

## Patrick Sunnen, PhD

*Associate Professor*  
University of Luxembourg  
Institute of Education & Society

### Languages

English, German, French, Luxembourgish

### Profile

Patrick Sunnen is Associate professor of Educational Sciences in the Institute of Education and Society. Since his doctoral research, he relied on video analysis to construct data and generate findings with regard to human sense-making in joint activities. Over the last years he moved from a video ethnographic approach to an EM/CA inspired approach to conduct multimodal interaction analysis of joint activities in teaching/learning situations and ICT-mediated contexts.

### Academic Qualifications

- PhD in Educational Sciences at Frankfurt University, Germany
- M.A. in ICT in Education at Institute of Education, University of London, UK
- *Diplom-Pädagoge, Außerschulische Bildung* (~BA/MA in Out-of-School Education) at University of Trier, Germany
- *Certificat d'études pédagogiques* (~Diploma of Teaching) at *Institut Supérieur d'Etudes et de Recherches Pédagogiques*, Luxembourg

### Professional Career

- Since 2008 Associate Professor in Education at the University of Luxembourg.
- 2005-2009 Senior Lecturer in Education at the University of Luxembourg
- 2004-2005 Scientific collaborator on a project at the University of Luxembourg
- 2002-2004 Scientific collaborator at Frankfurt University
- 1993-2000 Primary school teacher

### Research Interests

- Learning in joint activities, teaching/learning situations, ICT-mediated joint activities, EM/CA inspired video analysis

### Memberships

- LuxERA – Luxembourg Educational Research Association
- DGfE – Deutsche Gesellschaft für Erziehungswissenschaft
- Grundschulverband
- ISCA – International Society for Conversational Analysis
- ISLS – International Society of the Learning Sciences

## PI of Research Projects

- 2018-2021 ORBIT – Overcoming Breakdowns in Teams with Interactive Tabletops; funded by the Luxembourg National Research Fund (FNR; CORE 2017 funding scheme); in partnership with LIST (Luxembourg Institute of Science and Technology) (FNR/C17/SC/11632733)
- 2011-2014 ColeaP - Collaborative Learning among Peers; funded by the Luxembourg National Research Fund (FNR; CORE 2010 funding scheme) (FNR/C10/LM/783921)
- 2008-2010 ProCLaS - Processes of Collaborative Learning among Siblings. University of Luxembourg (internal funding scheme)

## Collaborator on Research Project

- 2004-2007 *Le plurilinguisme auprès des enfants jusqu'à 9 ans: Diversité linguistique, apprentissage du luxembourgeois et entrée dans la littérature*; funded by the Luxembourg National Research Fund (FNR; funding scheme «vivre»)

## PhD Supervision

- Haus, Jana Maria, *Posthumanist Perspectives on Science Learning in an Early Childhood Classroom in Luxembourg*, Member of supervision committee & President of the jury, University of Luxembourg, 2013-2018
- Gysin, Stefanie, *Subjektives Wohlbefinden von Schülerinnen und Schülern*, President of the jury, University of Luxembourg, 2016
- Schreiber, Catherina, *Curricula and the Making of the Citizens*, Member of the jury, University of Luxembourg, 2014

## Reviewer (conferences, books)

- ICLS – International Conference of the Learning Sciences (2014, 2016, 2018)
- CSCL – International Conference on Computer Supported Collaborative Learning (2015, 2017)
- EAPRIL – Conference of the European Association for Practitioner Research on Improving Learning (2015, 2016)
- International Conference on Ethnography and Social Work (2013)
- Moris, N. et al. (eds.) (2014). *Lernen und Lehren in multilingualen Kontexten. Zum Umgang mit sprachlich-kultureller Vielfalt im Klassenraum*. Frankfurt/Main: Peter Lang.

## Teaching

### *Bachelor en Sciences de l'Education*

- Lernen und schulisches Lernen
- Lehr-Lernwerkstatt Science Education
- Supervision of Bachelor theses

### *Master Management und Coaching im Bildungs- und Sozialwesen*

- Qualitative Forschungsmethoden

- Handlungsorganisation in Lehr-Lernprozessen
- Lernen im Kontext von Diversität
- Reflexion von individueller Praxis
- Supervision of Master theses

#### *Zertifikat Tutoring/Mentoring im Bildungsbereich*

- Concepts et pratiques de communication dans des situations d'apprentissage et d'encadrement socio-pédagogique
- Accompagnement et institution: posture dialogique et cadres institutionnels: Analyser la posture dialogique dans l'accompagnement
- Travail de synthèse (accompagnement d'étudiants)

#### *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., 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. In J., Kay & R., Luckin, *Rethinking learning in the digital age: Making the Learning Sciences count*. London, UK: ISLS.

##### 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.

## 2016

- Arend, B., & Sunnen, P. (2016). Dialogic Teaching - Investigating Teacher-Student Talk from a CA Perspective. *International Journal for Cross-Disciplinary Subjects in Education (IJDSE)*, 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., & 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

- 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.

#### 2012/2011

- 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.
- Sunnen, P. (2011). Lernen – Ausführungen zum erziehungswissenschaftlichen Lernbegriff bei Gerold Scholz. In H. de Boer, H. Deckert-Peaceman & K. Westphal (Hg.), *Irritationen – Befremdungen – Entgrenzungen* (p. 191-215). Frankfurt am Main: Goethe Universität.

#### 2009/2008

- Sunnen, P. (2009). „Wir haben das Mega-Orange gemacht!“ – Vorschulkinder inszenieren sich als Lernende an der Schnittstelle von Schul- und Gleichaltrigenkultur. In H. de Boer & H. Deckert-Peaceman (eds), *Kinder in der Schule. Zwischen Gleichaltrigenkultur und schulischer Ordnung* (p. 35-49). Wiesbaden: Verlag für Sozialwissenschaften.
- Sunnen, P., Fautsch, L., Hoffmann, I. & Koetz, S. (2008). Kann man Wasser waschen? Kinder experimentieren mit Wasser. [www.widerstreit-sachunterricht.de](http://www.widerstreit-sachunterricht.de), 6, 11.
- Sunnen, P. (2008). „Wir haben das Mega- Orange gemacht!“ Vorschulkinder konstruieren sich als Lernende in hybriden Räumen. Paper presentation at the 21. DGfE-Kongress "Kulturen der Bildung". 16-19 March 2008. Dresden.
- Christmann, N. & Sunnen, P. (2008). Literacy-Erfahrungen von Vorschulkindern mit Migrationshintergrund in einer mehrsprachigen Klasse in Luxemburg. In B. Hofmann & R. Valtin (Eds), *Checkpoint Literacy. Tagungsband 1 zum 15. Europäischen Lesekongress 2007 in Berlin* (pp. 123-137). Berlin: Deutsche Gesellschaft für Lesen und Schreiben.

#### 2007/2006

- Christmann, N., Sunnen, P. (2007). „Literalitätserfahrungen von Vorschulkindern in Luxemburg“. Paper presentation at the 15. Europäischer Lesekongress in Berlin der Deutschen Gesellschaft für Lesen und Schreiben, August 2007. Berlin.
- Sunnen, P. (2006). *Lernprozesse am Computer. Theoretische und empirische Annäherungen*. Frankfurt/Main: Peter Lang.
- Sunnen, P. (2006). Individuelles Lernen am Computer. Kritische Anmerkungen und Hinweise. In K. Burk & H. Deckert-Peaceman (eds.), *Auf dem Weg zur Ganztags-Grundschule* (172-179). Frankfurt/Main: Grundschulverband.

#### 2005/2004

- Petesch, D., Sunnen, P. (2005). *Language learning in preschool at the interplay of home and school practices*. Paper presentation at the first ISCAR (International Society for Cultural and Activity Research) conference. 20-24 September 2005. Sevilla.
- Portante, D., Sunnen, P. (2005). *Le plurilinguisme auprès des enfants jusqu'à neuf ans*. Paper presentation at the conference "L'évolution de l'enseignement en Europe – le plurilinguisme ouvre de nouvelles perspectives". Présidence luxembourgeoise du Conseil de l'Union Européenne. 10-11 May 2005. Luxembourg.
- Sunnen, P. (2004). Der Computer – “Nur” Werkzeug oder den Unterricht veränderndes Medium?, *Online-Zeitschrift Grundschulforschung*, 8.

- Burk, K., Rachner, C., Scholz, G., & Sunnen, P. (2004). *Expertise zum Projekt "SIEQU@" – Sicherung und Entwicklung der Qualität des Einsatzes multimedialer Computer im Unterricht der Grundschulen des Kreises Bergstraße und des Odenwaldkreises*. Arbeitsstelle "Sprachentwicklung und Medienkompetenz" der J. W. G.-Universität Frankfurt am Main.

### 2003/2000

- Sunnen, P. (2003). *Kinder lernen am Computer*. Paper presentation at the 12. Jahrestagung der Kommission Grundschulforschung und Pädagogik der Primarstufe der DGfE "Entwicklungszeiten", Universität Bremen, 29 September-3 October 2003.
- Sunnen, P. (2000). *Making Sense of Video Games: A Textual Analysis of Tomb Raider II*. MA-Dissertation. Institute of Education, University of London. Available: [http://www.pauldowling.me/studentwork/sunnen\\_diss.pdf](http://www.pauldowling.me/studentwork/sunnen_diss.pdf)

### Public Outreach

- Sunnen, P, Arend, B. (2015) "E Camion hängt u 7 Fiselen!" Contribution to "Pisa-de Wëssensmagazin". (broadcast on 1 February 2015). Available: <http://tele.rtl.lu/emissiounen/pisa-de-wessensmagazin/archiv/3028891.html>
- Sunnen, P., Arend, B., Fixmer, P. (2014). *Collaboration works*, workshop in the context of the Researchers' Days 2014, FNR, Luxembourg.