

BOOK ANNOUNCEMENT

Video-Analysis and Communication (in progress) by the Groningen Study Group on Diversity in Communication*

Since the invention of cinema, films have been made of the most famous deafblind people to inform the general public or spread the successful methods. But when new technological developments made video recordings cheaper and cheaper, it became easy to collect data, in the form of films, in the field of congenital deafblindness and, in a parallel way, in the academic research on early development of communication. These films exist as a result of individual initiatives (families or professionals wanting to keep memories of particular events) or of planned research or education designs. Over the years, the practice of video-analysis developed among professionals, building up a dialogue between hands-on educational concerns, academic research on early development of communication in general and more local explorations of the dynamics of communication in the specific context of congenital deafblindness. The *Booklets on Communication and Congenital Deafblindness. VCDBF/Viataal* (Rødbrøe, I., Janssen, M., & Souriau, J., 2006) provide a consistent overview of how video-analysis nourished research and practice in our specific field. In the same manner, video recordings were used as data in most of the theses of the University of Groningen Master on Communication and Deafblindness.

It seems that time is up now to suggest a model that organizes the main features of video analysis as it developed in the field of congenital deafblindness over the years and thus offer a framework that would help develop further video analysis practice and research. This is the purpose of a book designed and put together by the members of the Study group on Diversity in Communication of the University of Groningen. This book will offer guidelines for practicing video-analysis, but also information about some specific fields of knowledge that have been found relevant in this context (in semiotics or sign language linguistics for instance). It will also address epistemological issues in order to describe in which way video-analysis can produce relevant and legitimate knowledge and explain how the dialogical epistemology is central for explaining the phenomena under study and improving field practice.

*Members of the “Groningen Study Group” are Marlene Daelman, Paul Hart, Marleen Janssen, Anne Nafstad and Jacques Souriau. For this book they collaborate with Emeritus Professor Ivana Markova, University of Stirling, Scotland, UK.

References

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