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Altri autori (Persone)	RasmussenGitte BrouwerC. E DayDennis
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4.1 Sequential and design features of teacher evaluations 4.2 The object of evaluation; 4.3 Evaluations of knowing; 4.4 Evaluations of doing; 4.5 Evaluations of understanding; 4.6 Teacher evaluations: Sequence, design and object; 5. Conclusion; References; Treating student contributions as displays of understanding in group supervision; 1. Introduction; 2. Analyses; 2.1 Example 1; 2.2 Example 2; 2.3 Example 3; 2.4 Example 4; 2.5 Example 5; 3. Conclusion; References; Good reasons for seemingly bad performance; 1. Competences in the classroom; 2. A geometry lesson; 2.1 Preliminaries 2.2 Mr. Manabe's presentation 2.3 Ikeda's presentation; 2.4 The teacher's summary; 3. Good reasons for seemingly bad performances; Appendix: Abbreviations used for gloss; References; Mutual negotiation of the interviewee's competence in interview interaction; 1. Introduction; 2. Competence and EM; 3. Competence in the person-environment fit models; 4. Competence and CA; 5. Intertwined hypothesis; 6. Data and setting; 7. Analysis; 7.1 Upgrading respondents' tentatively positive responses; 7.2 Disagreeing with respondents' negative or reserved responses 7.3 Apologizing for questioning competent respondents 7.4 Incompetence in interaction; 7.5 Summary; 8. Discussion; References; Evaluating by feeling; 1. Introduction; 2. Structure and main points; 3. Data and interactional phenomenon; 4. Emotions as causations; 5. Emotions as adaptations; 6. Discussion: Action v. emotion; 7. Concluding remarks; References; Interactive evaluation of cognitive functioning; 1. Introduction; 2. CA studies of aphasia; 3. Data and transcription; 4. The sequential organization of different prompting methods; 4.1 Excerpt 1: Nyckel (key); 4.1.1 Pause sequence 4.1.2 Side sequence: Request for help

Sommario/riassunto

This paper presents a study of how teenage boys with learning disabilities evaluate co-participants' 'cognitive' or 'mental' state competences in interaction ("you are sick in the head"). The evaluations emerge out of disputes and disagreements about social experiences and end these disputes by excluding the co-participant from further talk on current topics. The study shows thus how 'mental' state evaluations become insults: In and through the use of 'mental' state evaluations in actions in which the boys triumph over, or 'win' the dispute as they exclude others from participation in on-going