</tr>
<tr>
<td>technical</td>
<td>open</td>
<td>explanation</td>
<td>explain; acknowledge; follow up</td>
<td>Fpre</td>
<td>pre-sequence FPP</td>
<td>offer *</td>
</tr>
<tr>
<td>feedback</td>
<td>return to</td>
<td>greeting</td>
<td>greet; return greeting; farewell; return farewell</td>
<td>S, Sbase</td>
<td>second pair part (base SPP)</td>
<td>request</td>
</tr>
<tr>
<td>select</td>
<td>introduce new approach</td>
<td>joke</td>
<td>joke; laugh; respond to joke; return laughter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>review</td>
<td>terminate use of approach</td>
<td>proposal</td>
<td>propose; acknowledge; ratify; reject; follow up</td>
<td>Spre</td>
<td>pre-sequence SPP</td>
<td>invite *</td>
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<td>---------</td>
</tr>
<tr>
<td>wiki</td>
<td>question</td>
<td>question</td>
<td>question; answer; agree; disagree; follow up</td>
<td>Fins</td>
<td>insert sequence FPP</td>
<td>announce</td>
</tr>
<tr>
<td>equation</td>
<td>request</td>
<td>request</td>
<td>request; acknowledge; accept; reject; follow up</td>
<td>Sins</td>
<td>insert sequence SPP</td>
<td>greet</td>
</tr>
<tr>
<td>indexing</td>
<td>suggestion</td>
<td>suggest</td>
<td>suggest; acknowledge; ratify; reject; follow up</td>
<td>SCT</td>
<td>sequence closing third</td>
<td>farewell</td>
</tr>
<tr>
<td>compare</td>
<td>directive</td>
<td>direct</td>
<td>direct; acknowledge; receive; reject; follow up; report</td>
<td>Fpost</td>
<td>post sequence FPP</td>
<td>notice *</td>
</tr>
<tr>
<td>strategy</td>
<td>evaluation</td>
<td>evaluate</td>
<td>evaluate; acknowledge; agree; disagree</td>
<td>Spost</td>
<td>post sequence SPP</td>
<td>promise *</td>
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<tr>
<td>wrong</td>
<td>commentary</td>
<td>comment</td>
<td>comment; acknowledge; agree; disagree</td>
<td>+S</td>
<td>preferred SPP</td>
<td>tell *</td>
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<tr>
<td>celebrate</td>
<td>clarification</td>
<td>clarify</td>
<td>clarify; acknowledge</td>
<td>PCM</td>
<td>post completion musing</td>
<td>complain *</td>
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<tr>
<td>facilitator</td>
<td>repair</td>
<td>self-correct; question; clarify; acknowledge</td>
<td></td>
<td></td>
<td></td>
<td>propose</td>
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<td>follow-up</td>
<td>failed X</td>
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<td>ni</td>
<td>non-interactive or system message</td>
<td>suggest</td>
</tr>
<tr>
<td>closing</td>
<td>+ (continuation)</td>
<td>+ (continue)</td>
<td>+</td>
<td>continuation</td>
<td>request</td>
<td>ratify</td>
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<tr>
<td>narrative</td>
<td>TCU: turn constructional unit</td>
<td>Zemel &amp; Stahl NCA 2010 paper &amp; spreadsheet -- actions</td>
<td></td>
<td>joke</td>
<td>receive</td>
<td></td>
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<tr>
<td>reflection</td>
<td>PRU</td>
<td>proposal</td>
<td>proposal, ratification, follow up</td>
<td></td>
<td></td>
<td>laugh</td>
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<tr>
<td>reflection</td>
<td>SRU</td>
<td>suggestion</td>
<td>suggestion, ratification, follow up</td>
<td></td>
<td></td>
<td>compliment</td>
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<tr>
<td>reflection</td>
<td>RAU</td>
<td>request</td>
<td>request, acknowledge, follow up</td>
<td></td>
<td></td>
<td>explain</td>
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<tr>
<td>reflection</td>
<td>DCR</td>
<td>directive</td>
<td>directive, receipt, follow up, report</td>
<td></td>
<td></td>
<td>clarify</td>
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<td>reflection</td>
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<td>reflection</td>
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<td>comment</td>
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</table>
References


Appendix
For this session, it says to revisit failed return time start.

VMT Spring Fest 2006
| Line # | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|
| 1     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
| 2     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
| 3     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
| 4     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
| 5     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
| 6     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
| 7     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
| 8     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
| 9     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
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| 12    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
| 13    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
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| 15    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
| 16    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
| 17    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
| 18    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
| 19    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
| 20    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |

Log of Team B
So now we should focus on
So how do we know what to

Wiki: negotiate posting
Let's finish the entire thing up
we have a more thorough
Time Start
we almost got the solution last
O
we can use the equation from
B
open reuse of
R

\[\text{204} \quad 203 \quad 202 \quad 201 \quad 200 \quad 199 \quad 198 \quad 197 \quad 196 \quad 195 \quad 194 \quad 193 \quad 192 \quad 191 \quad 190 \quad 189 \quad 188 \quad 187 \quad 186 \quad 185 \quad 184 \quad 183 \quad 182 \quad 181 \quad 180 \quad 179 \quad 178 \quad 177 \quad 176 \quad 175 \quad 174 \quad 173 \quad 172 \quad 171 \quad 170 \quad 169 \quad 168 \quad 167 \quad 166 \quad 165 \quad 164 \quad 163 \quad 162 \quad 161 \quad 160 \quad 159 \quad 158 \quad 157 \quad 156 \quad 155 \quad 154 \quad 153 \quad 152 \quad 151 \quad 150 \quad 149 \quad 148 \quad 147 \quad 146 \quad 145 \quad 144 \quad 143 \quad 142 \quad 141 \quad 140 \quad 139 \quad 138 \quad 137 \quad 136 \quad 135 \quad 134 \quad 133 \quad 132 \quad 131 \quad 130 \quad 129 \quad 128 \quad 127 \quad 126 \quad 125 \quad 124 \quad 123 \quad 122 \quad 121 \quad 120 \quad 119 \quad 118 \quad 117 \quad 116 \quad 115 \quad 114 \quad 113 \quad 112 \quad 111 \quad 110 \quad 109 \quad 108 \quad 107 \quad 106 \quad 105 \quad 104 \quad 103 \quad 102 \quad 101 \quad 100 \quad 99 \quad 98 \quad 97 \quad 96 \quad 95 \quad 94 \quad 93 \quad 92 \quad 91 \quad 90 \quad 89 \quad 88 \quad 87 \quad 86 \quad 85 \quad 84 \quad 83 \quad 82 \quad 81 \quad 80 \quad 79 \quad 78 \quad 77 \quad 76 \quad 75 \quad 74 \quad 73 \quad 72 \quad 71 \quad 70 \quad 69 \quad 68 \quad 67 \quad 66 \quad 65 \quad 64 \quad 63 \quad 62 \quad 61 \quad 60 \quad 59 \quad 58 \quad 57 \quad 56 \quad 55 \quad 54 \quad 53 \quad 52 \quad 51 \quad 50 \quad 49 \quad 48 \quad 47 \quad 46 \quad 45 \quad 44 \quad 43 \quad 42 \quad 41 \quad 40 \quad 39 \quad 38 \quad 37 \quad 36 \quad 35 \quad 34 \quad 33 \quad 32 \quad 31 \quad 30 \quad 29 \quad 28 \quad 27 \quad 26 \quad 25 \quad 24 \quad 23 \quad 22 \quad 21 \quad 20 \quad 19 \quad 18 \quad 17 \quad 16 \quad 15 \quad 14 \quad 13 \quad 12 \quad 11 \quad 10 \quad 9 \quad 8 \quad 7 \quad 6 \quad 5 \quad 4 \quad 3 \quad 2 \quad 1 \]
because the numbers are escalated
open
Suppose we didn't know the point formula out with the tools so we don't know the second
If you double check with our failed
So from there, what do we know
but pretend we don't know those it is the second one that calculate
I don't know how to exactly word
Well, I can explain the second
It was done through the method
we calculated the # of square if
what is the actual solution then?
the formula makes sense
but pretended we don't know those
get confused with all the
in case of four corners
I don't know how to exactly work
so was define the problem, to over the solution which we go
we calculated the # of square if
we use the theorem, then
we got the solutions, yes
we need to solve to get the
for a square
we found those were triangular numbers
we go step by step
we don't know how to explain
But I'm not sure how to explain
for a square
that was being on the
is it the second one, or the first one?
I don't know how to explain
is it the second one, or the first one?
we don't know what we mean
but in such there's a similar way
we don't know the first
It is the second one that calculate
I don't know how to exactly word
that was being on the
we found those were triangular numbers
we go step by step
we don't know what we mean
is it the second one, or the first one?
we don't know the first
It is the second one that calculate
I don't know how to exactly word
Then you just need the sticks for
the sides. Have one for each
side, and it's much easier to
find the number of sticks?

I'm thinking that we don't have a
large square that surrounds it,
then we add the outer four ones
and it's much easier to
find the number of sticks.

So, for which ones are we trying to
find the number of sticks?

Only the diamond ones?

Right.

So, there are five.

Okay.

We didn't calculate the number of
sides have one for
each side, and it's much easier to
find the number of sticks?

I'm thinking that we don't have a
large square that surrounds it,
then we add the outer four ones
and it's much easier to
find the number of sticks.

Let's see.

Okay?

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then we add the outer four ones
and it's much easier to
find the number of sticks.

Let's see.

Okay?

We didn't calculate the number of
sides have one for
each side, and it's much easier to
find the number of sticks?
I think we need to divide the question.

What is the water?

I'm going to show you.

Don't consider the 4 corners.

Don't look that way, doesn't look right.

What did you mean?

Ahh, I'm going to show you.

Propose, it's the formula.

Don't look that way, doesn't look right.

I fail.

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Wrong: consider that.
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<tr>
<th>Line #</th>
<th>Date</th>
<th>Time Start</th>
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</table>

... (continues with similar entries)
For 2, I am going to research on Utterance.
yea, ours should just be a
2. Work more on the #
1. Look at your announcem
Oh well, maybe we can start a
We will give you feedback and you can always come back.
You can come back to the room.
If you can see the feedback
We are going to review all of these sessions and select the most collaborative "Virtual Math Teams." We will be in touch with your teachers to inform you of the results.
We are going to reverse
Then give you some feedback now because I have been thinking a lot about these patterns while I have to go.
I acknowledge
The system
I agree
We are getting some feedback
2. Work more on the # of ideas. Try resonance. The other team's formula is wrong, but the right side is correct.
You should just be a simplified version of theirs.
- -
- -
Ill not.
Yes, you are correct.
and ours was simplified as well.
see, ours should just be a simplified version of theirs.
- -
- -
Ill not.
 Ill not.

Log of Team B

VMT Spring Fest 2008
You can go to this room anytime. You do not need me there anymore.

You can send email to the people who have been in your room by using the send email button in the interface.

The new room is in the open rooms, but we are not very sure about it.

Thank you for guiding us, and we are very happy.

The room is already booked.

I am glad I got a chance to meet you and watch you at work.

It is under The Grid Cat.

It should be in open rooms, but we do not know the name.

It is under The Grid Cat.

We can solve on that topic.

You can always come on that topic.

Let's agree. How to leave.

We can agree on that topic.

We can always come on that topic.

Let's discuss on that topic.

Let's follow up.

Let me tell me the name of the room.

The main room is in the open rooms, under Open Rooms.

It is under The Grid Cat.

It has your name on it.

It leaves the room.

It leaves the room.

It is a great group of mathematicians. I am glad I got a chance to meet you and watch you at work.

Let's discuss on that topic.

Let's discuss on that topic.

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Let's discuss on that topic.
Give an email to Gery, telling him to give me your email so I can tell you about the plans in the room. That we got it =)

We should keep in touch.
Gerry sent an email to E Jnon-VMT SPring Fest 2006 Non-M
I G

It's cool.

I agree.

I understand.

I guess.

I think.

I'm happy.

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