

Béatrice Arend, PhD

Senior Lecturer

University of Luxembourg

Institute of Education and Society

Founding Member of LuxERA (Luxembourg Educational Research Association)

Member of EDULEARN International Scientific Advisory Board (Annual International Conference on Education and New Learning Technologies)

Languages

English, French, German, Luxemburgish

Profile

Béatrice Arend is Senior Lecturer at the University of Luxembourg since 2006. She is PhD in Social Psychology (Université de Nancy 2). Prior to her doctoral studies, she studied Linguistics and French Literature (DEA, Université de Strasbourg). During several years, she had a teacher position (French Language and Literature) in Luxemburgish Secondary School.

She completed her PhD thesis in 2010, focusing on a joint computer mediated writing activity among teachers (*Co-construction de sens. Elaboration conjointe d'une production écrite. Etude du processus d'écriture*). At the same time, she made substantial contributions to the development of a transcription software (peer reviewed paper published in *Recherches Qualitatives*).

Her PhD thesis as well as her subsequent research address primarily the question of how people organise interactional work and common understanding of that work by communicating. She relies on video to construct data and adopts an extended EM/CA (conversation analytic) approach to conduct analysis. Current research is carried out on video recordings from various settings (classroom, museum, pedagogical farm) focusing on the way in which participants sequentially and multimodally organise their courses of action. Besides investigating joint activities in educational contexts (joint problem solving in Mathematics, teacher-student talk, second language learning in multilingual classrooms), Béatrice is engaged in interdisciplinary work (Interdisciplinary Centre for Security, Reliability and Trust, Luxembourg Institute of Science and Technology) and has developed expertise in human-robot interaction analysis.

She disseminates research findings through publications and presentations at international conferences, gives lectures and seminars (based on research) in different study programs.

Academic Qualifications

- PhD in Social psychology (Université Nancy 2/University of Luxembourg)
- DEA en Littérature Française, Générale et Comparée, Université des Sciences Humaines de Strasbourg
- Certificat d'aptitudes pour la fonction de professeur de français de l'enseignement secondaire
- Maîtrise en Linguistique et Littératures anciennes, françaises et comparées, Université des Sciences Humaines de Strasbourg

Professional Career

- Since 2006 Senior Lecturer at the University of Luxembourg.
- 2005-2006 Assistant
- 1986-2005 French teacher in secondary school (L2/L3)

Research interests

- Social interaction, communicative processes in educational settings, conversation analysis, multimodality

Collaborator on Research projects

- 2018-2021 ORBIT - Overcoming Breakdowns in Teams with Interactive Tabletops (FNR/C17/SC/11632733)
- 2011-2014 CoLeaP - Collaborative Learning among Peers (FNR/C10/LM/783921)
- 2008-2010 Oral / Écrit – Activités des enfants à l'école primaire dans le cadre du curriculum scolaire luxembourgeois. Script.
- 2007-2009 Littératies Plurilingues: Analyses de pratiques en termes de contextes d'apprentissages
- 2005-2007 Le plurilinguisme auprès des enfants jusqu'à 9 ans: Diversité linguistique, apprentissage du luxembourgeois et entrée dans la littératie (FNR/02/05/12)

Teaching 2017-2018

Bachelor en Sciences de l'Education

- Was ist Sprache?
- Littératies multimodales
- Mündlichkeit: Classroom Talk/Interaction
- LLW Language education projects
- Kolloquium Bachelorarbeit

Master in Secondary Education

- Didactique de la langue française
- Colloque Mémoire de Master

Master Management und Coaching im Bildungs- und Sozialwesen

- Qualitative Forschungsmethoden
- Handlungsorganisation in Lehr-Lernprozessen

Zertifikat Tutoring/Mentoring im Bildungsbereich

- Accompagnement et institution: posture dialogique et cadres institutionnels: Analyser la posture dialogique dans l'accompagnement

Doctoral School of Humanities and Social Sciences

- Analysing institutional interactions: Insights from Conversation Analysis

Scientific Publications and Conferences

2018

- Arend, B., & Sunnen, P. (2018). Multilingualism in Action: A Conversation Analytic View on how Children Are Re-Voicing a Story in a French Second Language Learning Lesson. *IAFOR Journal of Language Learning*, 3(2), 19-31.
- Arend, B. (2018). Investigating Siri as a virtual assistant in a learning context. *Proceedings of 12th annual International Technology, Education and Development Conference*. Valencia, Spain: IATED.
- Arend, B. (2018). *Hey Siri, what can I tell about Sancho Panza: Investigating the conversational interface Siri as a potential learning assistant*. Paper presented at 12th International Technology, Education and Development Conference (INTED), Valencia, Spain.
- Arend, B., Weber, J.-M., & Sunnen, P. (2018). *The valuable use of video based analysis to reflect on teaching practices: Complementary analytic views on classroom activities*. Workshop presented at Canada International Conference on Education, Toronto, Canada.
- Sunnen, P., Arend, B., & Maquil, V. (2018). *ORBIT - Overcoming Breakdowns in Teams with Interactive Tabletops*. Poster session presented at 13th International Conference of the Learning Sciences (ICLS), London, UK.

2017

- Arend, B., & Sunnen, P. (2017). Coping with turn-taking: investigating breakdowns in human-robot interaction from a Conversation Analysis (CA) perspective. In N. Callaos, B. Sanchez, M. Savoie, F. Welsch, & J. V. Carrasquero (eds.), *Proceedings of 8th International Conference on Society and Information Technologies*, 149-154. Orlando: International Institute of Informatics and Systemics.
- Arend, B., Sunnen, & P., Caire, P. (2017). Investigating Breakdowns in Human Robot Interaction: A Conversation Analysis Guided Single Case Study of Human-NAO Communication in a Museum Environment. *International Journal of Mechanical, Aerospace, Industrial, Mechatronic and Manufacturing Engineering*, 11, (5) 839-845.
- Sunnen, P., Arend, B., & Maquil, V. (2017). "Okay, yes it's true" - Doing discovering work in a tangible-user-interface-mediated joint problem solving physics activity. In L. Gomez Chova, a. Lopez Martinez, & I. Candel Torres (eds.), *EDULEARN17 Conference Proceedings*, 8057-8068. Valencia, Spain: IATED.
- Arend, B. (2017). "Wie Zeki zu Göhtisch kommt": *Lehrerkonstruktion im Dialog*. Paper presented at Arbeitstagung zum Lehrerfilm "Fack ju Göhte", Centre national de l'audiovisuel, Luxembourg.
- Arend, B. (2017). "Maya", *a multimodal conversation analytic approach to investigate computer-mediated story-writing*. Paper presented at 9th annual International Conference on Education and New Learning Technologies (EDULEARN), Barcelona, Spain.
- Arend, B. (2017). *Reflecting on teachers' practices as multimodally co-constructed in spatial reality*. Paper presented at Ireland International Conference on Education, Dublin, Ireland.
- Arend, B. (2017). *Preschool Children Doing Understanding an Algorithm: The Valuable Use of CA to Investigate Children's Knowledge-In-Interaction*. Paper presented at 10th International Conference of Education, Research and Innovation (ICERI), Seville, Spain.

2016

- Arend, B. (2016). A multimodal conversation analytic approach to investigate a joint problem solving task accomplished by children in a Mathematics classroom. *Proceedings of 9th International Conference of Education, Research and Innovation*, 3707-3713. Seville, Spain: IATED.
- Arend, B., & Sunnen, P. (2016). Dialogic Teaching - Investigating Teacher-Student Talk from a CA Perspective. *International Journal for Cross-Disciplinary Subjects in Education (IJDE)*, 7(4), 2906-2912.
- Arend, B., & Sunnen, P. (2016). Dialogic Classroom Talk - Rethinking 'Messy' Classroom Interaction. *Proceedings of the 10th EAPRIL (European Association for Practitioner Research on Improving Learning in Education and Professional Practice) Conference*, 423-434.
- Arend, B., & Sunnen, P. (2016). Rethinking 'Messy' Classroom Interactions in a French Grammar Lesson. In C. A. Shoniregun (ed.), *Ireland International Conference on Education Proceedings*, 85-86. Dublin, Ireland: Infonomics Society.
- Arend, B., & Caire, P. (2016). *Humans and Robots in Dialogue?!*. Paper presented at 'Humans and Robots in Dialogue' Event, MUDAM, Luxembourg.
- Arend, B., & Sunnen, P. (2016). *'What was that sport?': Analysis of an IRF designed Human Robot Interaction*. Paper presented at EAPRIL, Porto, Portugal.

2015

- Sunnen, P., & Arend, B. (2015). *Doing co-constructing the learnable: How do cross-aged children multimodally co-construct the learnable in a joint activity*. Paper presented at IEMCA International Conference 2015 Living the material world, Kolding, Denmark.
- Arend, B., & Sunnen, P. (2015). *Rethinking Classroom Interactions*. Paper presented at EAPRIL Conference, University of Luxembourg, Luxembourg.

2014

- Arend, B., Sunnen, P., Fixmer, P., Sujbert, M. (2014). Perspectives do matter – 'Joint Screen' a promising methodology for multimodal interaction analysis. *Classroom Discourse*, 5(1), 38-50.
- Sujbert, M., Sunnen, P., Arend, B., Fixmer, P. (2014). Mit Video einen Blick auf gemeinsame Lernprozesse konstruieren. In B. Kopp, S. Martschinke, M. Munser-Kiefer, E. Kirschhock, G. Ranger, & G. Renner (eds.), *Individuelle Förderung und Lernen in der Gemeinschaft. Jahrbuch Grundschulforschung*, 17, 182-185. Wiesbaden: Verlag für Sozialwissenschaften.
- Fixmer, P., Arend, B., Sunnen, P., & Sujbert, M. (2014). *Eliciting artefacts: How participants co-construct artefacts as relevant in the social and semiotic organization of activity*. Paper presented at Knowing things: Objects, knowledge and interaction, Kolding, Denmark.

2013

- Portante, D., Arend, B., & Elcheroth, S. (2013). Co-construction d'espaces interdiscursifs plurilingues en situation de littératie. *Les Cahiers du GEPE*, 5.
- Sujbert, M., Sunnen, P., Arend, B., & Fixmer, P. (2013). *Lernprozesse unter Kindern. Mikroanalytische Annäherung mittels Joint Screen*. Poster presented at Frankfurter Tagung zu Videoanalysen in der Unterrichts- und Bildungsforschung, Frankfurt,

Germany.

- Sunnen, P., Arend, B., Fixmer, P., & Sujbert, M. (2013). 'You see that in the movie' – How children engaged in a joint activity simultaneously address each other and the camera operators during a video observation. Paper presented at MultiPluriTrans. Emerging Fields in Educational Ethnography, Luxembourg.
- Sunnen, P., Arend, B., & Fixmer, P. (2013). 'Sibling stories' – L'invasion des chercheurs. Réflexions méthodologiques et déontologiques sur la construction d'observables vidéo en contexte familial. *Actes du 14e Colloque AIFREF Association Internationale de Formation et de Recherche en Education Familiale*, 123-129.

2012

- Arend, B. (2012). *L'apprentissage du français en contexte multilingue (dans la formation des enseignants au Luxembourg)*. Paper presented at Colloque international. La didactique de l'enseignement bilingue, IUFM, Strasbourg.
- Sunnen, P., Arend, B., Fixmer, P., & Sujbert, M. (2012). *Perspectives do matter. Using multiple cameras to expand the analysis of multimodal process*. Paper presented at 6th International Conference on Multimodality, London, UK.

2011

- Arend, B., & Weber, J.J. (eds) (2011). *Penser l'éducation de demain. Etudes en l'honneur de Dominique Portante*. Differdange: Editions PHI.
- Arend, B. (2011). *Literature and Narrative: Une histoire qui plaise à vos élèves*. Paper presented at Literature and Young Adults: A multilingual and cross-cultural Conference, University of Luxembourg, Luxembourg.

2010

- Arend, B. (2010). Contribution d'un outil de transcription dans la mise en mots de l'analyse d'un processus de conception collaborative. *Recherches Qualitatives*, 9, 95-108.
- Arend, B. (2010). *Co-construction de sens. Elaboration conjointe d'une production écrite. Etude du processus d'écriture*. Unpublished doctoral thesis.

2008

- Arend, B., Hansen, H. (2008). *Développement d'un outil de transcription dans une approche dynamique Usage-Conception: TranScripter*. Paper presented at AnaLogiQual (Logiciels pour l'analyse qualitative. Innovations techniques et sociales), Colloque organisé par le Centre de Recherche Public Henri Tudor et l'Université de Liège en collaboration avec le FNR, Luxembourg.
- Portante, D., Arend, B., Bode, S., Elcheroth, S., Jaminet, J., & Mick, C. (2008). Littératies plurilingues: diversité et avenir socioculturels des enfants. *D'Lëtzebuurger Land*, 14-15.

2007

- Brassac, Ch., & Arend, B. (2007). Production située et distribuée d'une forme discursive à visée pédagogique : le cas d'une rédaction conjointe. *Rencontres du réseau international de Recherches. Les Actes du Colloque*, Sherbrooke, Canada.

Reviewer for Books, Journals & Conferences

- *Classroom Discourse* (2015, 2017, 2018)
- Moris, N. et al. (eds.) (2014). *Lernen und Lehren in multilingualen Kontexten. Zum Umgang mit sprachlich-kultureller Vielfalt im Klassenraum*. Frankfurt/Main: Peter Lang.
- *Revue Mesure et évaluation en éducation* (2013)
- Conference EDULEARN (2017, 2018)