

Human communication is profoundly social. In social activities, people want to understand and also to be understood preferably in alignment with what is intended and anticipated. However, this is not easy to achieve. In reality, it is not uncommon that people are understood in many different ways, which may have different consequences for social and interpersonal communication.

This thesis aims to investigate how understanding is signalled, detected, handled, and resolved in social interactions of varying complexity in intercultural, multi-modal and video-mediated communication situations. The analytical focuses are on micro-feedback and meaning repair. Understanding issues are explored in audio- and video-recorded data of a spontaneous communication activity in first encounters and an educational activity with collaborative learning tasks.

This thesis emphasizes the importance of the theories of social communicative activity type, meaning and implicature, contextualization, and relevance and the interactional approach to studying understanding. Apart from enhancing the theoretical understanding of understanding in real-time communication, the empirical findings of the specific communication patterns also add to the foundation for practical design of technology enhanced education and communication, for example, online and flexible learning and digital communication.



Anna Jia Gander
Department of Applied Information Technology
Division of Learning, Communication and IT



Anna Jia Gander

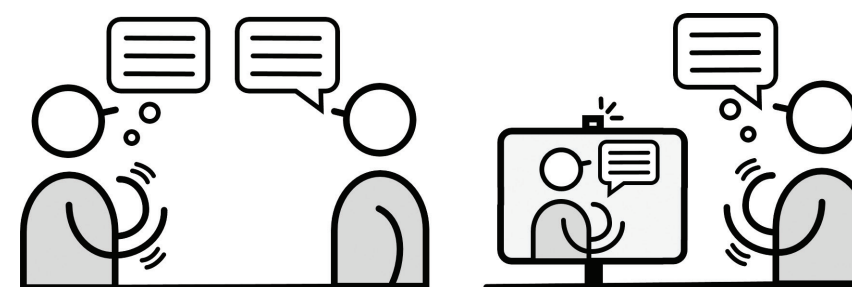
Understanding in Real-Time Communication



UNIVERSITY OF GOTHENBURG

Understanding in Real-Time Communication Micro-feedback and Meaning Repair in Face-to-Face and Video-Mediated Intercultural Interactions

Anna Jia Gander



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IT Faculty