



Aalborg Universitet

AALBORG UNIVERSITY  
DENMARK

## Talk, Mobility and Materialities

*Pedagogical Interaction When Learning to Cycle and Ski Cross Country*

McIlvenny, Paul

*Publication date:*  
2012

*Document Version*  
Early version, also known as pre-print

[Link to publication from Aalborg University](#)

### Citation for published version (APA):

McIlvenny, P. (2012). *Talk, Mobility and Materialities: Pedagogical Interaction When Learning to Cycle and Ski Cross Country*. Abstract from 2nd Nordic Interdisciplinary Conference on Discourse and Interaction, Linköping, Sweden.

### General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal -

### Take down policy

If you believe that this document breaches copyright please contact us at vbn@aub.aau.dk providing details, and we will remove access to the work immediately and investigate your claim.



Nordic Interdisciplinary Conference on Discourse & Interaction  
**Linköping, Sweden • 21-23 November**

## ABSTRACTS

**A Child's (Proximal) Sense of Snow: Talk, Mobility and Materialities While Learning  
Cross-Country Skiing**  
Paul McIlvenny

The intersection of the quotidian practices of social interaction, learning and mobility outside of the classroom – for example, the ways in which talk shapes how children learn to be actively mobile – has been little studied until recently. This paper develops a social interactional approach to analysing talk and mobile action in what are arguably two quintessentially Nordic mobility practices, namely cycling and skiing. More specifically the focus is on investigating and comparing how a child learns to cycle in a bike-friendly urban infrastructure, and how a child learns to ski cross-country, both within the context of familial social interaction. Audiovisual data was collected with mobile video cameras from family bike rides in Denmark and family skiing in Finland, in which among other things a parent instructs and guides a child to bike or to ski. Using an EMCA approach, the analysis locates similarities and differences in how specific materialities are made salient in interactional practices. For example, caregivers talk about weather and surface conditions as a resource for instructed mobile action. Also, a route, a trajectory or a line of movement in a mobile formation is collaboratively constructed in interaction by the participants as part and parcel of their kinaesthetic experience of the respective material environment and infrastructure. Especially when skiing, the more malleable snowscape is (re)territorialised by laying down tracks, which can be reused by participants, both in the same session and across sessions. In this way, these tracks can shape and habituate future mobile actions and immanent pedagogical activities, as well as provide a resource for interactional memory work, eg. for talking about a prior instructed (inter)action. The paper also explores the affordances and limitations of a more reflexive, auto-ethnographic approach to collecting data derived from video recordings of activities in which, to different degrees, the researcher is an active subject.