Exploring patterns of sequential relations in classroom verbal interaction: How to balance *within* and *between* perspectives?

Mayra Mascareño[1]*

[1] University of Groningen, the Netherlands

Briefly Explain Your Question (max. 100 words)

A micro-analysis of naturalistic classroom interaction yields rich data streams *within* classroom, usually with hundreds of data points (utterances) per classroom that allow to identify sequential relations in the verbal interaction. However, we are usually interested in testing whether those patterns of sequential relations vary across classrooms. Due to the intensive and time-consuming within-classroom approach at the basis of these questions, the *between* classroom sample is usually insufficient from a traditional multilevel perspective (i.e., less than 20). This limits the possible inferences about the existence of certain sequential patterns and about their relations to educational outcomes.

Scientific field(s) of the author(s)

Educational sciences

Relevance to conference theme (max. 50 words)

Understanding the sequential associations in naturalistic educational interaction needs a micro-analytic approach that results in rich *within* data and small *between* samples. Sampling decisions are key: While rich within data increases statistical power, the small classroom numbers limit the scope of the contribution of this—much needed—type of research.

Keywords (max. 3)

Sequential relations, within vs between, patterns