



Conversation Analysis and Early Childhood Education: The Co-Production of Knowledge and Relationships (Directions in Ethnomethodology and Conversation Analysis)

Amanda Bateman

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This book provides insight into the everyday activities co-produced by teachers and young children, demonstrating the fine details of teaching and learning as knowledge is shared through the everyday activities of talk-in-interaction. Adopting an ethnomethodological perspective, together with conversation analysis and membership categorisation analysis, it reveals how teaching and learning are jointly accomplished during activities such as pretend play episodes, during disputes, managing illness and talking about the environment. Through in-depth studies of child-teacher interactions, the book explores the means by which knowledge is transferred and episodes of teaching and learning are co-constructed by participants, shedding light on the co-production of social order, the communication of knowledge and manner in which professional and relational identities are made relevant in interaction. As such, Conversation Analysis and Early Childhood Education will be of interest not only to scholars of ethnomethodology and conversation analysis, but also to those working in the areas of early childhood studies and pedagogy.

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