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of
Qualitative
Inquiry

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An Evaluation of Perceived Opportunity in Urban Neighborhoods by Teenage Youth, *Danielle M Perry, University of Illinois at Urbana-Champaign*

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Women Doctoral Students: Dropout in Education Programs, *Christiana Horn, University of Oklahoma*

Terminating a Wanted Pregnancy, *Batsheva Guy, University of Cincinnati*

Connecting Public Policies and Everyday Activities via Mobilizing an Occupational Perspective, *Rebecca Aldrich, Saint Louis University, and Debbie Laliberte Rudman, The University of Western Ontario*

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The Wicked Problem of Audio Describing Images from the International Collection of Child Art, *David Vialard, Texas Tech University*

Personal Impacts of a Full-Time Firefighting Career, *Michael W. Firmin, Cedarville University, Ruth Markham, Cedarville University, Heidi Marie Gibbs, Cedarville University, Lauren Kuhlwein, Cedarville University, and Nicole Tiffan, Cedarville University*

The Art of Perception, *Dr. Eniola Tammy Lynn Burton Smith, National Louis University*

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Fostering Public Engagement Through Arts-Based Research, *Marcy Meyer, Ball State University*

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Acting out gender: Interrogating, exploring, and understanding gender through applied theatre in high school classrooms, *Danielle K. Carr, Western University*

Parental Perspectives on Financial Incentives to Increase Vaccination: Findings from Interviews with Parents of Adolescents, *Kera Beskin, University of Illinois at Chicago, and Rachel Caskey, University of Illinois at Chicago*

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Projeto Terapêutico Singular como ferramenta potente na tessitura da política de redução de danos, *Lidia Andrade Lourinho, Universidade Estadual do Ceará, Cybelles Façanha Barreto Medeiros Linard, Universidade Estadual do Ceará, ilse maria tigre de arruda leitão, Universidade Estadual do Ceará, Ednaiane Priscila de Andrade Amorim, Universidade Estadual do Ceará, Fernando Sérgio Pereira de Sousa, Universidade Estadual do Ceará, and Maria Salete Bessa Jorge, Universidade Estadual do Ceará*

Pessoas que vivem com AIDS e usam crack: saberes, práticas e demandas da rede hospitalar, *Lidia Andrade Lourinho, Universidade Estadual do Ceará, JHENNIFER DE SOUZA GÓIS, UNIVERSIDADE ESTADUAL DO CEARÁ, Cybelles Façanha Barreto Medeiros Linard, Universidade Estadual do Ceará, Maria Salete Bessa Jorge, Universidade Estadual do Ceará, and FERNANDO VIRGILIO ALBUQUERQUE DE OLIVEIRA, UNIVERSIDADE ESTADUAL DO CEARÁ*

Re-significação da vida, alianças disciplinares e itinerários terapêuticos rumo à saúde no Brasil, *Marcio Luiz Mello, Oswaldo Cruz Foundation, Ana Maria Aleksandrowicz, Fiocruz, Victor Strattner, Instituto Oswaldo Cruz - Fiocruz, and Adrielle Fernandes, UFF / Fiocruz*

Percepción de riesgos laborales de migrantes mexicanos jubilados, *TERESA Margarita Torres-Lopez, Universidad de Guadalajara, Miguel Alfonso Mercado-Ramirez, Universidad de Guadalajara, Jose Luis López-Lopez, Universidad de Guadalajara, and Amparo Tapia-Curiel, Universidad de Guadalajara*

Stakeholder Practices of Evaluation and Collaboration in Digital Health, *Margaret Leeves Martin, UCSF*

Itinerários Terapêuticos de pessoas em adoecimento mental, *Maria Salete Bessa Jorge, Universidade Estadual do Ceará, Lidia Andrade Lourinho, Universidade Estadual do Ceará, Cybelles Façanha Barreto Medeiros Linard, Universidade Estadual do Ceará, ilse maria tigre de arruda leitão, Universidade Estadual do Ceará, and Carliene Bezerra da Costa, Universidade Estadual do Ceará*

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Registered nurses' experiences in neurology wards in China: a qualitative study, *wei cheng, Department of Respiriology, Zhujiang Hospital of Southern Medical Univeristy, Guangzhou, Guangdong, 510282, China., jian chen, Department of Neurology, Zhujiang Hospital of Southern Medical Univeristy, Guangzhou, Guangdong, 510282, China, and xiaoyan shen, Department of Neurology, Zhujiang Hospital of Southern Medical Univeristy, Guangzhou, Guangdong, 510282, China*

A consciência de ser-no-mundo através da literatura: perspectiva sartreana, *Leticia Aydos da Silva, Federal University of Santa Catarina*

Qualitative Research, Social Work and the Code of Ethics: Bridging Research, Practice and Social Justice, *Lisa Ann Henshaw, School of Social Work, Adelphi University*

Gotcha! The meaning of playing PokemonGo in players' daily lives., *Jeesun Lim, Research Center for Creative Industry, and Jin Hee Kim, Andong National University*

Jaymes: My Virtual Journey of Identity Reconstruction, *James Moore, The University of Alabama*

Conducting Focus Group Discussions on Autism Spectrum Disorders in South Africa: Challenges and Ethical Issues, *Jessy Guler, Clinical Child Psychology Program, University of Kansas, Kearsley A. Stewart, Cultural Anthropology and Global Health, Duke University, Petrus J. de Vries, Department of Psychiatry and Mental Health, University of Cape Town, Noleen Seris, Division of Child & Adolescent Psychiatry, University of Cape Town, South Africa, Nokuthula Shabalala, Division of Child & Adolescent Psychiatry, University of Cape Town, South Africa, and Lauren Franz, Division of Child and Adolescent Psychiatry, Duke University*

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International students' perceptions in online classes: A qualitative case study, *Tala M Karkar Esperat, tala.karkar@ttu.edu*

Photovoice as a culturally and emotionally relevant methodology, *Nuria Jaumot-Pascual, The University of Georgia*

Avaliação responsiva construtivista e sua aplicabilidade metodológica na saúde, *FERNANDO VIRGILIO ALBUQUERQUE DE OLIVEIRA, UNIVERSIDADE ESTADUAL DO CEARÁ, Maria Saletta Bessa Jorge, Universidade Estadual do Ceará, Cybelle Façanha Barreto Medeiros Linard, Universidade Estadual do Ceará, Ilse Maria Tigre de Arruda Leitão, Universidade Estadual do Ceará, Lidia Andrade Lourinho, Universidade Estadual do Ceará, and Jhennifer de Souza Gois, Universidade Estadual do Ceará*

College women's experiences with using hormonal contraception, *Nancy Daley-Moore, Truman State University*

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Decolonizing an Institutional Review Board: Disabled Bodies and Informed Consent Leah Samples, *University of Pennsylvania, Leah Samples, University of Pennsylvania*

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Autoethnography of a Future Investment Banker, *Batsirai Joel Matiza, Penn State Altoona*

Understanding Gender Fluidity, *Kelli Zenner, SIUE*

Autoethnography: The Cancer Experience as a Nursing Student, *Stephanie Knaub, Penn State Altoona*

Values and Structure of Latino Immigrant Grassroots Organizations: A Case Study, *Ana Genkova, University of Illinois at Chicago*

Factors that Effect the African American Male and their Experiences in Gifted Education, *Vanessa Jefferson, University of Alabama*

Resistencias y posibilidades de cambio en el modelo y en la práctica pedagógica de un colegio distrital, *Irma Alicia Flores, Universidad de los Andes, and Silvia Paola Solano, Universidad de los Andes*

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Critical Review of Advocacy in Literacy Research: How do We Advocate With, Not For?, *Angela Stefanski, Ball State University, and Kwangok Song, Arkansas State University*

Investigação Qualitativa em Atividade Física e Saúde: qual é o estado da arte?, *marilia velardi, University of Sao Paulo, Mariana Harumi Cruz Tsukamoto, University of Sao Paulo, and Maria Luiza de Jesus Miranda, Sao Judas University*

From Public Nuisance to Community Investment: Stories from Chicago's Vacant Lot Owners, *Doug Williams, Univ. of Illinois, William Stewart, Univ. of Illinois, Paul Gobster, US Forest Service, and Carena Van Riper, Univ. of Illinois*

Pedagogia da dança de salão: o contexto da criação de um método, *Joana Paula Barros, University of São Paulo, and Bianca T Ramallo, Faculdades Metropolitanas Unidas*

Impermanente, *marilia velardi, University of Sao Paulo, André Azevedo Marques Estevez, Universidade de São Paulo, Wesley Fernandez, University of Sao Paulo, Renata Frazão Matsuo, Paulista University, Marilia Balbi Silveira, University of Sao Paulo, Katia Silva Souza dos Anjos, University of Sao Paulo, Isabel Nogueira, Federal University of Rio Grande do Sul, Luciano Zanatta, Federal University of Rio Grande do Sul, and Paulo Maron, University of Sao Paulo*

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I teach, therefore I am: An autoethnographic study of teacher identity development., *Karolina Achirri, Michigan State University*

Las pérdidas sociales en adultos mayores diagnosticados con demencia, *JOSÉ ROBERTO GUTIERREZ, UAEM*

Discovering Early Experiences that Correlate to an Empowered and Flourishing Adulthood: An Ontological/Phenomenological Exploration, *AnaMaria Rivera, Insight University*

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Las experiencias de las madres en la consulta médica de niños con síndrome de Down, *Alejandra Lopera, Student*

Identity, Acceptance, and Social Change in Adaptive Sport, *Matthew Haugen, University of Illinois*

“Diaboloing” to the Best: An Autoethnography of Participating Fancy Diabolo Contest, *THEAN LEONG HNG, University of Taipei, Kuo-Cheng Hung, National Taiwan Normal University, and Ching TA Huang, Department of Physical Education, National Taiwan Normal University*

Experiences of mothers of children with Down syndrome in medical care. Qualitative study with ethnographic techniques, *Alejandra Lopera, Student*

Making Rare Materials Hands-On: 3D Printing As Possibility For Rare Materials, *Jon Sweitzer-Lamme, University of Illinois Urbana-Champaign*

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The tenderness and loneliness under the brush” An autoethnography of my father and me, *Chen Ting Chen, University of Taipei, Hsin Hui Chen, University of Taipei, and SinYu You, Department of Dance, University of Taipei*

“My Encounters with the Street”: An Autoethnography of a Street Performer, *CHING YUAH LIAO, University of Taipei, and Haowen Lu, bella810938@gmail*

Trajatória na Rede Cegonha: o caso de uma Gestante usuária de crack, *Ana Maria Fontenelle Catrib, Programa de Pós-graduação em Saúde Coletiva da Universidade de Fortaleza, July Grassiely de Oliveira Branco, Doutoranda em Saúde Coletiva pela Universidade de Fortaleza, Juliana Guimarães e Silva, Pós-doutoranda do Instituto de Educação da Universidade do Minho, Lidia Andrade Lourinho, Universidade Estadual do Ceará, Luiza Jane Eyre de Souza Vieira, Programa de Pós-graduação em Saúde Coletiva da Universidade de Fortaleza, and Raimunda Magalhães da Silva, Programa de Pós-graduação em Saúde Coletiva da Universidade de Fortaleza*

Abordagem midiática da violência sexual coletiva contra adolescente, *Ana Maria Fontenelle Catrib, Programa de Pós-graduação em Saúde Coletiva da Universidade de Fortaleza, Poliana Hilário Magalhães, Universidade de Fortaleza, Lidia Andrade Lourinho, Universidade Estadual do Ceará, Luiza Jane Eyre de Souza Vieira, Programa de Pós-graduação em Saúde Coletiva da Universidade de Fortaleza, Aline Veras Morais Brilhante, Universidade de Fortaleza, and Samira Valentim Gama Lira, Universidade de Fortaleza*

The search for an origin: Horn of Africa Youth Elusive Discourses, *aster s teele, university of utah, and Rosemarie Hunter, University of Utah*

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A Comparison on the MSW Internship in Older Adult Services between the U.S. and China, *Yang Wang, University of Illinois at Urbana-Champaign, Shuo Xu, University of Illinois at Urbana-Champaign, Jing Guo, Huazhong University of Science and Technology, Ying Xu, Beijing Normal University, Nian Liu, Beijing Normal University, and Jia Xing, Huazhong University of Science and Technology*

Mental fitness Exploration – Perspectives of a Super Senior, *Anne Merem, University of West Georgia*

Exploring the process how education level has been inherent as cultural capital in high school, *Rana Ran Kim, Yonsei University, and Jaeyoun Hwang, Yonsei University*

The Dilemmas of “Fitting in:” How Chinese Students Adopts Informal Learning Strategies to Succeed in Unite States Higher Education Institutions, *Xiaoqiao Zhang, Penn State University*

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Looking from the Inside: Qualitative Research as a Tool to Assess the Teaching and Learning Process in an Undergraduate Subject, *Mariana Harumi Cruz Tsukamoto, University of Sao Paulo, marilia velardi, University of Sao Paulo, and Mauro Henrique André, Leeds Beckett University*

Photography, Tribal Critical Race Theory, and the Misappropriation of Indigenous Cultures: Perspectives from a Latina behind the lens, *Heather A Hathaway Miranda, University of Illinois-Chicago*

Using a “Quilt Methodology” to create a picture of Immigrant health in Chicago’s Little Village Community, *Yvette Castaneda, University of Illinois at Urbana-Champaign, Dolores Castaneda, Padres Angeles, Anisa Bravo, University of Illinois at Chicago, James Esparza, University of Illinois at Chicago, and Vicky Garcia, University of Illinois at Chicago*

Understanding the Lived Experience of Divided Families in Korea: A Mini-Ethnographic Case Study, *Heb Youn Shin, Penn State University*

1652 Education: Educational Narratives

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Chair: Wesam M. Salem, University of Memphis

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“Brown Boys and School”: Tales of an Urban High School, *Loyce E Caruthers, University of Missouri-Kansas City*

Learning Mathematics While Muslim: A Call for Conceptual Framework to Explore Muslim Students’ Mathematics Identities, *Wesam M. Salem, University of Memphis*

Creative Thinking and the Construction of Scholarly Work: Narratives of Saturated Professionals, *Virginia Montero-Hernandez, California State University, Stanislaus, Iliana Cuenca-Almazan, Universidad Autonoma del Estado de Morelos, and Maria Luisa Zorrilla-Abascal, Universidad Autonoma del Estado de Morelos*

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Chair: Emily Ignacio, University of Washington Tacoma

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Troubling the distinction between qual and quant: The social survey as a hybrid instrument., *Pat Bazeley, University of New South Wales*

Transforming Quantitative Data in Mixed Methods Research: Theoretical and Methodological Issues, *Carolyn Graff, University of Tennessee Health Science Center*

Transparently Iterative Mixed-Methods: Epistemological and Ontological Underpinnings and the Implementation of Quantitative and Qualitative Methods, *Emily Ignacio, University of Washington Tacoma, and Russell W Hansen, University of Washington - Tacoma*

1654 Homelessness

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Chair: Shelley Cook, UBC Okanagan

Mapping the Geography of Social Capital of the Homeless: An Exploration of the Socio-Spatiality of Urban Homelessness, *Shelley Cook, UBC Okanagan, and Rachelle Hole, UBC Okanagan*

Are Tent Cities an Illusion Of Success? Clients' Perceptions of Neoliberalism Strategies, *Francisco Jesus Alatorre, New Mexico State University*

Finding Home in Community Schools: Addressing Educational Inequity through Arts-based, Contemplative Approaches to Qualitative Inquiry, *Meaghan Cochrane, Kansas State University*

Homeless Women: The Cycle of Victimization, *Francisco Jesus Alatorre, New Mexico State University*

Older adults experiencing homelessness: A case study of an innovative approach to housing, *Lara Nixon, University of Calgary, Victoria Burns, National Institute of Scientific Research - Urbanisation, Culture, & Society, and Neil Drummond, University of Alberta*

Mapping the Trajectory of Homelessness: Using Critical Cartographic Methods to Impact the Health and Wellbeing of the Homeless, *Shelley Cook, UBC Okanagan, and Rachelle Hole, UBC Okanagan*

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Chair: Jim Scheurich, Indiana University - Indianapolis (IUPUI)

Resources and Control. Big Data beyond the Myth, *Paolo Parra Saiani, Università degli Studi di Genova - Department of Political Sciences*

The Importance of Space in Collecting Data with Individuals with Mental Illness, *Ren VanderLind, Texas State University*

Radically Reframing Critical Research, *Jim Scheurich, Indiana University - Indianapolis (IUPUI)*

Compound Qualitative Inquiry: A “Frankenstein’s Monster” with invisible stitches in QI approach integration, *Raul A. Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and William Kist, Kent State University*

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Dragging through the Swamp: Drag as Rhetorical Clapback, *Allyson Dean, University of Oregon, and Jeff Kenney, Clemson University*

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Chair: Yi-jung Wu, Department of Dance, University of Taipei

Survival Guide: Reflections on Writing an Autoethnographic Dissertation in Adult Education, *David T. Culkin, Army University*

Gazing through the Kaleidoscope: A Critical Autoethnographic Study of a Working-Class Woman’s Struggles in Academia, *Laura Negraeff, University of Saskatchewan*

Dancing in between Academia and the ‘Real World’, *Yi-jung Wu, Department of Dance, University of Taipei, and Minchun Chiang, University of Taipei*

Critical Autoethnography, Clothes, Power, Shoes, Privilege, Life, *Rebecca Raine Raab, Virginia Tech, and Gresilda Anne Tilley-Lubbs, Virginia Tech*

Old clothes, *Simone A.M. Mendonça, UFMG*

1658 **Spotlight: “Portraying What Moves a Person” as an Inspiration and Goal in In-depth Qualitative Research**

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Participant as Ally and Co-contemplator: Walking with the Participant Moves Me, *Wan Ju Huang, Purdue University*

A Korean Middle School Teacher who Wants to Be a Better Teacher With “The Mind of Water”, *Youngcook Jun, Suncheon National University, Suncheon, Korea, and Hyun Joo Jung, Doosong Middle School, Busan Metropolitan City*

A Math Instructor’s care for Her Students, *Rosa M. Rosas, University of Illinois at Urbana-Champaign*

1659 **Rural Communities**

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Chair: Anna Montana Cirell, Arizona State University

Practicing an Ethics of Care across Four Years Working with Teachers in the Rural-Rustbelt: Conversations and Confrontations, *Alexandra Panos, Indiana University*

“We Can’t Persist in this Way Forever”: Enhancing Interdisciplinary Learning to Support Rural Community Sustainability., *Heather Rudolph, University of Northern Colorado, and Thomas Michael McCabe, University of Northern Colorado*

Using qualitative GIS to unearth the rural struggle for geography and spatial justice amid the electoral “sleeping giant”, *Anna Montana Cirell, Arizona State University*

Empowering teens through radical pedagogy in a free community writing workshop, *Chrissy J Cross, Stephen F. Austin State University*

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Chair: Danielle Nowosiadlo, University of South Florida

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Collaborative Qualitative Research with Children on the Playground, *Danielle Nowosiadlo, University of South Florida, Jolyn Blank, University of South Florida, and Phyllis Jones, University of South Florida*

Collaborative Phenomenological Writing: Using van Manen's Anecdotes to Explicate Preservice Teachers' Shifts Towards Mathematics, *Keri Duncan Valentine, West Virginia University, and Johnna Bolyard, West Virginia University*

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Chair: Cassie J Brownell, Michigan State University

Writing: A great tool to explore one's cultural identity, *debalina Maitra, University of Wyoming*

An Insider-Outsider Relationship within the Qualitative Research Process: Positionality for Sociocultural Power Analysis, *Mitsunori Misawa, The University of Tennessee, Knoxville*

Nuanced Identities: Exploring Identity in Critical Qualitative Inquiry with Elementary Children, *Cassie J Brownell, Michigan State University*

"I want to be someone": Aims and Ambivalences at a Marginalized School in El Salvador, *Christine Schmalenbach, TU Dortmund University*

A Rural Chinese Addresses Harvard Graduates: Using SFL and Discourse Analysis to Explore Grammatical Mobilization in the Graduation Speech, *Lei Jiang, The University of Georgia*

1662 Qualitative Inquiry as Embedded Practice: Navigating the Public Sphere

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What can a body earn? Encountering public sites of educational fundraising through an ecosophic lens, *Cala Coats, Stephen F. Austin State University*

Taking care of the space: The practice of Occupy Poble Sec Cinema Forum, *Aurelio Castro Varela, University of Barcelona*

Learning taking place: A look at the shifting pedagogical scenarios emerging in an extracurricular video workshop, *Rachel Fendler, Florida State University*

Tell me a story: Examining how young people use documentary to consider collective neighborhood identities, *Sara Scott Shields, Florida State University*

**“Reviewer 2” and Research Wrong(ness):
Conversations with Klosterman’s “But What if We’re
Wrong?”**

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The Wrongness of Qualitative Inquiry and Researcher Failure in Visual Art Education, *Amber Ward, California State University, Sacramento*

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“It Reads More Like a Methodological and Theoretical Piece Than a Piece of Social-Science Research”, *Candace R. Kuby, University of Missouri*

“This ‘So Called’ Research”: Social Studies Scholarship and the Question of Legitimacy, *Sarah B. Shear, Penn State University-Altoona*

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1665 Writing

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Chair: Rebekah Caroline Marcum, Tennessee Technological University

How NOT to write a thesis, *Lorrie Blair, Concordia University*

It's Part of Me: A Narrative Inquiry into the Intersection of Early Childhood Teachers' Religious and Teacher Identities, *Rebekah Caroline Marcum, Tennessee Technological University*

With Open Eyes: Returning to an Academic Life after a Mild Traumatic Brain Injury, *Bonnie Lynn Nish, University of British Columbia*

1666 Understanding the Role of Arts-Based Inquiry

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Chair: Kris Rutten, Ghent University

Documenting, Researching, and Understanding Arts-Based Inquiry with the Visual Learning Assessment, *James S. Chisholm, University of Louisville, Kathryn F. Whitmore, University of Louisville, Jonathan P. Baize, University of Louisville, and Alysse Jacobs, University of Louisville*

Collaborative stakeholder inquiry in mental health: Considering the role of arts-based research methods in recovery-oriented service development, *Triona McCaffrey, University of Limerick*

Choice in advocacy discourse (ChAD): Teaching undergraduates to advocate through arts-based research, *J. Scott Baker, University of Wisconsin-La Crosse*

Evaluating the Effectiveness and Suitability of Fiction-based Research for Reporting Community-Based Service-Learning Outcomes, *Lauren Burrow, Stephen F Austin State University*

Revisiting the ethnographic turn in contemporary art, *Kris Rutten, Ghent University*

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Chair: Rosemary C. Reilly, Concordia University

“Dressing Up”: Exploring the Fictions and Frictions of Professional Identity with Pre-Service Educators, *Amy L Pfeiler-Wunder, Kutztown University*

Embodying the work of my grandmothers: Data representation and reflection through doll-making, *Rosemary C. Reilly, Concordia University*

Unleashing Children’s (9
, *Tiri B. Schei, Bergen University College*

Play Matters: New Materialisms and the Transitory Texts of Play, *Karen Wohlwend, Indiana University*

Inquiring Into Mindful Playfulness: How Artists Attain Their Finishing Touches, *Koon hwee KAN, Kent State University School of Art*

1675 Directions in Participatory Action Research, I

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Chair: Kristen Haddad, University of Cincinnati

Making a Difference: Action Research and Community Service, *Ernie Stringer, Curtin University*

Authentic Leadership: Implications for Practicing Nurses and Students Power Relations, *Venise Bryan, University of Calgary*

Youth perceptions of suicide prevention: a Youth Participatory Action Research approach, *Kristen Haddad, University of Cincinnati*

Challenges of Outsider Status: Conducting Community Participatory Research in a Multi-Stressed School, *Shannon Natalie McCarthy, University of Alabama at Birmingham, and Jenna M LaChenaye, University of Alabama at Birmingham*

1684 Deleuze, I

9:30-10:50

Chair: Wade Tillett, University of Wisconsin - Whitewater

Deleuze, Bergson, and a Document Scanner: Investigating Duration and Perception, *Wade Tillett, University of Wisconsin - Whitewater*

We are Stardust Itself: Challenging the new/old binary, *Shara Cherniak, University of Georgia, and Ashli Walker, University of Georgia*

Sensing Futures: Non-representational methodologies for post/anthropocene intermezzos, *Marcelina Piotrowski, University of British Columbia*

Race and Cinema on College Campus: Mapping Affects and the Pedagogy of Images, *Asilia Franklin-Phipps, University of Oregon, Laura Elizabeth Smithers, University of Oregon, and Emily Ann Mathis, University of Oregon*

1685 Education: Directions in Educational Research, I

9:30-10:50

Chair: Aitor Gomez, URV

Beliefs, Perceptions, and Assumptions: (Un)Forgiving Units of Analysis, *Jean Swindle, University of Alabama*

How to reduce absenteeism and improve student behaviours through family education in two Learning Communities, *Aitor Gomez, URV*

Eliciting College Students' Responses to Messages about Sexuality: A Comparison of Two Focus Group Strategies, *Charis Davidson, University of South Carolina, and DeAnne Messias, University of South Carolina*

Reciprocity in Qualitative Case Study: Learning and Challenges of sharing results with research participants, *Carolina Hidalgo- Standen, Universidad de La Frontera*

Critical Approaches: Sharpening Our Question-Making Skills for Social Action Within Life Writing Projects, *Thalia M. Mulvihill, Ball State University, and Raji Swaminathan, University of Wisconsin-Milwaukee*

1686 Critical Race Theory, I

9:30-10:50

Chair: Kerry Wilson, University of Illinois at Urbana Champaign

“I feel small here, like a minority”: Critical Race Hermeneutics of Microaggressions Heard Abroad, *Peggy A Shannon-Baker, Bryn Mawr College*

Hollywood Constructions of African American Masculinities: Images and Representations in Movies of 1980’s and 1990’s, *William Berry, Bethune-Cookman University*

Deliberation of Apartheid Among Races at the University of Utopia in South Africa: In Defence of Deliberative Democracy, *Thinavhudzulo Norman Mafumo, University of Limpopo*

Black Motherhood in the age of #BlackLivesMatter, *Kerry Wilson, University of Illinois at Urbana Champaign*

1687 Feminist Pedagogy, Practice, and Activism: Improving Lives of Girls and Women

9:30-10:50

1688 Spotlight: “Just Sayin’?”: Should We Take Donald Trump’s Words Literally?

9:30-10:50

Tweeting His Way into the White House: Donald Trump’s 2016 Twitter Campaign, *Michael Katovich, Texas Christian University, and Shingling Chen, University of Northern Iowa*

From Hate Tweets to Hate Crimes: Donald Trump as the Generalized Other for White Nationalists, *Melissa Beall, University of Northern Iowa, and Shingling Chen, University of Northern Iowa*

Communicating Incompetence: Unpacking the Election of Donald J. Trump, *Sarah Taylor Mayhak, James Madison University*

Plenary: “Mommas Don’t Let Your Babies Grow Up to Be . . .”: Revisiting Western Imagery and Grown-Up Cowboys”

1689

9:30-10:50

“The Inappropriate/d Other and the Unsettled-I: A Girl and Her Horse”, *Tami Spry, St. Cloud State University*

“Desire for a Magnificent 7: A Queer Reading of a Western Motif Revisited”, *Bryant Keith Alexander, Loyola Marymount University*

“True Grit: Growing up a Cowboy (or not) in the 1960s”, *Christopher Norman Poulos, The University of North Carolina at Greensboro*

“Gay-Tex-Mex”, *Johnny Saldana, Arizona State University - Tempe*

“The Good, The Bad, and the Ugliness of Childhood as an Indian Cowboy in Yemen”, *hari stephen kumar, Amberst*

“The Cowboy’s Daughter: A Lyric Lament”, *Elyse Lamm Pineau, Southern Illinois University Carbondale*

“Willie Nelson’s Wild West Imaginary”, *Norman Denzin, u iof Illinois*

Plenary: Performance Ethnography as Qualitative Inquiry in the Public Sphere

1693

9:30-10:50

Through Their Eyes: Understanding Undergraduate Transitional Challenges, *Judith Davidson, University Massachusetts Lowell*

Performance Ethnography as Qualitative Inquiry in the Public Sphere, *Judith Davidson, University Massachusetts Lowell*

The Making and Sharing of a Collaborative Multimedia Performance Ethnography: Arts-Based Research in the Public Sphere, *Christine Whittlesey, University Massachusetts Lowell*

Reactions to Art-Based Research Forms of Qualitative Inquiry in the Public Sphere, *Liora Bresler, University of Illinois Champaign*

1698 Temporal Embodiment: Dynamic Perspectives on Body Memory in Autoethnography

9:30-10:50

My Body Remembers the Rejection, *Julie-Ann Scott-Pollock, University of North Carolina Wilmington*

Nothings That are Everything: Poeticized Field Notes on Learning to See Parkinson's Disease, *Nicole Eugene, Ohio University*

What Does the Malleable Body Know?, *Jake Simmons, Missouri State University*

The Burgundy Coat: Shame, Mourning, and the Performance Path to Letting Go, *Craig Gingrich-Philbrook, Southern Illinois University*

1699 Language Education

9:30-10:50

Chair: Gresilda Anne Tilley-Lubbs, Virginia Tech

Self-identity in doing autoethnography for Taiwan's EFL graduate students, *Li-chuan Kao, University of Taipei, Shih-Han Chiu, National Penghu University of Science and Technology, and yuting Huang, Taipei Truth Lutheran Church*

Teacher? Traveller? A tableau. Life in global English language teaching: An autoethnography., *Phiona Stanley, UNSW Australia*

Am I There Yet?, *Gresilda Anne Tilley-Lubbs, Virginia Tech*

1700 Poetic Mobilities: Mobile Autoethnographic Poetry Panel III

9:30-10:50

1703 Education: Teaching Diversities

11:00-12:20

Chair: Asilia Franklin-Phipps, University of Oregon

How the Use of a Hybrid Approach to Teacher Inquiry Led to a Conceptual Model of Realistic Outcomes in Teacher Education for Social Justice, *Brianna L. Kennedy, Utrecht University, and Mark Lopez, University of Florida*

Texts, Events, and Bodies: Racism, White Women and the Pedagogy of Images, *Asilia Franklin-Phipps, University of Oregon*

What Is ____?: Teacher Candidates (TCs) and understanding the Other through Narrative Inquiry, *J. Scott Baker, University of Wisconsin-La Crosse*

Diversity Instruction: The Experiences of Graduate Faculty, *Patricia Marin, Michigan State University, and Melissa Morgan Consoli, University of California, Santa Barbara*

Examining the Perspectives of Sexuality Education Professionals in Family Life Education and Sexuality Education Fields., *Sarah Ann Kuborn, Kansas State University*

1704 New Directions in Mixed-Methods Designs, II

11:00-12:20

Chair: Marissa Elaine Prinz Kaloga, The Ohio State University College of Social Work

Understanding 'Mom Bodies' – Postpartum Physical Activity and the Challenges of Mixed Methods Research, *Jacob J. Bustad, Towson University, and Jaime R. DeLuca, Towson University*

Child Advocacy Center intervention with sibling sexual abuse families: the experience of parents and professionals, *Dafna Tener, The Paul Baerwald School of Social Work and Social Welfare, The Hebrew University of Jerusalem, Noam Tarshish, The Haruv institute, The Hebrew University of Jerusalem,, and Shosh Turjeman, BEIT LYNN - Child Protection Center*

Playoffs and Payoffs: Game Theory Scenarios in Higher Education, *Julie C Baker, Tennessee Tech University, Amanda Ellis, Tennessee Technological University, and Joseph Chappell, Tennessee Tech University*

Contextualized Subjectivity: Blending Social Network Analysis and Qualitative Inquiry. Marissa Kaloga, The Ohio State University, *Marissa Elaine Prinz Kaloga, The Ohio State University College of Social Work*

1705 Health Promotion in focus: Qualitative research for knowledge needs

11:00-12:20

1706 Making Sense of Data: An Interdisciplinary Reflection, II

11:00-12:20

Chair: Dan W Royer, Ball State University

Yoga: Creating different poses in conceptualizing the experiences of older adults, *Luis Javier Bartos Perez, Bowling Green State University, and Geoffrey A Meek, Bowling Green State University*

A Qualitative Content Analysis of an Application of Appreciative Inquiry: The Evidentiary Footprint, *Dan W Royer, Ball State University, and Joe Armstrong, Ball State University*

Mind Games Lesson Experiences of Gifted Students: An Applied Qualitative Research, *Hayati ADALAR, Gazi University, and Murat EKİÇİ, Gazi University*

Good Jobs, Gigs, Hassling and Doing Nothing: Tracing the Naming and Meaning of Work in Kenya, *Anne Namatsi Lutomia, University of Illinois at Urbana Champaign*

1707 Homosexuality Within and Between Different Religions and Denominations

11:00-12:20

1708 Academic Journeys, II

11:00-12:20

Chair: Minchun Chiang, University of Taipei

Raising a Dragon: A Metaphorical Autoethnography of Life in a PhD Program, *Amanda Ellis, Tennessee Technological University, and Julie C Baker, Tennessee Tech University*

Academic Kapo: Confessions of a Latino Gatekeeper, *Keith Reyes, Culberson County-Allamoore Independent School District*

Producing a Qualified Lecturer: Regulation of Junior Faculties in Chinese academy, *Mei jia dai Bai, Sun Yat-sen University*

This Decade, *Minchun Chiang, University of Taipei, Yi-jung Wu, Department of Dance, University of Taipei, and Hsin Hui Chen, University of Taipei*

Between paradigms: Becoming a pathological optimist, *Carol Isaac, Mercer University-Atlanta*

Spotlight: Analyzing Discourse and Regimes of Power/ Knowledge

1709

11:00-12:20

New Materialism - A Challenge for Discourse Research?, *Reiner Keller, Augsburg University*

Mr. Al-Muslimi Goes to Washington: Media Witnessing in the Drone Wars, *Kevin Howley, DePauw University*

Turn the Stigma into Capital – Ethnographical Explorations of the Utility Discourse on Ethnic Minority Teachers, *Yaliz Akbaba, Johannes-Gutenberg University Mainz*

Loitering forbidden -The Perception of Security in Public Spaces as Arena of Negotiation of Public Order, *Katharina Miko-Schefzig, Vienna University of Economics and Business*

The Multiple Resiliences of Electricity Systems – A Discourse Analysis on Anticipatory System Design in the Field of Public Power Supply, *Steffen Hamburg, Carl von Ossietzky University of Oldenburg*

1710 **Cities of Culture**

11:00-12:20

Chair: Christina Ceisel, California State University Fullerton

“Cities of Culture”: Visions of the past and future, *Christina Ceisel, California State University Fullerton*

Chicago: an autoethnography of going home, a city, embodiment, eros, architecture, also, a love story, *Desiree Yomtoob, Loyola University*

Rebuilding the City, Transforming Lives: Restoration and Cultural Agency in Old Havana’s Escuela Taller, *Elizabeth A Gilblom, Cleveland State University*

Geosemiotic Analysis: Analyzing data in and around the city, *Raul A. Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Tatiana Chiquito, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Maryori Giraldo, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Maria Camila Mejía-Vélez, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and Tatiana Salazar Patiño, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Draw Me Jerusalem/Al-Quds: Sketch-Mapping and Mental Mapping as Interpretive Experiences. Hamutal (Tali) Jaffe-Dax, Rutgers University., *Hamutal Jaffe-Dax, Rutgers University, The Sociology Department*

1711 **Practicing Collaboration: An Interdisciplinary Perspective, II**

11:00-12:20

Chair: Walter S Gershon, Kent State University

The Power of Threes: Priming Students’ Reflective Learning in Five Minute Doses, *Heather Rudolph, University of Northern Colorado, and Kristeen Kappenman, University of Northern Colorado*

Mobilizing the ‘peer’ in peer review: A collective learning approach, *Gail Teachman, McGill University, Martine Levesque, McGill University, Mark Keboa, McGill University, Basem Danish, McGill University, Shawn-Renee Hordyk, McGill University, Crystal Noronha, McGill University, and Mary Ellen Macdonald, McGill University*

Collaborative Dissensus: Standing Together Through Disagreement, *Walter S Gershon, Kent State University*

Ciudadanía con Sentido: a methodological proposal for the development of citizenship capacities through DICT formation, *James Acevedo Pedrozo, Universidad Pontificia Bolivariana UPB*

1712 Understanding Stigma

11:00-12:20

Chair: Ren VanderLind, Texas State University

Stripping Down Stigma: A Criticism of Performances of Sexuality in Stripclubs, *Dianah McGreehan, Southern Illinois University-Carbondale*

Not Your “Crazy Black Woman”: An Intersectional Examination of Multiple Stigmas on Life Experiences, *Marya R. Sosulski, Michigan State University, and Shani K Saxon, Michigan State University*

‘I’m sorry for the direction my hot-air balloon is taking’: In Search of Evidence for and Impacts of Territorial Stigmatization., *Richard Timothy Huggins, Oxford Brookes University*

More Than Just a Laugh: Conversational Joking in the Management of a Stigmatized Disease, *Leah Beech, University of Calgary, Melanie Bayly, University of Saskatchewan, and Linda McMullen, University of Saskatchewan*

Stigma and Self-Disclosure in College Students with Bipolar Disorder, *Ren VanderLind, Texas State University*

Qualitative research as a method of resistance in a public policy world: Critically unpacking political reform efforts in juvenile justice, human trafficking, and

1713 education

11:00-12:20

Undermining simplification in survey research: Subverting a positivist view of workforce development, *Melinda Moore, University of Georgia*

The power of voice: Utilizing qualitative research in public policy to destabilize the silencing of human trafficking survivors, *Jennifer Inglett, University of Georgia*

Wrestling the storm: Grassroots resistance to juvenile justice reform, *Jamil Sewell, University of Georgia*

Knowledge of the oppressor: Bringing to the margins to the center, *Theresa Wright, University of Georgia*

1714 **“They are Only Going to Steal Your Cars” : Building, Renovating, and Interpreting Theatre from Interview Data**

11:00-12:20

Building Scripts with Inquiry Theatre Methods, *Charles Vanover, University of South Florida*

Performing and Connecting to Research Informed Theatre, *Rosa L. Thomas, University of Michigan, 2002*

A Phenomenological Analysis of the Life and Choices of an Ethnodramatic Character, *Cynthia Lubin Langtiu, The Chicago School of Professional Psychology*

1715 **Working Through Art and Art Working Through Us: Inquiries/Reflections on an Arts-Based Research Course**

11:00-12:20

Exploring Possibilities: A Readers' Theatre, *Amanda Elizabeth Brunson, The University of Alabama, and Caitlin Byrne, University of Alabama*

Vulnerability, Ethics, and Living Inquiry: Narratives of Visual Journaling through Arts-Based Research and Beyond, *Anne Murray, University of Alabama, and Kelly Guyotte, University of Alabama*

Becoming Artist/Researcher, *Maureen Alice Flint, The University of Alabama, and Anne Merrem, University of West Georgia*

How We Came to Inquire Differently: Autoethnographies of Experience in Arts-Based Research, *James Moore, The University of Alabama, April Irwin, University of Alabama, and Vanessa DeLeón R., University of Alabama*

1716 Cartographies

11:00-12:20

Chair: Karin Hannes, KU Leuven, Belgium

Worked examples of methods to make sense out of place and place out of the senses, *Karin Hannes, KU Leuven, Belgium, and Sara Coemans, KU Leuven, Belgium*

Exploring an Art Room Assemblage Using an Arts-Based Visual Cartographic Methodology, *Jennifer Hamrock, Florida State University*

Metaphoric Cartography as Dual-Layered Practitioner Inquiry: Arts-Based Educational Research in the Construction of Place, *Joy Gaulden Bertling, University of Tennessee*

Cultivating an Aesthetic Sensibility: Everyday Aesthetics as an Approach to Activism, *Wanda Hurren, University of Victoria*

1717 Translation in Arts Based Research: A Creative Arts Therapies Perspective

11:00-12:20

1724 The Ecological

11:00-12:20

Chair: Geo Takach, Royal Roads University

Was that Really Me? - Becoming Aware of Personal Values through Video Observations of One's Own Teaching, *Biljana C. Fredriksen, University College of Southeast Norway, and Helene Illeris, University College of Southeast Norway and University of Agder, Norway*

Fighting Madness with Method: Writing Environmental Scripts, *Geo Takach, Royal Roads University*

Finding the Middle: An Arts-based Exhibition and the Narrative of Climate Change, *Abram W Kaplan, Denison University*

Sticky Innovation: Solving Wicked Problems through Arts and Engineering Based Research, *Nandita Baxi Sheth, University of Cincinnati, College of Design, Architecture, Art, and Planning, and Whitney Gaskins, University of Cincinnati, College of Engineering and Applied Sciences*

Contemporary Art Applications and Art-Based Research to Develop Sensitivity for Environmental Problems, *Ayşe Bilir, TC*.

1726 Directions in Participatory Action Research, II

11:00-12:20

Chair: Mary Brydon-Miller, University of Louisville

Communication Apprehension Among Community College Students: A Phenomenology, *Johnny Bragg, Northeast State Community College*

Reclaiming the Academy: Critical Utopian Action Research and the Future of Higher Education, *Mary Brydon-Miller, University of Louisville, and Alfredo Ortiz Aragón, University of the Incarnate Word*

Tracking Graduate Student Development: Following Research Trajectory from Classroom Experience to Conference Presentation, *Leah K. Peck, Indiana University, and Alycia M. Elfreich, Indiana University, Indianapolis*

An Evaluation of Student Athlete Support Services in an Urban High School, *Douglas Stevens, University of Cincinnati, and Jolinda Miller, Activities Beyond the Classroom Foundation*

1735 Deleuze, II

11:00-12:20

Chair: Matthew C Graham, University of Oregon

edTPA and “The Frame”: Film Theory and the Function of Videographic Evidence in Teacher Assessment, *Matthew C Graham, University of Oregon*

“A Wake-Up Call”: Rejecting Neoliberal Teaching Strategies in a Community of Students Becoming Teacher Educators, *Janet Kesterson Isbell, Tennessee Technological University, and Lee Sapp, Tennessee Technological University*

Trespassing in the Hinterland: Performing Affect-Based Inquiry, *Brian E Kumm, Recreation Management and Therapeutic Recreation, University of Wisconsin - La Crosse, and Joseph A Pate, Outdoor Leadership, Young Harris College*

Methodological conundrums: Loosening the bounds between and among those I become, *Michelle Wooten, University of Alabama*

Entangled Segmentarity: Sense of Belonging at The University of Alabama, *Maureen Alice Flint, The University of Alabama*

1736 Education: Directions in Educational Research, II

11:00-12:20

Chair: Paula M Dawidowicz, Walden University

Community Engagement in a District Mentoring Program: Initial Outcomes and Implications, *Kathryn McGinn Luet, Rowan University, and Brianne Morettini, Rowan University*

Teaching Methodology Essentials Using Nonsense Activities, *Paula M Dawidowicz, Walden University*

To Know and Respond: A Case Study of a Fifth Grade Teacher, *Alexis Jones, University of Illinois at Urbana-Champaign*

1737 Critical Race Theory, II

11:00-12:20

Chair: Jennifer Whalen, University of South Florida

Yeah she's a white girl: Exploring gender and racial norms in best friend relationships, *Jennifer Whalen, University of South Florida, and Aaron Johnson, University of South Florida*

Eddies and Flows: Reflexive Praxis as White Feminist Educational Researchers, *Rebecca Beucher, Illinois State University, Anna Smith, Illinois State University, and Lara Handsfield, Illinois State University*

In, Between and Outside Black and White Racial Constructs: Theorizing Brownness in the Academy, *Vijay Kanagala, The University of Vermont*

Transgressing the Discourse on Cross-Racial, Cross-Cultural Mentoring: A Dialogic Journey with Matters of Language, Power, Trust, and Care, *Roma B Angel, Appalachian State University, and Precious Mudiwa, Appalachian State University*

1738 Feminist Qualitative Research, I

11:00-12:20

Chair: Jasmine R Linabary, Purdue University

Double, double toil and trouble: Two Scottish Witches Fly and Dance with Cixous and Manning, *Jan Bradford, University of Edinburgh, and Fiona Murray, University of Edinburgh*

Meditations on Experience and Subjectivity: An Epistemological and Ontological Journey in Ethnographic Research in Education, *M. Belén Hernando Llorens, University of Wisconsin-Madison*

Vacuums, Marching Bands, and Tightropes: Female Teachers' Exploration of Embodiment through Metaphor, *Crystal Dawn Howell, Indiana University*

Of Wine and Whiteboards: Enacting Feminist Reflexivity in Collaborative Research, *Jasmine R Linabary, Purdue University, Danielle J. Corple, Purdue University, and Cheryl Cooky, Purdue University*

1739 Plenary: Trump, Brexit and the global rise of the right: how do we respond?

11:00-12:20

1740 Plenary: Crossing Borders/Breaking Barriers: Auto/ethnography as Private/Public Protest

11:00-12:20

1748 Dance

11:00-12:20

Chair: Inés Barcenas Taland, Consulta Doctor Carlos Chiclana

Narrating attachment through Flamenco beats, *Inés Barcenas Taland, Consulta Doctor Carlos Chiclana*

The Course of Self-Concept Transformation of a Dance Student through Her Street Dance Learning Experience, *Ciou Huei Chen, University of Taipei*

A Journey to the Reconstruction of a Dance Student's Self-confidence, *Haowen Lu, bella810938@gmail*

A Second(ary) Child and Her Dance Creation, *TING-JU TAI, University of Taipei*

1749 Music

11:00-12:20

Chair: Christopher Cayari, Purdue University, West Lafayette

Autoethnography of a Classical Cellist: The Dualism of Implicit Motives and Explicit Goals throughout Life, *Guadalupe López-Íñiguez, Sibelius Academy, University of the Arts Helsinki / Kone Foundation of Finland*

Using Musical Repertoire as a Catalyst for Reflection in Performative Autoethnography, *Christopher Cayari, Purdue University, West Lafayette*

Re-Sculpting Interviews: Poetic Autoethnography of Marginalised Musicians. Teresa Kunaeva, Queensland Conservatorium Griffith University, Brisbane, Australia, *Teresa Vivienne Kunaeva, Queensland Conservatorium, Griffith University*

1750 Methodological Considerations, I

11:00-12:20

Chair: Donna Henson, Bond University, Australia

Living Your Story: A Ruminarrative, *Donna Henson, Bond University, Australia*

Reflecting on the meanings of practice through autoethnographic cinema, *Anna Kouhia, Independent Scholar*

Elective Affinities: Currere and Interpretative Autoethnography, *Daniel F. Johnson-Mardones, University of Illinois at Urbana Champaign*

The Gift of Sussie in Christian Education: Collaborative Autoethnography, *Durham Harris, Emory University*

Decolonizing Methodologies: A Transformation from Science-oriented Researcher to Relational/Participant-oriented Researcher, *Ranjan Datta, University of Saskatchewan*

1752 Education: Issues in STEM Education

1:00-2:20

Chair: Byung-In Seo, Chicago State University

Introductory Physics Students' Epistemological Resources and Usage Patterns, *Erin Scanlon, Texas State University*

Qualitative Linguistic Analysis of Adolescent Mathematical Writing, *Byung-In Seo, Chicago State University*

Surveys extended with scenarios: Qualitative use of surveys unravels knowledge for teaching mathematics of five to six year olds in South Africa, *Nosisi Nellie Feza, University of South Africa*

What can we learn from the contingent moments of length measurement instruction?, *Sumeyra Dogan Coskun, Gazi University, and Mine Isiksal Bostan, Middle East Technical University*

Voice Mappings: A Kaleidoscopic View of Identity, *Amber Simpson, Indiana University*

1753 Grounded Theory

1:00-2:20

Chair: Lisa Reber, Arizona State University

A Grounded Theory Approach to Exploring the Emotional & Psychological Well-Being of Low-Wage Migrant Workers in the Arab Gulf, *Lisa Reber, Arizona State University*

Challenges for Educational Researchers Applying Abduction in Grounded Theory Research, *Cristian Cerda, Universidad de La Frontera. Chile*

Types of Entrepreneurs in Urban Spaces: Contributions from the Grounded Theory Method, *Fátima Bayma de Oliveira, Fundação Getúlio Vargas (EBAPE), Anderson de Souza Sant'Anna, Fundação Dom Cabral, and Daniela Martins Diniz, UFMG*

Wayfinding: Constructors' Information-Seeking Behavior in Industry, *James W. Jones, Ball State University*

Self-Care and Resilience While Doing the Hard Work: Anti Gender-Based Violence Activists and Advocates in South Carolina, *Ebru Cayir, University of South Carolina*

1754 Qualitative Health Research, I

1:00-2:20

Chair: Sharlene Hesse-Biber, Boston College

Breast cancer screening in the welfare state, *Marit Solbjør, Norwegian University of Science and Technology*

From Fathers to Daughters: Blindsided about cancer risk when inheriting father's BRCA+ genetic mutation, *Sharlene Hesse-Biber, Boston College, and Shiya Yi, Boston College, School of Education, Department of Evaluation and Measurement*

Maps of Marginalization: Exploring the Healthcare Experiences of Men and Women with Fibromyalgia, *Michelle Skop, Wilfrid Laurier University*

Terminating a Wanted Pregnancy: A Phenomenological Narrative Study, *Batsheva Guy, University of Cincinnati*

1755 Social Media

1:00-2:20

Chair: Emily Ignacio, University of Washington Tacoma

Photovoice: Rethinking the Method in the Digital Age, *Melissa Freeman, The University of Georgia, Nuria Jaumot-Pascual, The University of Georgia, and Ayanna Robinson, The University of Georgia*

Using Sociocultural and Language Socialization Perspectives to Study Online Intercultural Discourse, *Ahmed Kadhum Fabad, Thi-Qar University*

Qualitative Research on Adolescents' Social Media Use: Commentary, Critique, and Commendation, *Mardi Schmeichel, University of Georgia, Hilary E Hughes, University of Georgia, and Mel Kutner, University of Georgia - Educational Theory and Practice*

Social Media and Social Justice: A Critical Analysis of Intersectionality and "Empowerment" Discourse via "Jane the Virgin", *Emily Ignacio, University of Washington Tacoma*

Twitter as “DIY” Professional Development for Teachers, *Mardi Schmeichel, University of Georgia, and Stacey Kerr, Central Michigan University*

1756 **Cybersexualities: Performing Sex and Dating in the Digital Age**

1:00-2:20

But Bears Don't Say “Woof”? Electronically Baring the Bear Body, *Colin Whitworth, Southern Illinois University*

Please Choose a Valid Gender: The Gender/Queer Dating Struggle, *Les Delgado, Southern Illinois University Carbondale*

Digital Dirty Laundry, *Nicole Costantini, Louisiana State University*

Kissing Frogs, *Lisa Pia Spinazola, University of South Florida, Department of Communication*

It's Complicated, *Anna Wilcoxon, Southern Illinois university Carbondale*

1757 **Critical Autoethnography in Pursuit of Educational Equity**

1:00-2:20

Critical Autoethnography in Pursuit of Educational Equity, *Sherry Marx, Utah State University, Julie Pennington, University of Nevada, Reno, and Heewon Chang, Eastern University*

Dialoguing with Multiculturalism and Equity through Collective Poetic Autoethnographic Inquiry, *Kathleen Pithouse-Morgan, University of KwaZulu-Natal, Inbanathan Naicker, University of KwaZulu-Natal, and Daisy Pillay, University of KwaZulu-Natal*

On Being an Angry Black Man: Troubling Anger as a Negative Emotion, *Stephen J. Quaye, Miami University*

Disrupting Equilibrium: Working for equity and social justice in education for English Learners, *Rachel Salas, University of Nevada, Reno*

Critical Autoethnography and A Call for Forgiveness, *Tony E. Adams, Northeastern Illinois University*

1758 Spotlight: Bodies of Data: Theorizing and Practicing Embodiment in Qualitative Research

1:00-2:20

Real Women Run: An Embodied Feminist Analysis, *Sandra L. Faulkner, Bowling Green State University*

The Listening Body and the Songs of Learning, *William Rawlins, Ohio University*

The Embodied Eye: Myths and Functions in Ethnographic Inquiry, *Elaine B. Jenks, West Chester University*

Becoming Disembodied: Singularity in Qualitative Studies, *Patricia J. Sotirin, Michigan Technological University*

Sex with No Body: A Critique of Research about Sexuality and/in Relationships, *Jimmie Manning, Northern Illinois University*

1759 The Uses of Narrative: An Interdisciplinary Approach

1:00-2:20

Chair: Katie Olsen, Kansas State University

Research Pedagogy: The Use of Pictures to Create Narratives of Reflective Interpretation among Doctoral Students, *Virginia Montero-Hernandez, California State University, Stanislaus, and Omar Garcia-Ponce de Leon, Facultad de Estudios Superiores de Cuautla, UAEM*

A Narrative Study on Reflections of Teacher Education on Prospective Social Studies Teachers' Perspective of Ideal Citizenship, *fatih Öztürk, Gazi University, and Cemil Cahit Yeşilbursa, Gazi University*

Using Narrative Inquiry to Push Against Gender Discrimination, *Katie Olsen, Kansas State University*

Rewriting Cancer, Rewriting Life: Difficulties of Containing Experience, *Ulrich Teucher, University of Saskatchewan*

“We Figured Out How to Fight”: Couples’ Stories about Successfully Resolving Disagreements, *Leah Beech, University of Calgary*

1760 Epistemologies: An Interdisciplinary Reflection

1:00-2:20

Chair: Maria del Consuelo Chapela, Universidad Autónoma METropolitana-Xochimilco

Blinding theory and competition in disciplinary postgraduate research, *Maria del Consuelo Chapela, Universidad Autónoma METropolitana-Xochimilco, and Alejandro Cerda, Universidad Autónoma Metropolitana-Xochimilco*

Design Research and Qualitative Research Methodology, *Lubomir Popov, Bowling Green State University, and Ivan Chompalov, Edinboro University of Pennsylvania*

“Racists? No, Philanthropists!” Greek Students’ Multicultural Experiences through different theoretical Lenses, *Uttam Gaulee, Morgan State University*

A New Experimental Turn? Social Research between Epistemology and Politics: Some Empirical Evidences, *Paolo Parra Saiani, Università degli Studi di Genova - Department of Political Sciences*

Subverting the (Il)Logic of Knowledge Production, *Neil Carey, Manchester Metropolitan University, Angelo Benozzo, University of Valley d’Aosta, and Mirka Koro-Ljungberg, ASU*

1761 Shame?

1:00-2:20

The Female Gaze: Revenge TV and the Ethics of Autoethnographic Research., *Fiona Murray, University of Edinburgh*

What a Shame: Sex, Decay and Monuments., *Anne Harris, Monash University, and Stacy Holman Jones, Monash University, Victoria, Australia.*

No One Comes: The Art of Female Ejaculation and other Stories., *Alys Mendus, University of Hull, UK., and Davina Sian Kirkpatrick, University of the West of England*

Outside, Looking for Myself with Mirrors., *Sue Porter, University of Bristol, UK.*

1762 Qualitative Research in Restorative Justice

1:00-2:20

“Restorative Justice to Address Campus Sexual Assault: The Views of Victim’s Advocates”, *Rachel Lauren Storm, Department of Educational Policy, Organization and Leadership, University of Illinois at Urbana-Champaign*

Restorative Justice in the Classroom: Qualitative Inquiry in a Midwestern Middle-School, *Mark Becker, Department of Educational Policy, Organization and Leadership, University of Illinois at Urbana-Champaign*

Reconnecting Communication: A problem-solving view of restorative circles, *elizaBeth Simpson, UIUC*

Troubling Borders and Subjectivities: Re-turning to Questions of Power, Identity and Temporality in Qualitative Research

1763

1:00-2:20

Qualitative Research as Tangles of Relationalities, *Janet Miller, teachers college*

Interactivity as Posthuman/ist, Autobiographical Subjectivity, *Mary Newbery, Teachers College Columbia University*

The Presen(t)ce of Geiste, the Apparition of Memory, the Monstrosity of Story, *Joyce Annette Maxwell, Teachers College Columbia University*

The Re-Making of Latino Bodies and Souls Through Digital Storytelling, *M. Irene Oujo, Teachers College, Columbia University*

Remaking Personal Memory through Research as Artistic Practice

1764

1:00-2:20

Traumatized Bodies: Intertwining Art, Memory, and Bodies through Performative Autoethnography, *Hyunji Kwon, The Pennsylvania State University*

(Re)Collecting: Tracing Movements within Memory Lane, *Susan Uhlig, The Pennsylvania State University*

Memory in the Making: Collage and the Role of the Virtual in Research, *Christina Hanawalt, University of Georgia*

Blended Ethnographic Writing: An Experimental Approach to Compositing Researcher and Participant Narratives, *Asavari Thatte, Pennsylvania State University*

1765 Drawings

1:00-2:20

Chair: Vicky Grube, Appalachian State University

Eye of the Beholder: Stories of Transformation and Healing Through a Tattoo Artist's Perspective, *Heidi Burkett, Ball State University*

Drawn Field Notebooks: Towing the Scuttled Tonnage of Some Self, *Vicky Grube, Appalachian State University*

Drawing in/drawing out: Experiencing ethnic and cultural identities, discrimination, and psychological safety, *Elzbieta Kazmierczak, University of Illinois at Urbana-Champaign*

Seeing the World through One-Line Drawings, *Aravindhnan Natarajan, University of Toledo*

1766 Uses of Creative Writing and Narrative Forms

1:00-2:20

Chair: Kelly Limes-Taylor Henderson, PhD, Independent Scholar

The Story of One Hundred and Sixteenth, *Kelly Limes-Taylor Henderson, PhD, Independent Scholar*

"I Wouldn't Take Those Kids Anywhere!": Fighting for Equity for Lowest-Tracked Students, *Della R. Leavitt, Independent*

Using Arts-Based Research Activities to Support Undergraduates' Exploration of Their Individual and Cultural Identities, *Kathleen M. Goodyear, The Ohio State University*

Do You Hear/See/Consider? Rethinking Social Issues via Digital Narratives, *Ah Ran Koo, The Ohio State University*

Magical Realism as Post-Qualitative Narrative Research: An Example, *Cathy Coulter, University of Alaska Anchorage*

1773 Artistic Explorations of the Concept of Home

1:00-2:20

Chair: Radhika Gajjala, Bowling Green State University

Place-making in supportive housing: Experiences of formerly homeless older adults in Montreal, Quebec, *Victoria Burns, National Institute of Scientific Research - Urbanisation, Culture, & Society*

Making home in Santiago, Chile: subjectivation process within the domestic space, *Carolina Beatriz Besoain, Universidad Alberto Hurtado, Chile*

Spinning yarns/spinning a yarn: Valuing Home-work and Women's Labor, *Radhika Gajjala, Bowling Green State University*

Signs from our city's streets: A qualitative collaboration, *Rosemary Frasso, University of Pennsylvania, A Golinkoff, University of Pennsylvania, and Moriah Hall, University of Pennsylvania*

The Ambivalence of Being Neither Fully at Work nor Fully at Home: Arts-Based Participatory Action Research with Motherscholars to Enhance Wellbeing, *Anna CohenMileb, Nazarbayev University Graduate School of Education, and Denise Demers, University of Central Arkansas*

1775 Grassroots Activism, Popular Culture, and Public Schools in The Trump Era

1:00-2:20

Zombies: Living Dead and Dead Living to Re-engage Public Schooling and Its Curricula, *Ligia (Licho) Lopez, University of Melbourne*

Hip-Hop Culture, Critical Education, and Democratic Resistance, *Michael Benjamin Dando, University of Wisconsin-Madison*

Celebrities, anti-heroes, zombies (etc.): The politics of postmodern consumer culture and the present/future of public education, *Yasin Tunc, University of Georgia*

1784 Deleuze, III

1:00-2:20

Chair: Mahlapablapana Johannes Themane, University of Limpopo

In Search of the 'Ideal School': A Rhizomatic Edge-ucation., *Alys Mendus, University of Hull, UK.*

Reclaiming the Classroom: Toward More Equitable Teaching and Learning for Students Who Are Economically Disadvantaged, *Janet Kesterson Isbell, Tennessee Technological University*

Reflexively engaging with Deleuze in curriculum discourse: some reflections and ideas on recent teacher education curriculum reforms in South Africa, *Mahlapablapana Johannes Themane, University of Limpopo*

Rhizomatic Resistance: Teacher Identity, Activism, and the Opt-Out Movement, *Krystal Sundstrom, University of Oregon*

Making Sense: The Rhizomatic Connections Among Research and Life, *Alyson Welker, Colorado State University*

1785 Critical Pedagogy, I

1:00-2:20

Chair: Mathias Urban, University of Roehampton

Deconstructing Classroom Power Rooted in Ideology: Exploring Traditional and Contemporary Connotations, *Mychelle Hadley Smith, Weber State University, and J Roberto Garcia, Weber State University*

There is no system. Mapping power and governance in early childhood education systems, *Mathias Urban, University of Roehampton, Valeria Scacchi, University of Roehampton, and Katrin Macha, Internationale Akademie*

Glitter and the Gaze: Transgressions, Inversions and Interpreting Power Relations in Elementary Classrooms, *Julia Persky, Texas A&M University*

Listening and Silence: Re-Theorizing Inquiry into Public Pedagogies, *Jake Burdick, Purdue University, and Jennifer Sandlin, Arizona State University*

1786 Critical Race Theory, III

1:00-2:20

Chair: Jim Scheurich, Indiana University - Indianapolis (IUPUI)

Black Girl Magic: A Bildungsroman Narrative, *Teava Flagg Lander, Kansas State University*

Subversive Socialization: Inculcating Racial Identity and Critical Consciousness via Queer Black Feminist Motherscholaring, *Martina L Sharp-Grier, Stark State College*

Claiming the Story: Becoming an African-American Doctor, *Jeanne Koehler, SIU School of Medicine, Wendi El-Amin, Southern Illinois University School of Medicine, and Aishah Yansaneh, Southern Illinois University School of Medicine*

Whiteness and White Supremacy, *Jim Scheurich, Indiana University - Indianapolis (IUPUI)*

1787 Feminist Qualitative Research, II

1:00-2:20

Chair: Hilary E Hughes, University of Georgia

Surviving Surveillance: Teachers' Responses to Accountability Regimes, *Hilary E Hughes, University of Georgia, and Christine Trinter, Virginia Commonwealth University*

Culturally Relevant Computational Thinking Curriculum with Urban Latino Youth: A Feminist Standpoint Epistemology Analysis, *Rouhollah Aghasaleh, Georgia State University, Jennifer Rickard, Georgia State University, Andrew Boehnlein, Georgia State University, Jacob Maxwell Bornstein, Georgia State University, Renesha Hendrix, Georgia State University, Clark Pearson, Georgia State University, Patrick Enderle, Georgia State University, and Anton Puwirajah, University of Western Ontario*

Unsettling conventional discourses around educational support in single-mother families, *Carmelita Jacobs, Stellenbosch University*

Women Being Engineers: An Activist Approach to Investigating Practicing Undergraduate Women Engineers, *Rick Evans, College of Engineering Cornell University, Jia Grace Liang, Educational Leadership College of Education Kansas State University, and Rebecca Macdonald, Mechanical and Aerospace Engineering College of Engineering Cornell University*

Plenary: Seeing and Being Seen, Hearing and Being Heard: Challenges for Qualitative Inquiry in Public Spheres Pt. 1

1788

1:00-2:20

Introduction to the Panels, *Uwe Flick, Freie Universität Berlin, Germany*

Critical Qualitative Research and Impact in the Public Sphere, *Nigel G. Fielding, University of Surrey, UK*

Taking Public Action on Private Troubles: The Critical Role of Qualitative Research in the Public Sphere, *Sharlene Hesse-Biber, Boston College*

Why Grounded Theory Can Serve the Public Sphere, *Kathy Charmaz, Sonoma State University*

Role Confusion of Qualitative Contribution in Mixed-Method Designs, *Janice Morse, University of Utah*

1789 Plenary: Directions in Autoethnography and Fieldwork

1:00-2:20

Transitive Being: Illness, Kinship, Love, *Patrick Anderson, University of California, San Diego*

The Animus Who Loves Me: Personal Narratives from Forty Years of Jungian Analysis, *Joyce Hocker, Private Practice and Retired, University of Montana*

Rewriting the City of Screams: Merging Science and Emotion in a Retrospective Field Report, *Mitch Allen, Scholarly Roadside Service*

The Shirt: A Flicker of Hope within Despair, *Carolyn Ellis, University of South Florida*

The Night of and Mourning After: An American Tragedy, *Arthur Bochner, University of South Florida*

1798 Bodies

1:00-2:20

Chair: Crystle LaCroix, Southern Illinois University Carbondale

Mapping My Body Post Trump Election, *Crystle LaCroix, Southern Illinois University Carbondale*

The Story My Body Tells: Improvisational Somatic Performance as Method, *Suzanne Pullen, San Francisco State University*

An invisible, uninvited guest—pulmonary embolism— invades my body, not my mind?, *Laila Rahman, University of Toronto*

Under the Elitism. Me As student in Dancing Class of Senior High School., *SinYu You, Department of Dance, University of Taipei, and Minchun Chiang, University of Taipei*

nameless bodies, bodiless names: an auto-ethnography of a forensic anthropologist in Colombia, *erika marken, ohio university*

1799 Trauma

1:00-2:20

Chair: Anna Denejkina, University of Technology Sydney

Impact of the Soviet-Afghan war on the first post-Soviet generation: a study into the transmission of war-related trauma, *Anna Denejkina, University of Technology Sydney*

(Re)telling Chimeras: The Power and Problems of Retelling Abuse, *Alex Lockwood, Southern Illinois University*

Stay At Home, Mom, *Steve Ryder, University Of South Florida*

Overcoming Trauma: Intersections of Resiliency, Privilege and Identity, *Courtney A Potts, University of Alabama*

1800 Methodological Considerations, II

1:00-2:20

Chair: Judith C. Lapadat, Faculty of Education, University of Lethbridge

Performative Memoir and the Autoethnography of Nostalgia: An Excerpt from the script "Loving Crazy", *Theresa Carilli, Purdue University Northwest*

Jazz, EB and Me: Ethical Dilemmas, *Cheryl Brewer, Texas Tech University*

Collaborative Autoethnography: Ethical Inquiry that Makes a Difference, *Judith C. Lapadat, Faculty of Education, University of Lethbridge*

A Digital Autoethnography of Co-Authoring, *Raul A. Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and Peggy Semingson, University of Texas at Arlington*

1802 Critical-Transdisciplinary STEM: A Critical Qualitative Approach to STEM Praxis in the Public Sphere

2:30-3:50

An Ethnic Studies Approach to Science Education, *LaToya Strong, CUNY Graduate Center*

Articulating Critical Numeracy: A Numeracy for The People, *Atasi Das, City University of New York*

(Re)conceptualization of Science: Knowledge(s)-Science(s) as Amoeba, *Eun-Ji Amy Kim, McGill University*

Beyond Innovation: Critical and Sustainable Approaches to Technology Education, *Jennifer Stoops, The Graduate Center, CUNY*

1803 Situational Analysis: An Interdisciplinary Panel

2:30-3:50

Mapping Spaces of Responsibilized Consumption: Notes for A Situational Analysis of Responsible Gaming in the Digital Era, *Martin French, Concordia University*

Wet Blankets, Suspect Infants, and Silent Instigators: Mapping Stakeholders and Vested Interests in the Expansion of Newborn Screening in Norway, *Sarah Beth Evans-Jordan, Norwegian University of Science and Technology*

Visual Cartographic Explorations of a High School Art Room Assemblage, *Jennifer Hamrock, Florida State University*

Mapping Competing Assessments of Pesticide Harm in the Postwar United States, *Rachel Washburn, Loyola Marymount University*

1804 Qualitative Health Research, II

2:30-3:50

Chair: Sharlene Hesse-Biber, Boston College

Genetic Testing for BRCA and Fertility Decisions, *Sharlene Hesse-Biber, Boston College, Hilary Flowers, UCLA, and Jing Jiang, Boston College*

On the Road to Real Wellness and Health Care, *Debra Askelson, Debra Askelson and Midwest Naturopathic University*

Flogging a Dead Horse or Building Communityship? Leadership and Sick Leave Practices in Norwegian Healthcare, *Rickard Johan Skjong, Norwegian University of Science and Technology*

The Underside of On-line Risk Assessment Decision Tools for Hereditary Breast Cancer, *Sharlene Hesse-Biber, Boston College, Hilary Flowers, UCLA, Keeva Farrelly, Trinity College, Dublin Ireland, and Bailey Flynn, Boston College*

1805 Spotlight: Examples of Using Social Media for Radical Activist Research

2:30-3:50

A Doctoral Student School Board Member Becomes an Activist Scholar, *Gayle S Cosby, Indiana University Purdue University Indianapolis*

Using Social Media Videos for Community-Based Scholarly Activism (CSA), *Nate Williams, Knox College*

Using a Jury-Rigged Methodology in the Service of Radical Activism, *Jim Scheurich, Indiana University - Indianapolis (IUPUI)*

1806 Reflections On Relationships, I

2:30-3:50

Chair: David Franklin Purnell, Mercer University

Finding Our Fathers, *David Franklin Purnell, Mercer University, and Daniel Clarke, University of Dundee School of Business*

Maintaining Friendships with Football: Crossing State Lines for the Texas Longhorns, *Alexander Pope, Salisbury University, and Matthew Haugen, University of Illinois*

Exploring touching moments in son-father relations, *Daniel Wade Clarke, University of Dundee School of Business*

Collaborative Autoethnography and Autobiographic Investigation: The House of Childhood, *Elaine Pedreira Rabinovich, Catholic University of Salvador, Brazil, and Ana Cecilia Sousa Bastos, Catholic University of Salvador, Brazil*

Belonging to Family through silences, *ANA CECILIA de SOUSA BASTOS, Catholic University of Salvador, Brazil, and Elaine Pedreira Rabinovich, Catholic University of Salvador, Brazil*

1807 Teaching, I

2:30-3:50

Chair: Michelle L Knaier, Purdue University

Queering Critical Autoethnography: Using Autoethnography to Develop Teacher Identity through Curriculum Development, *Michelle L Knaier, Purdue University*

Stitching Lives Together: How do Pākehā teachers create and sustain culturally responsive relationships in the secondary classroom in New Zealand?, *Julie Brien, University of Auckland/Pukekohe High School, New Zealand*

On Reflections of Teacher Role after Receiving Elite Dance Education, *HSLAO-CHEN YEH, No.101, Sec. 2, Jhongcheng Rd. Shihlin Dist., Taipei City 11153 Taiwan (R.O.C.)*

What about Culturally Relevant Teaching? A Missing Dialogue between Preservice Co-tutors in an Urban Setting, *Veronica Marie Fife-Demski, Ball State University, Angela Stefanski, Ball State University, and Amy L Leitze, Ball State University*

The Reluctant Teacher Advocate: An Autoethnographic Confessional Tale of Unintended Consequences, *Julie Pennington, University of Nevada, Reno, and Kathryn Marie Obenchain, Purdue*

1808 Spotlight: Methodological examinations of qualitative research interviews: Unpacking interview talk

2:30-3:50

1. Social studies of interviewing: Contributions from ethnomethodologically informed analyses, *Kathryn Roulston, University of Georgia*
2. Continuers in research interviews: A closer look at interview style and the construction of talk, *Elizabeth Pope, University of Georgia*
3. Gender talk in the Caucasus: A membership categorization analysis of interviews, *Brigette A. Herron, University of Georgia*
4. Constructing lgbtq teacher ally membership categories through focus group talk, *Stephanie Anne Shelton, The University of Alabama*

1809 Writing, Exploring, Learning: Writing as Method of Pedagogical Discovery

2:30-3:50

Linguistic Autobiographies and Personal Exploration: Teachers of English Language Learners Exploring their Own Beliefs Regarding Dialects and Linguistic Difference, *Joshua Michael Cruz, Arizona State University, and Kate Anderson, Arizona State University*

ADHD Pedagogy: Writing through, with, and for Attention Deficit Hyperactivity Disorder, *Susan Naomi Bernstein, Arizona State University*

Critical Theory in the Basic Writing Classroom: Pushing Students, Pushing Limits, *Ian James, Arizona State University*

Integrating Arts into the Basic Writing Curriculum: Building Skills and Confidence, *Amanda Luszeck, Arizona State University*

1810 The Phenomenological: An Interdisciplinary Reflection

2:30-3:50

Chair: Phil C Langer, International Psychoanalytic University Berlin

Where Do You See A Bridge? A Proposal for Resolving Yet Another Paradigmatic Tension in Qualitative Methods, *Phil C Langer, International Psychoanalytic University Berlin, and Claudius Wagemann, Goethe-University Frankfurt*

A Poetry Tribute to William F. Pinar: An Extended Metaphor for Understanding Curriculum as Phenomenological Text, *Cheryl Brewer, Texas Tech University*

Re-conceptualizing Method Features, Restoring the Qualitative Frame, *Michael Zhang, University of Sydney, and Ann-Kathleen Dieudonne Ndinga, University of Illinois at Urbana-Champaign*

Conceptualizing Post-Intentional Phenomena as Thresholds, *Jennifer Niedzielski, The University of Minnesota, and Mark D. Vagle, The University of Minnesota*

Pokétalk: Variations in Pokémon Go Discourse During Phenomenological Interviews, *Keri Duncan Valentine, West Virginia University, and Lucas Jensen, Georgia Southern University*

Multi-phased analysis of drawings as means for revealing mental models of personal information spaces., *Sharon Hardof-Jaffe, Levinsky college of education, and Ruthi Aladjem, TAU*

1811 Religion

2:30-3:50

Chair: Elizabeth Pope, University of Georgia

Aspiring Teachers' Religious Identity: Using Narrative Inquiry to Explore Religious Beliefs, Experiences, and Commitments, *Alexandra M. Weiss, Indiana University*

Salvation and/ or repression? The role of Pentecostal Discourse in the Reproduction of Structural Violence., *Douglas Avella-Castro, University of Washington Seattle*

"This is a head, heart, and hands enterprise." Interfaith dialogue and perspective transformation, *Elizabeth Pope, University of Georgia*

Women and Leadership in the Kenyan Anglican Church, Kenya: Becoming a Canon, *Anne Namatsi Lutomia, University of Illinois at Urbana Champaign, Gerald Andrew Akolo, Masinde Muliro University of Science and Technology, and Livingstone Lutomia, Kenyatta University*

1812 Karaoke to go: transmogrifying sexual and gender normativity within academia

2:30-3:50

Karaoke to go: transmogrifying sexual and gender normativity within academia, *Teija Rantala, University of Helsinki, Angelo Benozzo, University of Valley d'Aosta, Neil Carey, Manchester Metropolitan University, Adam Clark, ASU, Marco Gemignani, Duquesne University, Leslie Pourreau, Kennesaw State University, and Justin Hendricks, University of Florida*

1813 Anti-Racism in Theory and Practice: Bridging Critical Race Theory and New Materialisms

2:30-3:50

Considering the Importance of Ontology in CRT Research, *Oona Fontanella-Nothom, University of Missouri*

Present Absences and Theoretical Convergences, *Asilia Franklin-Phipps, University of Oregon*

Racializing Assemblages and the University: Racial Realism Realized?, *Paul William Eaton, Sam Houston State University*

Considering Allyship in Theory and Practice, *Mary R. Adkins Cartee, T.L. Hanna High School; The University of British Columbia*

1814 Shaking Foundations: Locating Meaning in Ambiguity

2:30-3:50

Diagramming the Unthought, *Jack Richardson, Ohio State University - Newark*

Funny feeling, *Elke Mark, Europe-University Flensburg, Germany*

The Exchange Spectrum: Theatre of the Curious, *Karie Miller, The Ohio State University*

What is an Original Contribution to the Field?, *Stephen Morrow, Ohio State*

1815 Knowledge Construction and the Arts

2:30-3:50

Chair: Kerstin Söderström, Lillehammer University College

Visualizing the invisible. Exploring arts-based research with vulnerable infants and parents., *Kerstin Söderström, Lillehammer University College*

Building Bridges, Breaching Walls, (*Donna*) *Christine O’Leary Rockey, Indiana University of Pennsylvania*

Practice Based Inquiry: Situating the Practitioner’s Self and his embodied knowledge in Art and Design Research, *Aneesha Sharma, National Institute of Design (NID)*

1816 Exploring Issues of Gender

2:30-3:50

Chair: Lisbeth Berbarry, University of Waterloo

I Have No Doubt We Live in a Rape Culture, *Ab Ran Koo, The Ohio State University*

The Comedy Club: A Gendered Space Full of Shadows., *Gabriella Maestrini, The University of British Columbia*

How the Golden Girl Lost Her Shine – Using I-poems to Unearth the Unconscious, *Rajesh R Patel, Youth and Community Work Manchester Metropolitan University*

Sculptures Installed in Public Places and Societal Concepts of Gender, *Refa Emrali, TC.*

Considerations for Artist/Researcher Collaborations in Comic and Graphic Novel Representations, *Lisbeth Berbarry, University of Waterloo*

**1823 The Gift that Keeps on Giving: A Black Feminism Class'
Interpretations of Alexis Pauline Gumbs' Spill**

2:30-3:50

Spilling into Black Feminist Fugitivity, Intersectionality, and Abolition, *ArCasia Deacon James, The University of Illinois Urbana-Champaign, Department of Education Policy, Organization, and Leadership*

How I Found My Black.Feminisms. Queer: Quirky Girls, *Leslie K Morrow, University of Illinois at Urbana-Champaign*

Making Space and Being (in)Visible: Dance as Exploratory Abolition Work, *Melanie A Kirkwood, University of Illinois at Urbana-Champaign, Department of Curriculum and Instruction*

I See You: Everyday Scenes of Black Feminist Fugitivity, *Tiffany Octavia Harris, University of Illinois at Urbana-Champaign; Education Policy, Organization, and Leadership*

Leadership and Freedom, *Verna Orr, University of Illinois, Urbana-Champaign*

**1825 When the Public and the Academy Collide: Critical
Narratives of Authentic Classroom Dialogue in a Trump
Era**

2:30-3:50

1834 Foucault, I

2:30-3:50

Chair: Laura Elizabeth Smithers, University of Oregon

The discursive relationship between Student Affairs and Academic Affairs: Using a Foucauldian genealogy to reveal power relations in higher education, *Aaron Voyles, The University of Texas at Austin*

Seeing Students Like an Institution: A Genealogy of Undergraduate Student Success, *Laura Elizabeth Smithers, University of Oregon*

Math is in the title: (Un)learning the subject in education research, *Susan Ophelia Cannon, Georgia State University, Kayla Myers, Georgia State University, and Sarah Bridges-Rhoads, Georgia State University*

Tracing the Genealogy of Photovoice: How Did We Get Here?, *Amanda Latz, Ball State University*

Judging a Book by its Cover: Exploration of how Physical Appearance Affects the Counselling Space., *Jess Erb, University of Edinburgh*

1835 Critical Pedagogy, II

2:30-3:50

Chair: Lizette Berenice Gonzalez-Martinez, Universidad Autonoma de Nuevo Leon

Alternative Education: A View From the Trenches, *Jennifer L Martin, The University of Mount Union, and Julia Persky, Texas A&M University*

Humility as Critical Action: Toward Humanizing Research within a Dehumanizing Educational Landscape, *Kerry Dixon, The Ohio State University*

Reflective teaching practices for Self-knowledge, *Lizette Berenice Gonzalez-Martinez, Universidad Autonoma de Nuevo Leon, and Magda Garcia-Quintanilla, Universidad Autonoma de Nuevo Leon*

Remapping Learning Opportunities: Educational Reform from the Perspective of Inner-City Community Groups, *Shana Nicole Riddick, University of Illinois, Urbana-Champaign*

Human Emancipation and Museums, *Diana Costa de Castro, Fundação Getulio Vargas / Universidade Federal Fluminense, and Fátima Bayma de Oliveira, Fundação Getúlio Vargas (EBAPE)*

1836 Critical Race Theory, IV

2:30-3:50

Chair: Venus E Evans-Winters, Illinois State University

The Physical Culture of Diversity Work: A Case Study of Embodied Inclusion and Exclusion at the University of Maryland, *Stephanie Cork, the University of Maryland, College Park*

Racism in the Workplace, *Jillian Piotrowski, County College of Morris*

Mentoring or Musing Relationships: Which Way? A Qualitative Inquiry into the Importance of this Relationship, *Venus E Evans-Winters, Illinois State University, and Tiwana Wingfield, Illinois State University*

From Anansi to Spider-Man: Critical Race Theory, Education, and Superheroes, *Michael Benjamin Dando, University of Wisconsin-Madison*

1837 Feminist Qualitative Research, III

2:30-3:50

Chair: Katharina A. Azim, University at Buffalo, SUNY

Sufferable Intimacy: Dyspareunia at the Intersections of Gender, Sexuality, and Conservative Christianity, *Alison Happel-Parkins, University of Memphis, and Katharina A. Azim, University at Buffalo, SUNY*

Aborted Stories: Enfleshed Narratives of Resistance From the Clinic, *Katharina A. Azim, University at Buffalo, SUNY, and Alison Happel-Parkins, University of Memphis*

Applying Feminist Research Principles to Online Qualitative Research, *Adrienne Trier-Bieniek, Valencia College*

Invulnerable Intimacies and Robot Research: Becoming a Qualitative Scholar in Post-Feminist Times, *Elizabeth E. Blair, Beloit College*

Plenary: Seeing and Being Seen, Hearing and Being Heard: Challenges for Qualitative Inquiry in Public Spheres Pt. 2

1838

2:30-3:50

The Value of Qualitative Inquiry for Public Policy, *Joseph A. Maxwell, George Mason University, US*

Making it Relevant - Qualitative Inquiry in the Public Sphere, *Uwe Flick, Freie Universität Berlin, Germany*

Making a Difference with Participatory Democracy, *John Johnson, School of Social Transformation, Arizona State University, US*

Going Naked in Public: Speaking to Audiences to Whom We Rarely Speak,
Yvonna Lincoln, Texas A & M

What's Really Happening Out There? Making Welfare Recipients Visible through
Qualitative Inquiry as a Means of Policy Advice in Germany, *Andreas Hirsland,*
Institute for Employment Research

1839 Plenary: Writing About Writing: The Work of Words

2:30-3:50

1848 Making Memoirs and Making Sense in Autoethnography

2:30-3:50

1849 Disability

2:30-3:50

Chair: Julie-Ann Scott-Pollock, University of North Carolina Wilmington

Shh, Don't Speak: The Act of Overcoming Silencing and Empowering Acts of
Education, *Margaret Ann Robbins, The University of Georgia, and James Coda, The*
University of Georgia

Encounters with the White Coat: Becoming a Sex and Disability Researcher in a
Wheelchair, *Inge Griet Emy Blockmans, Ghent University/KU Leuven (Belgium)*

Head Space: An Autoethnographical Examination of How Online Gaming
and Teaching Forums Create Public Spaces, *Karen M Hansen-Morgan, Ball State*
University, and Aletta M Sanders, Ball State University

My Disabled Body's Story: A Hyper-Embodied Approach to Research, Art and
Life Through Personal Storytelling Face-to-Face, On the Stage, and Through Film,
Julie-Ann Scott-Pollock, University of North Carolina Wilmington

Hiding Sleep: Place, Hidden Disability and Narcolepsy, *Nicole Eugene, Ohio*
University

Talking my/your talk, reading our bodies in conversations about autism, *Sarah Helps, Consultant Clinical Psychologist, Systemic Psychotherapist*

1850 Directions in Autoethnography, I

2:30-3:50

Chair: Dinah Armstead, University of Illinois at Champaign Urbana

Being There, or Not: Opacity, Translucency, and Transparency in Ethnography, *myrdene anderson, purdue university*

What do we mean by research? A reflexivity and a manifesto, *Literacies in Second Languages Project, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Self & Auto-Ethnography in Organizational Behavior Research, *Rajiv Kumar, IIM Calcutta*

Diversity and Intercultural Competence through Study Abroad, *Dinah Armstead, University of Illinois at Champaign Urbana*

I am a Left Handed Person Too: Self-Narrative as a Left Handed Person in Korea, *Jeongeun Park, RST at U of I, and Carla A Santos, RST at U of I*

Investigating instructor flexibility through the lens of SoTL: An autoethnographic SoTL approach, *Megan Adams, Kennesaw State University*

1852 Interrogating STEM

4:00-5:20

Chair: Theodora Ann Lightfoot, IISSE

Perceptions of Minority Science, Technology, Engineering, and Mathematics (STEM) Majors, *Audrey Meador, West Texas A&M University*

Using a Participatory Group Analysis with Undergraduate Women in STEM, *Batsheva Guy, University of Cincinnati, Olivia Hill, University of Cincinnati, Tziporah Serota, University of Cincinnati, Lauren Leesman, University of Cincinnati, Caroline Cain, University of Cincinnati, Chara Hood, University of Cincinnati, and Catherine Guy, University of Cincinnati*

Attitude and Persistence towards STEM: Broadening the Definition through the STEM Community Enabled Participatory Lens. Cijy E. Sunny, Educational Studies, University of Cincinnati, *Cijy Elizabeth Sunny, University of Cincinnati, Daniel McLinden, Division of General & Community Pediatrics, Cincinnati Children's Hospital Medical Center, and Kathie Maynard, Office for Innovations and Community Partnerships, University of Cincinnati*

Why STEM? Why not Humanities?, *Theodora Ann Lightfoot, IISSE*

Counter Narratives of Success: African-American Woman Achieving PhDs in Computer Science, *Yanika Antionette Patterson, Aurora University*

1853 Friendships

4:00-5:20

Chair: Jennifer Whalen, University of South Florida

Bridging Compliance and Inquiry, *Glenn Allen Phillips, University of Texas at Arlington*

Outlaw Ducklings, the Journey Home, and Family that Fits: Currere as Sacred Space, *Jennifer L. Martin, The University of Mount Union, and Julia Persky, Texas A&M University*

Writing friendship: Online exchanges that connect long-distance friendships, *Jennifer Whalen, University of South Florida, and Aaron Johnson, University of South Florida*

Babysitting Nemo: A look at how friends help out when breakups/relational disruptions occur, *Jennifer Whalen, University of South Florida, and Aaron Johnson, University of South Florida*

1854 Qualitative Health Research, III

4:00-5:20

Chair: Mirliana Ramirez, Department of Nursing, University of Chile

Older Adults' Biggest Fear: Boredom, *Jaesung An, University of Illinois at Urbana Champaign, and Laura L. Payne, University of Illinois at Urbana Champaign*

Social Motivations for On-Going Participation in a Group Fitness Program for Older Adults, *Kelsey LeFevour, University of Illinois, Urbana-Champaign, and Toni Liechty, University of Illinois, Urbana-Champaign*

Crystal's soul, something
Nursing, University of Chile

, *Mirliana Ramirez, Department of*

Narrative research to bridge the gap between doctors and patients in difficult contexts, *Carolina Martinez-Salgado, Universidad Autonoma Metropolitana (Xochimilco)*

Social media and qualitative inquiry - possibilities and problems with new forms of telling and visibility in neoliberalism contexts

1855

4:00-5:20

Chair: Julianne Cheek, Østfold University College

The Cost Of Page Numbers, *James Salvo, University of Pittsburgh, Bradford*

Blurring the Conversation: Scholarly Publishers' Use of Social Media for Product Promotion, *Mitch Allen, Scholarly Roadside Service*

The researcher selfie: The new season 's 'must have' fashion/research accessory, *Julianne Cheek, Østfold University College*

Encountering post-truths and fabricated subjects in social media, *Mirka Koro-Ljungberg, Arizona State University, David Carlson, Arizona State University, and Anna Montana Cirell, Arizona State University*

1856 Reflections On Relationships, II

4:00-5:20

Chair: Janelle Ward, Erasmus University Rotterdam

Performing Polynormativity: Finding "Normal" in Polyamorous Relationships, *Tessa Vaschel, Bowling Green State University*

Autoethnographic Reflections on Dating App Self-Presentation, *Janelle Ward, Erasmus University Rotterdam*

Over the Rainbowship, *Han-Yang Hou, University of Taipei, and Minchun Chiang, University of Taipei*

Why I Broke-up with a TV Show: Supernatural and Theories of Pleasure, *Linda Baughman, Christopher Newport University*

1857 Teaching, II

4:00-5:20

Chair: Melissa Tombro, State University of New York - The Fashion Institute of Technology

Teaching Autoethnography: Personal Writing in the Classroom, *Melissa Tombro, State University of New York - The Fashion Institute of Technology*

Autoethnography, Narrative Analysis, and a Principal's Reflection on Moral Purpose, *James Lane, University of Phoenix*

Social Media, Information Policy and Online Teaching and Learning, *Dian Walster, Wayne State University School of Library and Information Science*

It's Alive! Generating a Collaborative Monster in the Classroom, *Chris J Patti, Appalachian State University*

A Duoethnography Questioning the Influence of Spirituality on Mathematics Instruction, *Dan W Royer, Ball State University, and Amy Baize-Ward, Ball State University*

1858 Learning critical qualitative research

4:00-5:20

Learning to 'do' critical qualitative research: The importance of trust, vulnerability and patience, *Karen Campbell, McMaster University, and Corinee Hart, Ryerson University*

Honing the Craft in 5 Easy Steps: Learning to Do Critical Qualitative Research along the Graduate Student Journey, *S. W. Underwood, University of Toronto*

Learning through Doing: Doctoral Students' Experience Learning Foucauldian Discourse Analysis in the Field of Public Health, *Lisa Dias, University of Toronto, and Martyna Janjua, University of Toronto*

As opposed to knowledge. Interpretation as subversive practice in Critical Qualitative Inquiry., *Drew J. Mazyck, International Psychoanalytic University Berlin*

1859 The Visual in Qualitative Research

4:00-5:20

Chair: Mustafa Ulusoy, Gazi University, Ankara, Turkey

The Doxic Life World of Early Career Supervisors: Analysing Subject-Produced Adult Drawings, *Jeanette E Maritz, University of South Africa, and Paul Prinsloo, University of South Africa*

Education Majors' Perceptions of Social Injustices, *Casey Dianna Gilewski, Coker College*

Going Blind in Visuals Research: Difficulties in organizing and Making Sense of Visual Data, *Carolina Hidalgo- Standen, Universidad de La Frontera, and Maria P Gomez- Arizara, Universidad de Los Andes*

A picture is worth a thousand words, but who should generate these pictures?, *Kyle Miller, Illinois State University*

Second Graders' Oral, Written, and Artistic Responses towards Picturebooks, *Mustafa Ulusoy, Gazi University, Ankara, Turkey, and Dilek Altun, Abi Evran University*

1860 Uses of Reflexivity: An Interdisciplinary Reflection

4:00-5:20

Chair: Susan Mintzberg, McGill University

Looking for Charisma: Researcher Reflexivity in Cases of Extreme Instance Snowball Sampling Related to Personality, *Sophia Holeman, Arizona State University*

Cross-Cultural Mirrored Reflections: Looking Back to Reflexively Move Forward, *Veronica Richard, Concordia University Chicago, and Eric Douglas Teman, University of Wyoming*

From my Self-Reflection to the Study of the Emotions in the Tenure Process, *Evelyn Morales Vazquez, University of California, Riverside*

Practice teaching in a primary school with a Proyect of the Centre based on inclusion and theatre., *Paulina BAUTISTA CUPUL, UNIVERSIDAD DE GRANADA*

When research gets personal: navigating between two worlds, *Susan Mintzberg, McGill University*

“Be authentic!” – A subjectivation analysis in the realm of professional politics in Germany, *Alexander Geimer, University of Hamburg*

1861 Colloquium Proposal: Can national identity ever have ‘fundamental values’?

4:00-5:20

Fundamental ‘British’ Values. Radicalising ‘British’ children into a manufactured concept of ‘British’ness. A problematization from an Englishman at Liverpool Hope, *Alan Hodkinson, Liverpool Hope University*

‘Fundamental British Values’: what’s fundamental? what’s value? And what’s (now) British?, *Joseph Maslen, Liverpool Hope University*

Pseudology and Trojan horses: responses to the Donald Trump election and the Muslim ‘conspiracy’ in UK schools, *Zaki Nahaboo, Liverpool Hope University*

Tolerance in Fundamental British Values: A case study on young British-Turkish people in Northwest England, *Asli Kandemir, Liverpool Hope University*

Re-imagining ‘national’ values in education policy through the lens of cosmopolitanism, *Andrea Bullivant, Liverpool Hope University*

National identity and the prevalence of ableist and disablist ideologies, *Ella Houston, Liverpool Hope University*

1862 Music

4:00-5:20

Chair: Alexander Pope, Salisbury University

Public Positionality: Exploring Researcher Stance through Musical Selections, *Alexander Pope, Salisbury University*

Racism, Ritual, and the Revival of Past Musical Genres, *Brant Downey, Mount Royal University*

Soundtracks of recovery: Popular music as a narrative framework for storying addiction and recovery, *Paul A Maxfield, Kansas State University*

Sound Art, Social Justice:, *Walter S Gershon, Kent State University*

1863 **Negotiating the Edges and Margins: The Cases of Race,
Nonreligion, and Self-harm**

4:00-5:20

Self-injury and Risk: Considering an Edgework Approach, *Brittany Elyse Presson, University of Missouri, Carol Rambo, University of Memphis, and Degan Loren, University of Memphis*

“God Smites You!”: Atheists’ Experiences of Stigma and Identity Politics, *Degan Loren, University of Memphis*

Who lives in Memphis?: Understanding a highly Latina/o populated neighborhood in Memphis, Tennessee, *Melissa Garcia, University of Memphis*

I am a Cartoon: How Native Americans Regard Native American Caricature Iconography, *Anthony J. Stone, University of Memphis*

The Dialectics of Stigma, Silence, and Misunderstandings in Suicidality Narratives, *Taylor Binnix, University of Memphis, Carol Rambo, University of Memphis, Seth Abrutyn, University of Memphis, and Anna Mueller, University of Chicago*

1864 **Visual Encounters: Exploring Teaching, Research, and
Data Analysis in Art Education**

4:00-5:20

Visualizing Vicissitudes in Preservice Preparation Through Games, *Christina Bain, University of North Texas, and Joana Hyatt, Lamar University*

Collage as Encounter: Being-with New Art Teachers amid Contemporary Assemblages of Education, *Christina Hanawalt, University of Georgia*

Art Student Teaching Seminar: Negotiating Meaning Through Inquiry, *Downi Griner, Emporia State University*

Adventures in Data Analysis: Reflections on Teaching Post-Coding Data Analysis, *Samantha Nolte-Yupari, Nazareth College*

1865 Lode's Code: An Autoethnographic Film

4:00-5:20

Chair: Marieke Vandecasteele, 1989

auto-ethnographic film 'Lode's Code,' *Marieke Vandecasteele, 1989*

1866 Exploring Psychological Experience through Art

4:00-5:20

Chair: Kerstin Söderström, Lillehammer University College

Art and mourning: Intuitive and creative exploration of the experience of mourning in clinical context., *Ana María Medina, Pontificia Universidad Javeriana, María Teresa Buitrago, Pontificia Universidad Javeriana, and Angela María Sierra, Pontificia Universidad Javeriana*

Processing Grief through Art-Making, *Aravindhnan Natarajan, University of Toledo*

Baby Eva's monologue. Unmet needs and caregiving breakdown from the infant's perspective, *Kerstin Söderström, Lillehammer University College*

There is No (W)hole: Using Wordless Allegory as Arts-Based Research to Democratize Psychoanalytic Theory, *Jeff Horwat, Indiana University South Bend*

Caravaggio's naturalism as a way to illuminate qualitative research, *Luca Tateo, Aalborg University*

1873 Spotlight: Exploring Cultural Backgrounds by Performing the Embodied Dialogue of Music

4:00-5:20

1875 Unbuilding the Wall: Multicultural Education Under Trump

4:00-5:20

Make School Great Again: Unbuilding the Wall Around School, *Rouhollah Aghasaleh, Georgia State University*

Our Love Knows No Boundaries, *Darius Phelps, University of Georgia*

Breaking Down The Wall with Multicultural Comics: Studying The New Ms. Marvel with Critical Literacy Skills, *Margaret Ann Robbins, The University of Georgia*

1884 Foucault, II

4:00-5:20

Chair: Paula M Dawidowicz, Walden University

Renaissance of Abstinence-Only-Until-Marriage, *Cindy Blair, The University of Georgia*

Introducing Foucault's Ethics to a sport child sexual abuse case, *Montserrat Martin, Universitat de Vic, Ester Checa, Universitat de Vic, and Albert Junçà, Universitat de Vic*

The Interplay of Symbolic Interactionism, Foucault, and Cultural Minorities, *Paula M Dawidowicz, Walden University*

Mapping Discourse Analysis in Organization Studies field in Brazil, *Ana Christina Celano Teixeira, IBMEC, Lilian Monteiro Alfaia, Universidade Federal de Juiz de Fora, and Fernanda Filgueiras Sauerbronn, FACC/UFRJ*

1885 Education: Online Education

4:00-5:20

Chair: Tabassum Amina, University of Illinois at Urbana-Champaign

Being "relational" online, *Carol Isaac, Mercer University-Atlanta*

Perceptions and experiences of Students and their instructors on Online versus Face-to-face classrooms, *Rahime Filiz Kiremit, Necmettin Erbakan Üniversitesi*

Norms at Work in an Online Collaborative Environment, *Funda Ergulec, Indiana University, and Zulfukar Ozdogan, Indiana University*

MOOC platform: Experiences of a South Asian woman, *Tabassum Amina, University of Illinois at Urbana-Champaign*

Stop Pouring New Wine into Old Flagon: Organic Mentoring for Nontraditional Adult Learners in Graduate Programs, *Jinhee Choi, Pennsylvania State University, Carol Rogers-Shaw, Pennsylvania State University, and Davin Carr-Chellman, University of Idaho*

1886 Postcolonial Inquiry

4:00-5:20

Chair: Jim Scheurich, Indiana University - Indianapolis (IUPUI)

From independence to dependency: Critical incidents analysis of a senior government official of Botswana, *Byoung-gyu Gong, Arizona State University, and Mirka Koro-Ljungberg, ASU*

Women in ethnic conflict: A critical ethnography of female combatants in the Provisional Irish Republican Army through the lens of postcolonialism, *Melinda Moore, University of Georgia*

Radically Redefining Research as Community Building, *Jim Scheurich, Indiana University - Indianapolis (IUPUI)*

Decolonizing Minds and Methods: A Methodological Interventions in Higher Education Research, *Leslie D. Gonzales, Michigan State University, and Penny Pasque, University of Oklahoma*

The Importance of Historical Knowledge in Our Ongoing Pursuit of 'Good Work', *Anthony Kwame Harrison, Virginia Tech*

1887 Feminist Qualitative Research, IV

4:00-5:20

Chair: Alycia M. Elfreich, Indiana University, Indianapolis

Surviving and resurging as the "Ave Fénix". Life history of an enterprising woman., *MAGDALENA SUÁREZ-ORTEGA, UNIVERSIDAD DE SEVILLA, M.Fe Sánchez-García, UNED, Madrid, Esther Muñoz Navarro, Universidad de Sevilla, and M^a Isabel Fariña Sánchez, Universidad de Sevilla*

Perseverance, Will, and Transformative Resistance: A Latina Mother's Story of Lo Cotidiano, *Heidi Regina Bacon, Southern Illinois University Carbondale*

A Discourse Analysis of Educational Sexual Assault Prevention Programs, *Victoria L. Dickman-Burnett, University of Cincinnati*

Commitment to Method: Ontological Considerations in Critical Feminist Research, *Alycia M. Elfreich, Indiana University, Indianapolis, and Leah K. Peck, Indiana University*

Not only a Scholar, but Female, Brown, and ESL: Challenges of Interviewers with Non-mainstream Identities, *Ariadna Isabel Lopez Damian, University of California, Riverside, and Evelyn Morales Vazquez, University of California, Riverside*

Plenary: Seeing and Being Seen, Hearing and Being Heard: Challenges for Qualitative Inquiry in Public Spheres Pt. 3

1888

4:00-5:20

Critical Pedagogy in a Politicized Public Sphere, *Norman Denzin, University of Illinois*

Getting our qualitative 'out there' into the public sphere. But where is 'out there' and how do we work out who to tell what to?, *Julianne Cheek, Østfold University College, Halden, Norway*

Digital Research in the (More) Public Sphere, Part 1: The Challenges and Benefits of Influencing Human Technological Futures, *Nancy Baym, Microsoft*

Digital Research in the Public Sphere Part 2: The Reprise of Critical Theory as Public Contribution, *Annette Markham, Aarhus University, DK*

1889 Plenary: Narrative Performance

4:00-5:20

Storytelling research in a post-truth context: "That reminds me of a story...", *Patrick J Lewis, University of Regina*

Unbecoming: Voluntary migration and narrative fissures, *Lace Marie Brogden, Laurentian University*

Qualitative Research as Waves of Engagement, *Kitrina Douglas, Leeds Beckett University, and David Carless, Leeds Beckett University*

Navigating Landscapes: A story of paddling with international students through a guided trail walk methodology, *Michelle K Brunette, Nippissing University*

1898 Memory

4:00-5:20

Chair: Grace Giorgio, UIUC

“News comes” Autoethnographic Sketches in a Media Age, *Peter Joseph Głowiczki, Coker College*

Autoethnography as Foucauldian Askēsis: A Promise for the Care of the Self and Others, *Jeong-Hee Kim, Texas Tech University*

When Memory Performs: Public Narratives of Private Histories, *Alesa McGregor, Bowling Green State University*

Russia Remembered: An Autoethnography Lost and Found, *Grace Giorgio, UIUC*

Going Back to Childhood Place as a Researcher, *Leyla Bektas-Ata, Sisli Vocational School*

1899 Neoliberalism

4:00-5:20

Chair: Brandon O. Hensley, Wayne State University

Critical Stories Save: Assembling Voices to Resist the Neoliberal Assault on Higher Education, *Brandon O. Hensley, Wayne State University*

The Impact of Neoliberal Culture on the Identity of One Professor: Who am I Now?, *Minnie Bluhm, Eastern Michigan University*

Deconstructing the Neoliberal Self: An Autoethnographic Documentary, *Bradly James McDonald, Brock University*

Local Adaptations to Liberalized Markets and Modernity: The Cases of ‘Sakawa’ and ‘419’ in Ghana, *Matthew Gmalifo Mabefam, University of Melbourne, and Azindow Yakubu Iddrisu, University of Ghana*

Challenging Cultural Curricular Hegemony: Explorations through an autoethnography of teaching in the UAE, *Eugenie Samier, American University in Ras Al Khaimah*

1900 Directions in Autoethnography, II

4:00-5:20

Chair: Djenane Ramalho de Oliveira, Universidade Federal de Minas Gerais (UFMG)

When data analysis makes you cry: A autoethnographic cautionary tale, *Raul A. Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Autoethnography and the transformational path of the profession of pharmacy: Supporting our move towards the people, *Djenane Ramalho de Oliveira, Universidade Federal de Minas Gerais (UFMG), Simone A.M. Mendonça, UFMG, Yone Almeida Nascimento, Universidade Federal de Minas Gerais (UFMG), and Erika L. Freitas, Regis University*

Our Stories Change the World: An Exploration of the Testimonial Loop Model, *Suzanne Pullen, San Francisco State University*

Knowing like those left behind: Experiencing the perceptual intelligence of the American craft worker, *Tom Martin, Oxford University*

Reconsidering reflexivity, mimesis, and related issues: Heightened performative autoethnography, *William M Sugbrua, Universidad Autónoma Benito Juárez de Oaxaca*

1952 **Education: Teaching Qualitative Methods**

9:30-10:50

Chair: Stephanie Masta, Purdue University

Teaching Qualitative Methods: Insights and Possibilities, *Sherri Colby, Texas A&M University-Commerce, and Brett Bodily, North Lake College*

Teaching by Doing: Qualitative Methods in Action in the Classroom, *Rosemary Frasso, University of Pennsylvania, and A Golinkoff, University of Pennsylvania*

Design as Distance: Understanding the Relationship Between Paradigm and Design, *L. Earle Reybold, George Mason University*

“For certain things there are no words”: Using art to develop doctoral student’s research interests in a qualitative research course, *Sara Scott Shields, Florida State University, and Cindy Jesup, Florida State University*

Developing Qualitative Researchers: Classroom Insights and Perspectives, *Stephanie Masta, Purdue University*

1953 **Envisioning Art Education through a Reggio Philosophy Lens: Four Stories from Community-Based, Museum-Based, and University-Based Contexts**

9:30-10:50

What is Reggio?, *Mary Soylu, Independent Scholar*

Reggio-Inspired Pedagogy: Snapshots of Children Engaged in Reggio Practices, *Frances Samarripa, Founder Line+Form Atelier*

Valuing Each Loop of the Scissors: Bringing Reggio Emilia into the Museum, *Heidi Davis-Soylu, Indianapolis Museum of Art*

Considering Children as Curators: Making Children’s Thinking Visible through Reggio Emilia Philosophy, *Dianna Huxhold, Weber State University*

1954 Ethical Considerations

9:30-10:50

Chair: Guy Enosh, University of Haifa

Ethical Considerations of Designing Studies with Teen Co-Researchers, *Rachel M. Magee, University of Illinois Urbana-Champaign, and Margaret Buck, University of Illinois Urbana-Champaign*

Ethical Considerations in Qualitative Inquiry: Working with Vulnerable Populations, *Deserai Miller, University of Illinois, Kimberly A. Patton, University of Illinois, and Catherine Corr, Vanderbilt University*

Ethical review boards in Israel: History, variety, and the hermeneutics of trust/distrust, *Guy Enosh, University of Haifa, Maya Peled-Raz, University of Haifa, Shay S. Tzafrir, University of Haifa, Israel (issi) Doron, University of Haifa, and Yael Efron, Zfat College*

At the Intersection of Evaluator Privilege and Ethics: Enlisting Dewey's Perspective, *Jori Hall, University of Georgia*

1955 Resisting Donald Trump

9:30-10:50

Chair: Neila Miled, University of British Columbia

A Requiem for Reason: Theories of Change for the Post-Enlightenment, *Matthew C Graham, University of Oregon*

"Muslim Youth and School Ethnography under Trump Ban; Embracing the Public, rethinking the Critical", *Neila Miled, University of British Columbia*

One Nation Under Trump: A Clarion Call for Qualitative Researchers, *Susan Croteau, Texas State University*

A citizen of the world, she is the citizen of nowhere, *Tarlan Chahardovali, Florida State University*

1956 Thinking Critically About Race, I

9:30-10:50

Chair: Rufina Cortez, University of Illinois

“No more black face!” How can we get people to change their minds about Zwarte Piet?, *Janelle Ward, Erasmus University Rotterdam, and Renata Rocha, Erasmus University Rotterdam*

Check yo’ stuff: A Black feminist rant to ‘allies’ seeking “dialogue” in precarious times, *Karla D Scott, Saint Louis University*

Brokering Our Presence in Academia as Border Crossers, *Rufina Cortez, University of Illinois*

Endangered pedagogues: The impact of the neoliberal regime on engaged scholarship and political activism in critically conscious research, *Venus E Evans-Winters, Illinois State University, and Jennifer Esposito, Georgia State University*

1957 Family, I

9:30-10:50

Chair: Alexander Pope, Salisbury University

Teaching My 100-Year History, *Alexander Pope, Salisbury University*

Balancing Family: How families communicate balancing work, life, and having kids in school., *Terra Rasmussen Lenox, University of Wisconsin-Milwaukee*

Guilt, grief, and... relief?: An autoethnography of family communication following a substance misuse-related death, *Sydney O’Shay-Wallace, Wayne State University*

1958 **Spotlight: Pushing Boundaries, Crossing Divide: New Frontiers in Critical Qualitative Inquiry**

9:30-10:50

Teaching (As) Critique, *Maki Iwase, University of Toronto*

Doing Critical Qualitative Research in War and Violent Conflicts: negotiating roles, challenging political/academic discourses, and opening up learning spaces for students, *Phil C Langer, International Psychoanalytic University Berlin*

Implicit Co-Production of Masculinity and the Epistemic Subject: On the Reflexive Potential of Critical Qualitative Inquiry in Science and Engineering, *Tanja Paulitz, Technical University Darmstadt, Susanne Kink, University of Graz, and Bianca Prietl, Technical University of Darmstadt*

Indigenizing Social Science Inquiry in China, Taiwan, and Hong Kong, *Ping-Chun Hsiung, University of Toronto, Scarborough*

1959 Neoliberalism in the Academy

9:30-10:50

Chair: Amy Stich, Northern Illinois University

Understanding Neoliberalism Through the Narratives of the Academic Profession, *Evelyn Morales Vazquez, University of California, Riverside*

Some Kind of Joke: Consulting Firms in Intercollegiate Athletics, *Ryan King-White, Towson University*

In Defense of Qualitative Data: Rumor, Gossip and other Abstractions, *Amy Stich, Northern Illinois University, and Jodi Lampi, Northern Illinois University*

Rigor and Academic Trustworthiness? Legitimizing Qualitative Worth Using Creative Humanistic Educational Research, *Betsy Crawford, Kansas State University*

Using Qualitative Inquiry to Unpack Manifested Neoliberal Ideologies in Higher Education through Critical Discourse Analysis, *Trisha Gott, Kansas State University*

1960 Materiality

9:30-10:50

Chair: Becky M Atkinson, University of Alabama

Bodies as Architects of Experience: Witness to the “Really Real”, *Becky M Atkinson, University of Alabama*

Who chooses whom? A transmedial analysis of attributes and materiality, *Polina Golovatina-Mora, Universidad Pontificia Bolivariana, and Raul A. Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

An Embodied Becoming-Other: the Mutually Entangled Spirit and Engagement in Research, *Kirsten Robbins, Indiana University School of Education - IUPUI, and Alycia M. Elfreich, Indiana University, Indianapolis*

My Madness is Waves: The Drowning of Ecological and Mad Bodyminds,
Jacqueline Pruder St. Antoine, Eastern Michigan University

**1961 Research Poetry: The Poetic Body as Theory, Practice,
and Research**

9:30-10:50

All text is metaphor. Words ≠ Worlds, *Philip Smith, Eastern Michigan University*

Bodies, Voices, Words: Materializing Poetic Transcription of Interviews, *Laura L. Ellingson, Santa Clara University*

Unseen Poetry: The Poeticized Oral History of a Visually Impaired Professor,
Nicole Eugene, Ohio University

Getting to the heart of the matter: Fueling connection through poetic transcription., *Jennifer Morey Hawkins, University of Wisconsin-Stout*

**1962 Interdisciplinary Approaches to Conducting
Ethnography, I**

9:30-10:50

Chair: Ken Saldanha, Eastern Michigan University

“It happened by chance”: Preparedness to teach and the challenges of becoming an educator, *Erika L. Freitas, Regis University, and Djenane Ramalho de Oliveira, Universidade Federal de Minas Gerais (UFMG)*

An Examination of Low-Income Adult Students’ Experiences in the Clemente Course in the Humanities, *Charity Anderson, University of Chicago*

Ethnographic perspectives on the inside workings of a juvenile detention facility, *Ken Saldanha, Eastern Michigan University, and D. Marty Raymond III, Eastern Michigan University*

School Leadership Practices Aimed at Improving Educational Outcomes for ‘Vulnerable’ Populations, *Demetricia Lucette Hodges, Georgia State University*

1963 Coming Out: Pantsuit Nation, Safety Pins, and Safe Spaces

9:30-10:50

Coming Out – Why Safe Spaces?, *Cindy Blair, University of Georgia*

Beyond safety pins: Thinking about the role of ally to disrupt settler colonialism, *Sarah B. Shear, Penn State University-Altoona*

I'm With Her: A Teacher Educator's Reflections on Women with Her and Pantsuit Nation, *Margaret Ann Robbins, The University of Georgia*

1964 Film

9:30-10:50

Chair: Kerstin Söderström, Lillehammer University College

Animated short stories as HIV/aids prevention tools, *Luciana Kind, Pontifical Catholic University of Minas Gerais, Deborah Costa Esquarcio, Pontifical Catholic University of Minas Gerais, Emilene Souza, Pontifical Catholic University of Minas Gerais, Aline Ketley Mello, Pontifical Catholic University of Minas Gerais, Stephanie Cendretbe, Pontifical Catholic University of Minas Gerais, Misael Avelino Silva, Pontifical Catholic University of Minas Gerais, and Windsor Ramos, Pontifical Catholic University of Minas Gerais*

For Linnea. Short film about children affected by parental mental illness and addiction, *Kerstin Söderström, Lillehammer University College*

Absent Father Generation Psychology and Art-Based Research by Films, *Kamil Mingü, TC*

1965 Arts-Based Experiences and Research with Infants and Toddlers

9:30-10:50

1973 Art and Education, I

9:30-10:50

Chair: Michael Benjamin Dando, University of Wisconsin-Madison

Revolution in the Art Room: Using Feminist Pedagogy and Action Research with Middle School Girls, *Beth Link, University of Texas at Austin*

Check the Technique: Hip-Hop Centered Pedagogy in the Public School Classroom, *Michael Benjamin Dando, University of Wisconsin-Madison*

Impact of Unplanned Creative Education in the Primary Formal Education: Bangladesh Perspective, *Sifat -E- Azam, Institute for Inclusive Finance and Development (InM)*

The A/R/T of Teacher Renewal: Artistic Inquiry as an Alternative Professional Development, *Libba E Willcox, Indiana University*

Syntax of Survival: The Tension of Language Use in 6-12 Schooling, *camea Davis, Ball State University*

1975 Civic Engagement and Academic Responsibility: Storytelling Across the Divide

9:30-10:50

Bringing the Global Experience into the classroom, *Rebecca Singer, University of Illinois at Chicago*

Hospitality: holding space for civic engagement and public scholarship, *Robin Daverso, University of Illinois at Chicago*

Gun violence: Stories from the community, *Jacyln Camardo, University of Illinois at Chicago*

Performance as Civic Engagement: the life and legacy of Anne Larson Zimmerman, *Geraldine Gorman, University of Illinois at Chicago*

1984 Reconsiderations of Foucault and the Body

9:30-10:50

The child's body: rethinking the discourse and the matter , *Marek Tesar, Faculty of Education and Social Work*

Performing Body in the Climate Change -Ecological Technologies of the Self, *Anu Koskinen, The Theatre Academy of the University of Arts Helsinki*

The Epistemology of Occularism and the Affect of Ontology: Foucault From the Birth of the Clinic to History of Sexuality , *David Lee Carlson, Arizona State University*

Foucault and Decentering the Human, *Gaile S. Cannella, Independent Scholar*

1985 Education: Literacy

9:30-10:50

Chair: Dilek Altun, Ahi Evran University

Exploring preschool teachers' constructions of early literacy instructional practices using Q-methodology., *Karen Jean Walker, Texas Woman's University*

Using Children's Literature to Teach Science and Math Concepts, *Anita Nigam, Texas Tech University*

Children's Reading Response to Environmental Problems: Preschool Through Primary Grades, *Dilek Altun, Ahi Evran University, and Mustafa Ulusoy, Gazi University, Ankara, Turkey*

Using Visual Elicitation and Representation: Fostering Literacy Teaching, Knowledge, and Growth, *Veronica Richard, Concordia University Chicago*

1986 **Disability, I**

9:30-10:50

Chair: Tessa Bishop, Tennessee Tech University

“I Think He Wants You to Play the Guitar”: Use of Interpretation as a Strategy for Facilitating Interaction across Autistic and Non-Autistic Peers, *Veronica G. Vidal-Velasco, University of Illinois at Urbana-Champaign, Carissa Ernat, University of Illinois at Urbana-Champaign, and Laura S DeThorne, University of Illinois*

Children with Disabilities in Rural Areas: A Topology, *Tessa Bishop, Tennessee Tech University*

Performing Voice: Rendering Narratives of Intellectually Disabled Youth, *Aaron Kuntz, University of Alabama, and Kagendo Mutua, University of Alabama*

Student's perceptions and reactions towards a program for children with special needs: Dilemmas of Difference, *Geoffrey A Meek, Bowling Green State University*

Disability Abroad, *Teressa Ferraro, the University of Maryland, College Park, Stephanie Cork, the University of Maryland, College Park, and Moira Rogers, University of Maryland, College Park*

1987 **Indigenous Inquiry**

9:30-10:50

Chair: Jenny Rankine, University of Auckland

Osage Ribbon Work as Method: Constructing Critical Indigenous Autoethnography, *Alex RedCorn, Kansas State University*

Developing online interventions against everyday bigotries, *Jenny Rankine, University of Auckland*

Towards Emancipatory African Social Science: Privileging Decolonized and Indigenized Voices, *John H Stanfield II, South Africa Human Sciences Research Council Research Programme on Democracy, Governance, Service Delivery*

Leadership and Advocacy in Education on one American Indian Reservation, *Joy Marie Anderson, Arizona State University*

1988 Plenary Session on Critical Inquiry on the Global South

9:30-10:50

Qualitative Inquiry and creative subversion for the postcolonial peripheries, *Cesar Antonio Cisneros-Puebla, UAM Iztapalapa, México*

Rethinking educational policies from the South, *Vanessa Jara-Labarthe, University of Tarapaca, Arica - Chile*

Research strategies as cultural artefacts: an ethnographic study of migrating QR-methods, *Anne Ryen, University of Agder, Norway*

Of Fields and Turtles: Understanding Place in the Global South, *Jacinto Cuví, University of Texas at Austin*

Plenary: A Critical Guide to Higher Education & the Politics of Evidence: Resisting Colonialism,

1989 Neoliberalism, & Audit Culture

9:30-10:50

Being Post-Qualitative in the Neoliberal University, *patti lather, ohio state university*

A Dangerous Accountability: Neoliberalism's Veer Toward Accountancy in Higher Education, *Yvonna Lincoln, Texas A & M*

Putting the Squeeze on Deans: Risk-management and Managerialism in the Neoliberal Academy, *James Mcninch, University of Regina*

Qualitative Research and Global Audit Culture: The Politics of Productivity, Accountability, and Possibility, *Marc Spooner, Faculty of Education, University of Regina*

1998 Communities

9:30-10:50

Chair: Alfonso Montero, Jr., Lewis University

An Autoethnography: Valuing Indigenous Knowledge and Posthumanism, *Alfonso Montero, Jr., Lewis University*

On the Meiktila Riot: A Story of Destructed Coexistence. Lin Sin, Franklin & Marshall College., *Lin Phyu Sin, Franklin & Marshall College*

Interrogating Whiteness: The View from Outside, *Dyanis Popova, University of South Dakota*

1999 Lyric Voices in Autoethnography

9:30-10:50

Seven Minutes: A Debater's Address to Her Judges, *Lauran Schaefer, Southern Illinois University*

(m)othering: A Lyric Autoethnography of Abortion, *Shelby Swafford, Southern Illinois University*

The Nightly News, *Caleb Royal McKinley-Portee, Southern Illinois University Carbondale*

The Lyric and the Technological: Exploring digital and corporeal identities through Autoethnographic Poetry., *Jake Beck, Southern Illinois University Carbondale*

Using Lyric Autoethnography to Address Queer Emergencies, *Colin Whitworth, Southern Illinois University*

Praye(red), *Les Delgado, Southern Illinois University Carbondale*

2002 Education: Designing Curricula

11:00-12:20

Chair: Charles Secolsky, County College of Morris

Designing a Co-Created Class; A Case-Study of an Undergraduate Mathematics Teacher-Training Class, *Karie Christine Brown-Tess, University of Illinois*

Teaching Qualitative Case Study Methods in a Social Issues Course, *Charles Secolsky, County College of Morris*

Teaching Qualitative Research in Neo-liberal Times, *lesley noel, University of South Florida, Geoffrey David West, University of South Florida, School of Public Affairs, Jennifer Wolgemuth, University of South Florida, Travis Marn, University of South Florida, and Jason Locker, University of South Florida*

The Influence of Centralized Curriculum on Instruction in a College of Education, *Joanne Denise Simpson, Grand Canyon University, and Lindy Gaudiano, Grand Canyon University*

2003 Visits to 'other' worlds: Increasing teachers' cultural responsiveness through international field experience

11:00-12:20

Mixed-method tools to investigate teacher development during intercultural immersion, *Daniela Martin, Penn State University, Brandywine, and Elizabeth Smolcic, The Pennsylvania State University - University Park*

Collaboration & reciprocity: Preparing teachers for instructing emergent bilingual learners within an international teaching experience, *Isaac Bretz, The Pennsylvania State University, and May Lee, The Pennsylvania State University*

Culture and identities: reflections from emerging student teachers, *Nicole Webster, Penn State University, and Michelle Pasterick, The Pennsylvania State University*

Paradox & Possibility in the Southern Hemisphere: An Emergent Eco-Sociopolitical Consciousness?, *Elizabeth Smolcic, The Pennsylvania State University - University Park, and Paul Badenhorst, The Pennsylvania State University*

2004 Interdisciplinary Reflections on the Concept of Evaluation

11:00-12:20

Chair: Lubomir Popov, Bowling Green State University

Building Performance Evaluation using Qualitative Methods, *Lubomir Popov, Bowling Green State University, and Franklin Goza, University of Wisconsin-Whitewater*

Evaluating Qualitative Research: Theory, Practice, and Reflection, *Jeasik Cho, University of Wyoming*

When Values-Engagement is not Educative Enough: Re-Envisioning Responsive Evaluation in Evidence-Based Systems, *Melissa Freeman, The University of Georgia, and Jori Hall, University of Georgia*

Responsive Evaluation as an Approach towards Making All Voices Count, *Layane Thomas Mabasa, University of Limpopo*

On Becoming 'What Works:' Ideology, Power, and (Non)Compliance in a Systematic Review, *Jennifer Wolgemuth, University of South Florida, Travis Marn, University of South Florida, and Sujay Sabnis, University of South Florida*

Focused Ethnography for Building Performance Evaluation, *Lubomir Popov, Bowling Green State University, and Franklin Goza, University of Wisconsin-Whitewater*

2005 Resisting the Neoliberal

11:00-12:20

Chair: Maria del Consuelo Chapela, Universidad Autónoma Metropolitana-Xochimilco

My Body Carries the Antidote to Neoliberalism, *Carmen Hernández-Ojeda, University of Massachusetts-Amherst*

Unaccountable teacher subjectivities: A collective biography of resisting neoliberal politics of evidence, *Mary R. Adkins Cartee, T.L. Hanna High School; The University of British Columbia, and Karni Pal Bhati, Furman University*

Teasing Transcription: Iterations in the Liminal Space Between Voice and Text, *Susan Ophelia Cannon, Georgia State University*

Art as Education/Education as Art: Gratifications and discomforts when turning a study program into critical inquiry, *Tormod Wallem Anundsen, University of Agder (Kristiansand, Norway), and Helene Illeris, University College of Southeast Norway and University of Agder, Norway*

Researching Neoliberalism and its Effects: a Case Study through Childhood Protection Programs in Chile, *Nicolás Schöngut-Grollmus, Universidad Gabriela Mistral*

Qualitative inquiry in a divided world. The necessity of contingent researchers and methodologies, *Maria del Consuelo Chapela, Universidad Autónoma Metropolitana-Xochimilco*

2006 Thinking Critically About Race, II

11:00-12:20

Chair: Diana White, Independent Scholar

“We’re Proud White Trash”: An Autoethnographic Exploration of Moving from Poverty to the Ivory Tower, *Stephanie Anne Shelton, The University of Alabama*

Respect and Dialogue as Embodied Activism in the US Black Belt., *Diana White, Independent Scholar*

Culture Competencies and Identity Development: An Autoethnographic Perspective of Black Doctoral Students’ Study Abroad Experiences, *Chastity Gaither, Michigan State University, Aliya Beavers, Michigan State University, and Terrance Range, Michigan State University*

An Afrolezfemcentric Southern Belle: Negotiating Identities in Oxymoronic Spaces, *Qiana Cutts, Mississippi State University*

2007 Family, II

11:00-12:20

Chair: Laurelann Porter, Benedictine University

Migration and reconnection - an eutoethnographic exploration of video chats as means of maintaining familial relationships, *Ezequiel Korin, University of Georgia*

Empty Shoes: a performance excerpt of a new ethnodrama, *Laurelann Porter, Benedictine University, and Amy Funk, Illinois Wesleyan University*

Just Give me di Light, *franklyn charles, Ohio University*

Disaffiliation from the cult of the fallen, *Maya Lavie-Ajayi, Ben Gurion University of the Negev*

2008 Spotlight: Responding to and through the Arts

11:00-12:20

“Textual-Visual Snapshots” as Arts-Based Research: The Case of Low-Fat Love Stories, *Patricia Leavy, www.patricialeavy.com, and Victoria Scotti, (Drexel University, 2016)*

Using Poetic Inquiry as Political Response, *Sandra L Faulkner, Bowling Green State University*

Employing Playbuilding to Dramatize a Community Development Textbook for Online Learning, *Joe Norris, Brock University, and Mary Gene Saudelli, University of the Fraser Valley*

**2009 It depends: Graduate student encounters/
entanglements/becomings with post scholars**

11:00-12:20

White board narratives: the emotional work of becoming (veterinarian), *Tamara S. Hancock, University of Missouri*

Silences, (re)imagined data, and the ethics of research, *Oona Fontanella-Nothom, University of Missouri*

Biopolitical struggle in a science department, *Mojtaba Khajeloo, University of Missouri*

Intersections of identity, space, and place, *Dena Lane-Bonds, University of Missouri*

Leadership, silences, performativity, *Anna Valiavska, University of Missouri*

**2010 Body Politics: Researching Embodiment in Diverse
Educational Spaces**

11:00-12:20

Embodied Methodologies: Gendered Becomings in a 19th Century Teacher's Diary, *Lucy E. Bailey, Oklahoma State University*

'Sick' Touch, Intimate Care: Masculine Embodiment in Nursing, *Elizabeth Diener, Oklahoma City University*

Avatar Skins: My Queer Fe(male) Body in Second Life, *Jan Handwerk, Oklahoma State University*

Embodied Pedagogies: Oral Histories of Female Swim Coaches, *Kindell Peters, Oklahoma State university*

2011 **Performing Lines: Walking Methodologies**

11:00-12:20

Land and Consent: Disrupting Settler Futurities and Walking Research, *Stephanie Springgay, University of Toronto, and Sarah E. Truman, University of Toronto*

Queer Landscapes as a Queer Walking Practice, *Sarah E. Truman, University of Toronto*

StoryWalking in Places: Walking as embodied biography and social history, *Kimberly Powell, The Pennsylvania State University*

Dérives of a Tactile Flâneur: Sensational Practices of Collecting, Assembling, and Walking in Place, *Susan Uhlig, The Pennsylvania State University*

2012 **Interdisciplinary Approaches to Conducting Ethnography, II**

11:00-12:20

Chair: Jessica Nina Lester, Indiana University

Journey to Ethnographic Research, *Leah Shagrir, Levinsky College of Education*

Expansive perspective-taking as a key aspect of team ethnography, *Franklin Vernon, Northwestern University*

Sitting with Grief in The Turn Toward the Postcritical, *Jessica Nina Lester, Indiana University, and Allison Anders, University of South Carolina*

Analytical listenings: On hearing and data analysis, *Sam Stiegler, University of British Columbia*

2013 **A Narrative Study of African-American Women Living with HIV/AIDS**

11:00-12:20

2014 Performance Ethnography

11:00-12:20

Chair: Julia Gray, Independent

Wearing Many Hats: The embodiment of duoethnography to deconstruct academic purpose., *Alex Wimmer, Kansas State University, and Erica Sponberg, Kansas State University*

Conceptualizing an Aesthetic of Relationality: Performance Research as Experimental Playfulness and Mutual Impressioning, *Julia Gray, Independent*

Agosto Boal Live: Using Forum Theatre to Solve Problems in Multicultural Teaching Contexts, *Roi Kawai, University of Wisconsin - La Crosse*

Speech Acts: Grab 'Em by the Pussy and other Injurious Language, *Kevin Jenkins, University of North Texas, and Adetty Pérez Miles, University of North Texas*

Arts-Based Programs Benefiting Urban Youth

2015 Populations

11:00-12:20

Chair: Charles Lowery, Ohio University

Youth Participatory Action Research: Empowering Immigrant and Urban Minority Female Adolescents Using Arts Based Informed Research, *Alicia Boards, University of Cincinnati, and Crystal Whetstone, University of Cincinnati*

Opening up Places of Possibilities through Arts-Based Methods with Urban Youth, *Kristen P Goessling, Penn State University, Brandywine, and Amanda Claudia Wager, Lesley University*

“And you end up eating salad at parties”: Food storytelling as collaborative research and resistance, *Stephanie R. Lim, University of British Columbia*

A Critical Arts-Based Inquiry into Black Performance Poetry, *Charles Lowery, Ohio University, and Anthony Walker, Tarrant County College*

2023 Art and Education, II

11:00-12:20

Chair: Daisy Pillay, University of KwaZulu-Natal

Art and Accessibility, *ellen greenblum, Prescott College, Prescott, AZ*

What Art is Good for, *Ting Fang Chien, The University of Arizona*

“The method was critical”: Collective poetic inquiry as productive resistance in academia, *Daisy Pillay, University of KwaZulu-Natal, Kathleen Pithouse-Morgan, University of KwaZulu-Natal, and Inbanathan Naicker, University of KwaZulu-Natal*

An Arts Based Investigation of Life in a Doctoral Program, *Libba E Willcox, Indiana University, Dianna Huxhold, Weber State University, Jean Graves, Indiana University, and Linda Helmick, Indiana University*

Dissemination & Assessment Experienced as A Theatre of Multiplicities, *Nandita Baxi Sheth, University of Cincinnati, College of Design, Architecture, Art, and Planning, and Kristopher J Holland, University of Cincinnati, DAAP*

2025 Reforming Policy: Interdisciplinary Reflections, I

11:00-12:20

Literary journalism put to qualitative practice: an investigation of the pivotal role public scholarship can play in our democracy, *Kristen Breitfeller, The Ohio State University, and Kelsi Stoltenow, The Ohio State University*

(Re)framing Young Men of Color: The Role of Neighborhood-based Research for Socially Just Public Policy, *Randall F. Clemens, St. John's University*

Opportunities and challenges in establishing lesson study for professional development of teachers in South Africa, *Loyiso C. Jita, University of the Free State*

Documents and Processes of Global / Local Influence on Public Policies: A methodological proposal, *Guillermo Rivera, Pontificia Universidad Católica de Valparaíso, and Vicente Sisto, Pontificia Universidad Católica de Valparaíso*

2034 Barad, I

11:00-12:20

Chair: Teri Holbrook, Georgia State University

Mapping a Diffractive Methodology, *Katherine Steward Fitch, University of Oregon*

Fraying as Ethical Allowance: Emotion, Materiality, and Space as Apparatus, *Teri Holbrook, Georgia State University, and Susan Ophelia Cannon, Georgia State University*

Teacher Agency as Intra-action, *Becky M Atkinson, University of Alabama*

Theorizing the Transformative Interview as Purposeful Entanglement: A New Materialist Disruption, *Travis Marn, University of South Florida, and Jennifer Wolgemuth, University of South Florida*

Assemblages of Violence: Rape, Resistance, and Women's Voice Across Scale, *Boni L Wozolek, Kent State University*

2035 Language Learning, I

11:00-12:20

Chair: Pilar Mejía, Kansas State University

Do I Know English? International Students Making Meaning of English Language Study, *Carmela Romano Gillette, University of Michigan*

Resisting Linguistic and Cultural Erasure to Qualitative Inquiry, *Pilar Mejía, Kansas State University*

Organizational Habitus: Academic Capitalism in Intensive English Programs, *Adam Clark, Arizona State University*

Deficit Approaches to Instruction for English Learners in 21st Century Classrooms: A Call for Transformation, *Lavern Byfield, Southern Illinois University Carbondale, Crystal Shelby-Caffey, Southern Illinois University Carbondale, Abdulsamad Humaidan, Southern Illinois University Carbondale, and Xiang Shen, Miami University, Oxford, Ohio*

Chinese students' perception of ESL: A question of rigor, *Akiko Ota, Governors State University, and Michael J Smith, Portland State University*

2036 Disability, II

11:00-12:20

Chair: *Pierre Pariseau-Legault, Université du Québec en Outaouais*

“In Your Face!”: The Lived Experience of Faculty Disability in the Workplace, *L. Earle Reybold, George Mason University, and Karen Ingram, George Mason University*

“I don’t want money. I rather want answers to my questions”: Valuing immaterial research incentives, *Pierre Pariseau-Legault, Université du Québec en Outaouais, and Maxime Banville, Université de Montréal*

Narratives about Autism: an Analysis of Weblog Entries by Individuals Who Self-Identify as Autistic, *Henry Angulo, University of Illinois at Urbana-Champaign, and Laura S DeThorne, University of Illinois*

An Ethnographic Exploration of the Interpersonal Communication of Elite Blind Goalball Athletes, *Elaine B. Jenks, West Chester University*

2037 **Spotlight: Indigenous qualitative inquiry in the neoliberal public sphere**

11:00-12:20

Indigenous qualitative inquiry in the neoliberal public sphere, *Patrick J Lewis, University of Regina*

Indigenous qualitative inquiry in the neoliberal public sphere, *Roe Bubar, Colorado State University*

Indigenous qualitative inquiry in the neoliberal public sphere, *Monty Montgomery, University of Regina*

Indigenous qualitative inquiry in the neoliberal public sphere, *Marcelo Diversi, Washington State University*

2038 Spotlight: Qualitative Inquiry in the neoliberal public sphere: Contesting Accountability Metrics

11:00-12:20

Qualitative Inquiry in the neoliberal public sphere: Contesting Accountability Metrics, *Norman Denzin, u iof Illinois*

Qualitative Inquiry in the neoliberal public sphere: Contesting Accountability Metrics, *Pamela Zapata, Universidad de Tarapacá*

Qualitative Inquiry in the neoliberal public sphere: Contesting Accountability Metrics, *Aitor Gomez, URV*

2039 Plenary: Contemplative Approaches to Qualitative Inquiry: Legitimizing and Theorizing Working with Dreams, Movement, Spirit, and Creativity

11:00-12:20

Eco Gnosis: Restoring Reciprocal Relations Through Arts-based Inquiry, *Barbara Bickel, Southern Illinois University*

The Witch's Brew: Writing the Spirit in Black Women's Theorizing, *Venus E Evans-Winters, Illinois State University*

"Embodying Analysis", *Johnny Saldana, Arizona State University - Tempe*

Cultivating De/colonizing Ethics Through Contemplative Practices and Creativity, *Kakali Bhattacharya, Kansas State University*

Contemplative Practices, Social Transformation, and Qualitative Inquiry, *Susan Finley, Washington State University*

2048 Resisting: Decolonizing Narratives of Silences Between Being and Belonging

11:00-12:20

Resisting: Decolonizing Narratives of Silences Between Being and Belonging, *Kylie Lanthorn, University of Massachusetts Amherst*

Resisting: Decolonizing Narratives of Silences Between Being and Belonging, *Isaiah Iboko, University of Massachusetts Amherst*

Resisting: Decolonizing Narratives of Silences Between Being and Belonging, *Brie Adams, University of Massachusetts Amherst*

The Night My Father Stopped Breathing. A Story of Love, Machismo, and Liberation, *Carmen Hernández-Ojeda, University of Massachusetts-Amherst*

Resisting: Decolonizing Narratives of Silences Between Being and Belonging, *Kelly Giles, University of Massachusetts Amherst*

2049 Spotlight: Sounding Autoethnographic Performance: Radio, Song, and Digital Audio as Inquiry

11:00-12:20

Strange Radio: Radiophonic Space and Performance Autoethnography, *Karen Werner, Goddard College*

Utopian Blues: Autoethnographic Vocality, *Tami Spry, St. Cloud State University*

The Sound of Story: Poetic Mobilities and Virtual Scholarship, *Anne Harris, Monash University, Glenn Allen Phillips, University of Texas at Arlington, and Stacy Holman Jones, Monash University, Victoria, Australia.*

“From the Roof” and Mourning: Making Digital Audio as a Way of Knowing, *Craig Gingrich-Philbrook, Southern Illinois University*

2052 Education: Training and Licensure

1:00-2:20

Chair: Ellis Hurd, Illinois State University

Gradually Releasing Individuality: Suggestions for Improving Teacher Preparatory Programs, *Jeff Henning-Smith, University of Minnesota - Twin Cities*

You Want Me To Do What?, *Ellis Hurd, Illinois State University, and Gary Weilbacher, Illinois State University*

Asset Mapping and Teacher Candidates' Perceptions of their Students, *Jori S Beck, University of Nevada, Las Vegas, Christina Santoyo, Pearson, and Tara Plachowski, University of Nevada, Las Vegas*

“Honor Code” as Part of a Teacher Preparation Program Class Curriculum: A Phenomenological Study, *Omer Avci, Istanbul Medeniyet University*

Preservice Teachers' Beliefs: An Examination of How Educational Experiences Shape Beliefs about Teaching and Learning, *Casey Dianna Gilewski, Coker College*

Whose Public Good? Countering Reductionist Trends in Higher Education Research Using Post-Qualitative Philosophical Inquiry

2053

1:00-2:20

College & University Social Media: Examining Discourses of “Public Good” as Performed Homogeneity~Heterogenetic Dissensus?, *Paul William Eaton, Sam Houston State University*

Student Success Measurements as Public Homogenization, *Laura Elizabeth Smithers, University of Oregon*

Moving Beyond Deficit Models of International Students: How Imagined Communities Function within the Internationalized University Assemblage, *Emily Ann Mathis, University of Oregon*

cum munus: A Post-Qualitative Philosophical Investigation of the Value of US Higher Education, *Ryan Evely Gildersleeve, University of Denver*

2054 Interdisciplinary Reflections on the Concept of Standardization

1:00-2:20

Chair: Ophelia Blackwell, Kansas State University

Standards of Practice for Interpreter-Mediated Interactions in Qualitative Research, *Holly DeVivo, Western Michigan University*

Creating Space in Counselor Education Through Qualitative Inquiry: Beyond Traditional Therapeutic Practices, *Ophelia Blackwell, Kansas State University*

Transformational Change: Instructional Systems Design (ISD) and the “ADDIE” Model, *Janet Tipton Hindman, West Texas A&M University*

Don't Choose C!: Battling Standardization with Choice, Freedom, and High Expectations, *Mychelle Hadley Smith, Weber State University*

2055 Spotlight: Methodological/Epistemological Interruptions: Disruptive Voices and Actions of Girls from the Margins I

1:00-2:20

The Impossibility of Black Girlhood: Sula and the Ecstasy of the Anagramatical, *Asilia Franklin-Phipps, University of Oregon*

In 8100 Again: The Sounds of Students Breaking, *Boni L Wozolek, Kent State University*

Pedagogy of Abjection: Ethnography of Girls' Gender Bending through Barbie Play, *Michelle Bae-Dimitriadis, SUNY Buffalo State, and Olga Ivashkevich, University of South Carolina*

2056 Thinking Critically About Race, III

1:00-2:20

Chair: Jasmine D. Parker, Texas Tech University

The Smithsonian National Museum of African American History and Culture: An Auto-ethnographical Reflection, *Jasmine D. Parker, Texas Tech University, and Lori M. West, University of Illinois at Urbana-Champaign*

Beyonce's 'Freedom' and the Black Female Experience in Academia, *Corrie L. Davis, Kennesaw State University*

Autoethnographic performance on the life of an Asian doctoral student in sport management, *Na Ri Shin, University of Illinois at Urbana-Champaign*

Defying Stereotypical Otherness as the Alienated Self, *Seung-A Lee, Bowling Green State University*

2057 Seeking utopia: Exploring masculinity through family narrative

1:00-2:20

Fitting: An Exploration of Fat, Size, and Sexuality, *Trisha L. Crawshaw, Southern Illinois University Carbondale*

Facing the Horizon, *Anna Wilcoxon, Southern Illinois university Carbondale*

Look, a Birdie! ADHD, Writing, and Golf, *Andy Harper, Southern Illinois University*

Trigger Warning: Remember where you came from, *Lauran Schaefer, Southern Illinois University*

2058 Spotlight: Rethinking reflexivity - so it matters.

1:00-2:20

Reflexivity 10.6: The matter of reflexivity, *Wanda S. Pillow, University of Utah*

Toward a critical reflexivity in research, *Marco Gemignani, Duquesne University*

Preparing for the rehabilitation of reflexivity in research, *Gail Simon, University of Bedfordshire*

Dreaming and reflexivity, *Jenny Helin, Uppsala University*

**2059 Traversing an Equity-Intentional, Qualitatively-Rich
Doctoral Program: A New Generation's Collective
Collaboration Against Audit Cultures A**

1:00-2:20

First Year PhD Student: An Introduction to Neoliberalism, *Ginger Thomas, Tennessee Technological University*

An Unfolding Story, *Perihan Fidan, Tennessee Tech University*

Use Your Words, *Kyle Shanks, Tennessee Technological University*

Reading Neoliberalism with Foucault, *Tessa Bishop, Tennessee Tech University*

**2060 Bodyminds Mattering: Disability, Reality, and Madness
(Going Nuts with the Chickens)**

1:00-2:20

**2061 A Roundtable Discussion and Performance
Collaboration**

1:00-2:20

What Really Matters: A Roundtable Discussion and Performance Collaboration, *Carolyn Randolph, xxxxxxxxx*

What Really Matters: A Roundtable Discussion and Performance Collaboration, *Maritza Quiñones, Academic Advisor and Lecturer*

What Really Matters: A Roundtable Discussion and Performance Collaboration, *Desiree Yomtoob, Loyola University*

What Really Matters: A Roundtable Discussion and Performance Collaboration, *Kerry Wilson, University of Illinois at Urbana Champaign*

**Childhood in and out of place: Re-imagining
childhood places/space through post-human and non-
representational theories and methodologies**

2062

1:00-2:20

Methodology of Child: Place, Space and Desires, *Marek Tesar, Faculty of Education and Social Work*

“Plugging in”: Recurrent Movements in Children’s Places, *Claudia Diaz-Diaz, The University of British Columbia*

Auras of potentiality: A non-representational approach to research with children, *Paulina Semenec, The University of British Columbia*

Method as/in place: (Re)making and leaving a mess with young children, *Casey Myers, Kent State University*

2063 Enacting Embodied Inquiries in the Ruins of Empire

1:00-2:20

Pregnant Box: What Happens When Opera Enacts An Embodied Analysis of Fertile Bodies, *Catherine Elizabeth Conlon, Trinity College Dublin*

Rupturing the Silence: When Talking Fails, Then Sing!, *Tanya Alyson Long, Texas State University*

Transmaterial Walking Methodologies And A Sound Art Project, *Stephanie Springgatz, University of Toronto, and Sarah E. Truman, University of Toronto*

2064 Ethnodrama

1:00-2:20

Chair: Eric Douglas Teman, University of Wyoming

Trans* Equity as Ethnodrama: A Performance of Teacher, Administrator and Trans* Family Experiences of School, *Joseph D Sweet, Arizona State University*

“Am I Stupid?”: Performed multimedia ethnography of an at-risk reader, *Carrie Scheckelhoff, Otterbein University*

Growing up queer in rural Wyoming, *Eric Douglas Teman, University of Wyoming*

Down the Rabbit Hole: Transitioning from College to the Classroom, *Tabitha Dell'Angelo, The College of New Jersey*

2065 Bringing Forth Change and Understanding through the Arts, I

1:00-2:20

Chair: Meltem Yilmaz, Hacettepe University

An Interactive Art Work Through The Combination of Art & Architecture – The 'Loyalty Monument' in Hacettepe University as a Case Study, *Meltem Yilmaz, Hacettepe University*

Understanding Teen Values and Supporting Self-Expression Using Open-Ended Artistic Methods, *Rachel M. Magee, University of Illinois Urbana-Champaign, Denise E. Agosto, Drexel University, and Andrea Forte, Drexel University*

The 'pink lady': Using an image to provide a feminist critique of breast cancer branding, *Kay Gravell, Ikon Institute of Australia*

Theater as a Civic Space, *Mary Ryan, Virginia Tech*

#Blackademic: The Doctoral Robe: Sartorialism as Critical Autoethnographic Work, *Gloria J Wilson, Middle Tennessee State University*

2073 Art and Education, III

1:00-2:20

Chair: Gwendelyn Lee Ballew, University of Georgia

Researching through Gestures: Developing a Performatic, Post-Qualitative Arts Based Educational Research Methodology, *Rachel Fendler, Florida State University*

Transacting Expectations in Figured Worlds: How Teacher Mothers Create Their Lives in the Overwhelm, *Allisa Abraham, University of Georgia*

Making Metaphor's Unruly Qualities Work to Good Effect in User-Centred Design, *prunella mary bramwell-davis, Royal College of Art, London*

Theatre Action Research as Materially Discursive Pedagogy and Research Method, *Gwendelyn Lee Ballew, University of Georgia*

2075 Reforming Policy: Interdisciplinary Reflections, II

1:00-2:20

Chair: Shani K Saxon, Michigan State University

Pathways to College and Career: Understanding the Role of Resource Brokerage for Young Men of Color, *Randall F. Clemens, St. John's University*

Are Black Women Receiving Adequate Mental Health Care?, *Shani K Saxon, Michigan State University, and Marya R. Sosulski, Michigan State University*

When Personal Meets Political: Narratives of Faculty Life During Campus-Carry State Policy Enactment, *Nathaniel W Cradit, Michigan State University*

Intervention in cases of Sibling Sexual Abuse: What can professionals learn from perceptions of siblings involved?, *Dafna Tener, The Paul Baerwald School of Social Work and Social Welfare, The Hebrew University of Jerusalem, Noam Tarshish, The Haruv institute, The Hebrew University of Jerusalem,, and Shosh Turjeman, BEIT LYNN - Child Protection Center*

Exploring the potential of language-based methodologies for policy research, *Jessica Nina Lester, Indiana University, and Justin Paulsen, Indiana University*

2084 Barad, II

1:00-2:20

Chair: Barbara Dennis, Indiana University

When Facts Lose Their Power, *Barbara Dennis, Indiana University*

A Trioethnography Through Sound-Space-Time: A New Materialist Interpretation, *Travis Marn, University of South Florida, Vonzell Agosto, University of South Florida, and Rica Ramirez, University of South Florida*

Tracing Meaning in Food Rituals in the Public Sphere, *Jack Peterson, Taylor University, and Abigail Michelini, Southern West Virginia Community and Technical College/Indiana University of Pennsylvania*

Exploring 'agency' through digital video production with Asian immigrant youth in Japan: A posthumanist approach, *Masayuki Iwase, University of British Columbia*

Living in the Grey Matter: My Journey into Post-Structural Neuroscience, *April Irwin, University of Alabama*

2085 Language Learning, II

1:00-2:20

Chair: Mary Beth Hines, Indiana University

“I Follow All the Movements of His Mouth”: Learning from Students’ Learning Strategies, *Jean Kaya, Southern Illinois University at Carbondale*

Designing a Robot To Act as a Cultural Broker in Diverse Classrooms, *Sherry Marx, Utah State University, and Yanghee Kim, Utah State University*

Pedagogy of the Dispossessed: When Culturally Relevant Education is Necessary but Not Sufficient, *Mary Beth Hines, Indiana University*

Economic social capital and first year Chinese ESL student adjustment, *Akiko Ota, Governors State University, and Michael J Smith, Portland State University*

Third Generation Korean-Americans’ striving to learn Korean: Focus on Parents’ Choice and Children’s Bilingual and Biliteracy Development, *Mi Kyung Choi*

2086 Disability, III

1:00-2:20

Chair: Sarah Lebovitz, New York University

The performative and deregulatory power of stories, *Tina Goethals, Ghent University*

Innovating Under Pressure with 3D Printing Technologies: The Importance of Hyper Experimental Practices, *Sarah Lebovitz, New York University, Lior Zalmanson, New York University, and Hila Lifshitz-Assaf, New York University, Stern School of Business*

Utilizing Group Level Assessment to Improve Post-Secondary Program for Individuals with Disabilities, *Samantha Marita, University of Cincinnati, and Kathryn Doyle, University of Cincinnati*

1:00-2:20

Chair: Allyson Dean, University of Oregon

Trans embodied epistemologies and 'doing justice' in the public sphere: On-line spaces of recognition and self-realization, *Wayne Martino, The University of Western Ontario, Faculty of Education, and Diana Elizabeth Kuhl, The University of Western Ontario, Faculty of Education*

"We Need To Have a Dinner with the Family": Returning to drag as a conduit for queer survival, *Allyson Dean, University of Oregon, and Jeff Kenney, Clemson University*

AssignedFemaleAtBirth Male: Schooling Experiences that Influenced James' Understanding of His Gender Identity, *Michael D Bartone, Central Connecticut State University*

Queer the Power!: Unifying activist movements through the use of Queer Theory, *Susan Croteau, Texas State University*

2088 Plenary: Qualitative Inquiry in the neoliberal public sphere: different visions from the SIGs

1:00-2:20

Qualitative Inquiry in the neoliberal public sphere: different visions from the SIGs, *Marco Gemignani, Duquesne University*

Qualitative Inquiry in the neoliberal public sphere: different visions from the SIGs, *Shawn Wilson, Southern Cross University, Gnibi College of Indigenous Australian Peoples*

Qualitative Inquiry in the neoliberal public sphere: different visions from the SIGs, *Mustafa Yunus Eryaman, Canakkale Onsekiz Mart University*

Qualitative Inquiry in the neoliberal public sphere: different visions from the SIGs, *Ping-Chun Hsiung, University of Toronto, Scarborough*

Qualitative Inquiry in the neoliberal public sphere: different visions from the SIGs, *Daniel F. Johnson-Mardones, University of Illinois at Urbana Champaign*

Plenary: Between evocative autoethnography and artistic media: An arts-based re-imagining of ‘Bird on the Wire.’

2089

1:00-2:20

Decentering the Self through the Method of Currere: Autobiography as Singularity

2098

1:00-2:20

The Death of an Athlete?, *Kara-Aretha Graham, Texas Tech University*

I Was an Army Wife. I Am a Teacher., *Elaine Ramzinski, Texas Tech University*

My Educational Journey: The Teacher Who Hated School, But Loved Her Teaching Career, *Cheryl Brewer, Texas Tech University*

Finding Her Way, *Jennifer Morrison, Texas Tech University*

Literacy Narrative as Currere, *Shona Besselman, Texas Tech University*

2099 Positively Compelling Autoethnography

1:00-2:20

2102 Education: Pre-service Teachers, I

2:30-3:50

Chair: Mustafa Ulusoy, Gazi University, Ankara, Turkey

Pre-Service Teachers' Metaphors about Teachers and Teaching Profession, *Mustafa Ulusoy, Gazi University, Ankara, Turkey, and Dilek Altun, Abi Evran University*

Wayfinding: A Guide for Navigating the Unmarked and Mislabeled in Pre-service Teaching, *Sara Scott Shields, Florida State University, and Jaye Johnson Thiel, University of Georgia*

Multi-dimensional Learning in Pre-Service Teachers, *Karie Christine Brown-Tess, University of Illinois*

Case Study About Preservice Science Teachers' Perceptions About Technological Multiculturalist Learning Environments In Their Science Classes, *İlke Çalışkan, Hacettepe University*

Unearthing the Morality Thought Processes of Teacher Preparation Program Students through Grounded Theory Approach, *Omer Avci, Istanbul Medeniyet University*

Post/Qualitative Perspectives on Student Affairs

2103 Services: A Thinking with Theory Approach

2:30-3:50

Absolution and participation in privilege: The false fronts of men Student Affairs professionals, *Aaron Voyles, The University of Texas at Austin, Saralyn McKinnon-Crowley, The University of Texas at Austin, and Beth Bukoski, The University of Texas at Austin*

The AAUP 1940 Statement of Principles as a “diving practice”: Examining a discursive wedge between Student Affairs and Academic Affairs, *Emily Johnson, The University of Texas at Austin*

The numbers are there but the attention is elsewhere: An analysis of The Boyer Report, *Saralyn McKinnon-Crowley, The University of Texas at Austin*

Between two worlds: A discussion of rhetoric used towards undocumented students, *Katehyn Martinez, The University of Texas at Austin*

2104 IRBs

2:30-3:50

Chair: Glenn Allen Phillips, University of Texas at Arlington

Silencing of “Vulnerable” Voices, *Eric Douglas Teman, University of Wyoming, Maria Lahman, University of Northern Colorado, and Veronica Richard, Concordia University Chicago*

Ethical for Whom: Challenges to Qualitative Research with Marginalized Middle-Eastern Populations, *Anna Jyoti Poudel, University of Nebraska-Lincoln, and Lory J. Dance, University of Nebraska-Lincoln, Department of Sociology and Institute for Ethnic Studies*

Nothing to Do with IRBs: Revisiting the twenty-year-long struggle over IRB review of oral history, *Pengfei Zhao, Indiana University*

Can't Touch This: Considering Ethics in the Institutional Research Office, *Glenn Allen Phillips, University of Texas at Arlington, and Yvonna Lincoln, Texas A & M*

**Spotlight: Methodological/Epistemological
Interruptions: Disruptive Voices and Actions of Girls
from the Margins II**

2105

2:30-3:50

Youth Participatory Research with Girls of Color: Processes in Coming to Consciousness in Black Feminist Research as Praxis, *Venus E Evans-Winters, Illinois State University*

Girlhood Unscripted: A Homeless Black Girl's Video Narratives and the New Terrain of Representation, *Olga Ivashkevich, University of South Carolina*

Seeing Black Girlhood Anew: Necessary Transgressions in the Name of Imagining Black Girlhood, *Dominique Hill, Oxford Community Arts Center*

Possibilities and Dilemmas of Mobile technologies in Qualitative Research: Minority Girls' Cityscape, *Michelle Bae-Dimitriadis, SUNY Buffalo State*

2106 Autoethnography across cultures

2:30-3:50

Becoming-researcher: Autoethnography by a thousand little selves, *David Bright, Monash University*

Exploring upon my comings and goings between cultures and languages, *Elizabeth Aguirre Armendáriz, Universidad Autónoma de Ciudad Juárez*

Untangling Me, *Gresilda Anne Tilley-Lubbs, Virginia Tech*

Autoethnographic reflections on shifting crosscultural identities, power, and the 'gringa gaze': 21 years and/in/outside/of Lima, Peru, *Phiona Stanley, UNSW Australia*

Ancient wonders, modern blunders: An autoethnographic exploration of 'the other', *Alice Brennan, UNSW Australia*

Personal instructions on how to remain a stranger to enforce a sociological perspective, *silvia marcela benard, universidad autonoma de aguascalientes*

2107 Auto ethnography of a professor who uses social media

2:30-3:50

2108 Spotlight: Unsettling Traditions: Reimagining Phenomenological and Hermeneutic Inquiry

2:30-3:50

Re-Considering the Stability/Instability of the Human in Post-Phenomenological Inquiry, *Mark D. Vagle, The University of Minnesota, Jaye Johnson Thiel, University of Georgia, and Brooke Anne Hofsess, Appalachian State University*

Moving from Phenomenon as "Individual" to Phenomenon as "Apparatuses for Social Change", *Mark D. Vagle, The University of Minnesota*

Reimagining the Phenomenon of Digression in the Margins, Folds, and Chase of Post-Intentional Letter Writing, *Jaye Johnson Thiel, University of Georgia, and Brooke Anne Hofsess, Appalachian State University*

How Might Deleuzoguattarian Concepts Help Us in these Times?, *Timothy Babulski, University of Minnesota, Caleb Zilmer, The University of Minnesota, Keitha-Gail Martin-Kerr, The University of Minnesota, Charity Tatah Mentan, The University of Minnesota, Karen Colum, Minnesota State University-Mankato, and Mark D. Vagle, The University of Minnesota*

**Traversing an Equity-Intentional, Qualitatively-Rich
Doctoral Program: A New Generation's Collective
Collaboration Against Audit Cultures B**

2109

2:30-3:50

Identity Crisis: Acculturation in a Doctoral Program, *Cephas Ablakwa, Tennessee Technological University*

A Slap in the Face?: My Second Year as a PhD Student, *Amanda Ellis, Tennessee Technological University*

An Unfinished Journey, *Lee Sapp, Tennessee Technological University*

“With a Little Help from My Friends”: Breaking Free of Socially Constructed Knowledge to Other Truths of Self and World, *Dorota Silber-Furman, Tennessee Technological University*

2110 Archaeologies of Coding

2:30-3:50

Coding System Failure, *Charles Vanover, University of South Florida*

Comparative Coding, *Paul Mibas, Odum Institute, University of North Carolina at Chapel Hill*

Seeing Old Data Anew, *Kathy Charmaz, Sonoma State University*

Metaphor Coding, *Johnny Saldaña, Arizona State University*

2111 Duoethnography

2:30-3:50

Chair: Katharina A. Azim, University at Buffalo, SUNY

“I have lost millions and millions of words to fear”: A Duoethnography on Identity and Writing, *Khablia Sanders, University of Cincinnati, and Sarah Ghee, University of Cincinnati*

Critical Conversations: Engaging Duoethnography to Create Polyvocal Texts about Race, *Gloria J Wilson, Middle Tennessee State University, and Sara Scott Shields, Florida State University*

A Duoethnographic Approach to Supervision, *Amy Morton, Penn State, Mary Higgins, Penn State University, and Rachel Wolkenhauer, Penn State*

Ill-legitimacy of Identities: A Duoethnography on Negotiating Ethnicity, Culture, and Religion, *Katharina A. Azim, University at Buffalo, SUNY, and Wesam M. Salem, University of Memphis*

We Make the Road by Talking: Co-constructing Vehicles for Navigating Uncertainty Among Doctoral Education Students Seeking Qualitative Templates, *Craig A. Campbell, Penn State University, and Jinbee Choi, Pennsylvania State University*

2112 Interdisciplinary Approaches to Researching Children

2:30-3:50

Chair: Kate McCormick, Indiana University- Bloomington

“Wake up! I am here to help.”: A mosaic of preschoolers as care-givers and care-witnesses, *Kate McCormick, Indiana University- Bloomington*

Social Representations about gender in Chilean children, *Mirliana Ramirez, Department of Nursing, University of Chile*

Thing Methodology, *Leslie Rech, South Carolina State University*

The Uncanny Mechanisms of Social Control: Ceremonies and Rites of Passage, *Lubomir Popov, Bowling Green State University*

2113 Pedagogical Power: The Beginnings of a Foucauldian Genealogy in the American Education System

2:30-3:50

History of Schooling, History of Pleasure: Disciplining Bodies and the Making of the Invisible Self, *David Lee Carlson, Arizona State University*

The emergence of industry and bullying: An analysis of bullying in the discourse of education, *Timothy Wells, Arizona State University*

A discourse of liberatory control: Writing class as and exercise in subjectification and biopower, *Joshua Michael Cruz, Arizona State University*

Schooling the post-panoptical digital modernity: Digital learning technologies from Panopticon surveillance to Synopticon spectacle model, *Anna Montana Círell, Arizona State University*

2114 Dance

2:30-3:50

Chair: Elizabeth A. Sharp, Texas Tech University

Without filter (dance performance as a process of research), *Paulina Avellaneda, Universidad Distrital Francisco Jose de Caldas*

Rebirth from Fire: A Study of Cultural Diversion in Nyonya Dance, *Fang-Jung Chang, University of Taipei, Graduate School of Dance*

Extending Arts-Based Research within the Classroom: Using a Dance Performance to Engage Students, *Elizabeth A. Sharp, Texas Tech University, and Kelly Munly, Penn State Altoona*

Performing ethnographic research: Making the research come alive, *Jandelle L. Mesfin, Oakland University*

The Choices We Make: An Exploration of an Intersubjective Creative Arts Experience, *Rebekka Magdalena Dieterich-Hartwell, Drexel University*

The applications of the combination of western and eastern body techniques using ballet and Taichi as examples, *Jia-Jhen Hu, 987858365*

2115 Bringing Forth Change and Understanding through the Arts, II

2:30-3:50

Gazed At, Groped, and Assaulted: The Too Much Information of Being an Adolescent Girl, *Melanie Hill, State University of New York at New Paltz, Angela Mastandrea, State University of New York at New Paltz, Kayla Sigmone, State University of New York at New Paltz, Claurie Lindor, State University of New York at New Paltz, Leslie Castro-Tapia, State University of New York at New Paltz, and Devin Bailey, State University of New York at New Paltz*

Traces of Places: an intergenerational journey into memory of place in a Laotian American community, *leslie turpin, SIT Graduate Institute*

Politeness as an Art in Communication: 2016 USA Presidential Campaign Posters, *beverlyne asiko ambuyo, Maseno university, Kenya*

52Hz, *Golbon Moltaji, University of Ottawa*

2123 Missions and visions in art education, inquiry and pedagogy – Part 1

2:30-3:50

Exploring educational terrains in research and pedagogy, *Liora Bresler, University of Illinois Champaign*

Spectral reverberations: A history of the present, *Charles Garoian, Penn State University*

Teaching artfully: On encountering the unknown in higher education, *Tatiana Chemi, University of Aalborg, Denmark*

Visual cultures as a way of life, *Bernard Darras, Sorbonne University - Paris*

Making sense of research, *Kimberly Powell, The Pennsylvania State University*

2125 Social Justice: An Interdisciplinary Perspective

2:30-3:50

Chair: Max Altman, University of Michigan

Justice Approaches in Four Different Fields and Their Implications for Work in Education: A Review, *Max Altman, University of Michigan*

Shifting the Boundaries: Critical Qualitative Research in School Contexts, *Venus E Evans-Winters, Illinois State University, Ahmad Washington, University of Louisville, and Arash Daneshzadeh, University of San Francisco*

Collaborative Research Design, Social Justice, and the Portraiture Methodology in Education, *Max Altman, University of Michigan*

Public interest, private accountability: Navigating the limits to anti-racist study, *Jyoti Gupta, Vanderbilt University*

2134 Critique/criticism versus a diffractive methodology?

2:30-3:50

Violent life in an inclusive classroom: Come on, READ, Andreas! Moving from moral judgment to a diffractive, ethical analysis, *Elisabeth De Schauwer, University of Ghent, and Inge van de Putte, University of Ghent*

Cruel, or diffracting the other through stand-up and therapy, *Jonathan Wyatt, University of Edinburgh*

A diffractive analysis of a tragic journey, *Bronwyn Davies, University of Melbourne*

2135 Contemplative Qualitative Inquiry I: Non-human methodological explorations

2:30-3:50

Drawing Our Thinking: Collaborative Contemplation in Arts-Based Analyses of Community-Engaged Learning, *James Woglom, Humboldt State University*

“Pay Attention to What is Behind the Curtain”: Interrogating Whiteness Using Contemplative Practices in the Context of Participatory Action Research and Intervention., *Rosemary C. Reilly, Concordia University*

Thinking Utopia: a Collaborative Research Practice, *Polina Golovatina-Mora, Universidad Pontificia Bolivariana, and Hernando Blandon, Universidad Pontificia Bolivariana*

How to be an Explorer of the World, *Jessica Smartt Gullion, Texas Woman's University*

2136 Spotlitged Papers: Presentations of Special Interest, I

2:30-3:50

Chair: Alan Wight, University of Cincinnati

Cultural Models for Reasoning About Shyness, *Carrie Zack, Northern Illinois University*

Eating Tyroshi Honeyfingers with Daenerys Targaryen: The Rise of Fan Fiction Cookbooks, *Natalie DeWitt, Western Oregon University*

Re-School the ICQI, *Alan Wight, University of Cincinnati, and Allison Lester, University of Cincinnati*

2137 LGBTQ Issues, II

2:30-3:50

Chair: Stephanie Anne Shelton, The University of Alabama

Furries & Their Fursonas: Case Studies Around the Performances of Online Social Identities Offline, *Michael Gaiuranos, School for Designing a Society*

Teacher Talk and Conversation Analysis: Examining Discussions of LGBTQ Topics in Classrooms, *Stephanie Anne Shelton, The University of Alabama*

An Evocative Inquiry of LGB Youth and Sport, *Lisa Petty, Brock University, and Dawn Trussell, Brock University*

Healing through Fairy Tales, *Mirisen Ozpek, Purdue University*

When We Fundamentally Disagree: Tensions Between Participant and Researcher, *Michael D Bartone, Central Connecticut State University*

2138 Plenary: Women Who Write

2:30-3:50

An Open Letter to the Man Who Fired Me 15 Years Ago Because I Became a Single Mother, *Patricia Leavy, www.patricialeavy.com*

The Queer Life of Things: Performance, Affect and the More-Than-Human, *Anne Harris, Monash University*

Writing in Black and Blue(s): Reflections on Blackgirl Autoethnography, *Robin Boylorn, University of Alabama*

Twins, Not Quite: Chapter Two, Susan., *Laurel Richardson, Ohio State University*

2139 Plenary: Writing as a method of inquiry: live and dangerous

2:30-3:50

Methodological-musings on writing-as-a-method-of-inquiry from a barefoot-nomadic-doctoral-researcher who has misplaced her ruby-slippers and can't see a-way-home, *Jan Bradford, University of Edinburgh*

Fields of Playful Potential: (Interrupted) Writing as a Method of Inquiry, *Fiona Murray, University of Edinburgh*

Performing Writing: Writing-as-Inquiry as a Performative and Affective Practice, *Stacy Holman Jones, Monash University, Victoria, Australia.*

Writing to it: creative engagements with writing practice in and with the not yet known in today's academy, *Jonathan Wyatt, University of Edinburgh, and Ken Gale, Plymouth Institute of Education*

2148 Exploring Identity, I

2:30-3:50

Chair: Doo Jae Park, Eastern Illinois University

Who am I?: Re-thinking of qualitative researcher's positionality, *Doo Jae Park, Eastern Illinois University*

Should I research my 'community'? The Native Informant's Responsibility, *Jane S Ku, University of Windsor Sociology*

From the "Shadow of Withering" to the "Light of Sprawling": A Physical and Mental Transformation Process of a Dancer, *Ming Hsiu Ko, University of Taipei, Taiwan*

An American in Cuba, *David Franklin Purnell, Mercer University*

2149 Narratives from the Dark Side of Interpersonal Communication: Performing Relational Transgression

2:30-3:50

Brotherly Love, *Geoffrey Cardwell, Purdue University Northwest*

Benefits? More like “Friends with Baggage”, *Emily Wallace, Purdue University Northwest*

Unfaithful, *Stephanie Widlowski, Purdue University Northwest*

The dark side of love, *Daniella Zomparelli, Purdue University Northwest*

2152 Education: Pre-service Teachers, II

4:00-5:20

Chair: *Kate Shively, Ball State University*

Pre-service Teachers’ Outdoor Experiences, Perspectives and Insights as Yesterday’s Children and Future Educators, *Dilek Altun, Abi Evran University, and Mustafa Ulusoy, Gazi University, Ankara, Turkey*

Realistic Expectations: The Role of Short-term Study Abroad Programs, *Stephanie McCutcheon, Kansas State University*

Teaching pre-service teachers about digital literacy across the curriculum through design thinking, *Kate Shively, Ball State University, and Jennifer Ann Palilonis, Ball State University*

Evidence of “performativity” in preservice teachers’ experiences with evaluation, *Meghan Kessler, University of Illinois at Urbana-Champaign*

2153 When We Cannot Understand: Educating in the Trump Era

4:00-5:20

Using a Feminist Methodology of Vulnerability to Teach Non-Binary Thinking in Post-Election Art Education Classrooms, *Amber Ward, California State University, Sacramento, and Olga Ivashkevich, University of South Carolina*

Educating Across Political Difference: Pedagogy in a Binary World, *Asbli Walker, University of Georgia, and Shara Cherniak, University of Georgia*

Cultivating Land and Community through Making Love Passionately: A Critical Pedagogy of Place, *Christina Hylton, University of Georgia*

**2154 Researching Regulating Institutions: An
Interdisciplinary Reflection**

4:00-5:20

Chair: Maguemati Wabgou, Universidad Nacional de Colombia

Conflict Resolution in Africa: An overview on the role of African Union, Regional and Sub-Regional Organizations, *Maguemati Wabgou, Universidad Nacional de Colombia*

Fast Academia, Research Products and Rigorous Methods: Qualitative Research and Evidence-Based Policing, *Karen Lumsden, Loughborough University*

Higher Education Leadership Research: The Perils and Promise of Qualitative Inquiry, *Rozana Carducci, Salem State University*

Reflecting on the study of Judges in the Courtroom: Methodological Dilemmas and Ethical Considerations, *Nourit Zimerman, Bar Ilan University, Michal Rom, Bar Ilan University, and Edite Ronen, Bar Ilan University*

**2155 Performative Accounts of Embodied Experiences: The
Transformative Act of Engaging in Feminist Research
Methodology**

4:00-5:20

The Dance of Equity in Imbalance: A Poem Duet on Being Teacher/on Being Student in a Feminist Learning Situation., *Barbara Dennis, Indiana University, and Francesca White, Indiana University*

FAT: Navigating Motherhood and Performing Femininity in a Non-normative Body - A MyStory, *Rebecca Borowski, Indiana University*

Gender Troubled: Embodied Oppression through My Ages – A MyStory, *Traci Jordan, Indiana University*

Discussion: Transforming through the Engagement of Critical Feminist Performative Methodologies, *Chelsea Korth, Indiana University*

2156 Blurring the Color Line: Three Autoethnographies from Racially Ambiguous Women

4:00-5:20

2157 (Re)making Forgiveness: Autoethnographic Reflections on Rejection, Acceptance, and Forgiveness

4:00-5:20

Political Acts of Forgive-less: An Autoethnographic Performance of American Lesbo, *Jacqueline E Adams, Bowling Green State University*

The Politics and Policy of Queer Forgiveness, *Kacey Long, University of Michigan*

Exploring the darkness together: How the self is implicated in the process of forgiveness, *Erick Viera, University of South Florida*

Remembering, Forgetting, and Forgiving, *Lisa Pia Spinazola, University of South Florida, Department of Communication*

2158 Mad Studies: Method Work

4:00-5:20

Being Mad, Being Well: Imagining Truly Mad Treatments, Therapies, Recoveries, *Lzz Jobnk, Eastern Michigan University*

C/S/X/M – A Survivors Story: Traversing the Borderlands of Madness, *Kira Dallaire, Eastern Michigan University*

I am One with the Wildthings: Existing and Resisting in the Mad and Ecological Shuns, *Jacqueline Pruder St. Antoine, Eastern Michigan University*

The Medical Model and the Alienation of Mad Individuals: One Survivor's Perspective, *Lauren Mead, Eastern Michigan University*

"The mirror up to nature": (mis)representations of Madness in the media, *Caroline Gaddy, Eastern Michigan University*

2159 Fighting Back: Educational Policy and Schooling Under Trump

4:00-5:20

Heuristics of Resistance: Encouraging Radically Critical Media Literacy in the Age of the Digital Maelstrom, *James Woglom, Humboldt State University*

Grassroots Organizing as a Way to Resituate Power Relations: Stopping the School Takeover in Georgia, *Briana Bivens, University of Georgia*

Making the #Undocumented Syllabus, *Jesus Tirado, University of Georgia*

2160 Becoming Multiple: Fabrications, Virtual Assemblages, and (Post)Structures of Support

4:00-5:20

Becoming Multiple: Fabrications, Virtual Assemblages, and (Post)Structures of Support, *Candace R. Kuby, University of Missouri, Jessica Van Cleave, Mars Hill University, Jasmine Ulmer, Wayne State University, Brooke Anne Hofess, Appalachian State University, Rebecca C. Christ, University of Missouri, Susan Naomi Nordstrom, University of Memphis, Jaye Johnson Thiel, University of Georgia, and Sarah Bridges-Rhoads, Georgia State University*

2161 Collage as Method

4:00-5:20

Border Crossings and Going Out of Bounds: Collage Work as a Nepantlera, *Kakali Bhattacharya, Kansas State University*

MotherWork Collage as Critical Interpersonal Communication Research, *Sandra L. Faulkner, Bowling Green State University*

Pathology: A Diffractive Encounter of Machine/Body, *Jessica Smartt Gullion, Texas Woman's University*

Stitching Statistical Scraps: Collecting Colorful Patches of Academic Life to Connect and Otherwise Detached Semester, *Allison Ray, Texas Woman's University*

Invisible Illness in the Academy, *Jessica Williams, Texas Woman's University, and Erin Graybill Ellis, Texas Woman's University*

2162 Parenting

4:00-5:20

Chair: Lynn B. Clutter, The University of Tulsa

Failing from the Start: An Autoethnography on Parenting and Disability, *Carol Rogers-Shaw, Pennsylvania State University*

Parenting While in Forced Displacement: Mothers' Narratives of Reconstructing Lives in Colombia, *Katherine Satizabal-Parra Teefey, University of Saskatchewan, and Ulrich Teucher, University of Saskatchewan*

Birth Fathers of Open Adoption, *Lynn B. Clutter, The University of Tulsa*

The Human Element: A Phenomenological Look at the Crossover between Researcher and Friend in Research, *Karin Fields, University of Florida, and Dayna Watson, University of Alabama at Birmingham*

2163 Building Social Fiction

4:00-5:20

The Problem with Sleeping Around, *Rosa L. Thomas, University of Michigan, 2002*

The First Day School of the New Year: January 8th, 1990, *Charles Vanover, University of South Florida*

Responding to Text through Visual Art in ABR: Envisioning the First Day of School, *Victoria Scotti, (Drexel University, 2016)*

2164 Music

4:00-5:20

Chair: John Christopher Haddox, West Virginia University

Fostering Compassion and Equity in Arts Management and Music Education Studies in an Arts University Context in Finland, *Tanja Johansson, Sibelius Academy, University of the Arts Helsinki, and Marja Helena Heimonen, Sibelius Academy, University of the Arts Helsinki*

Considering the Lines Between Us: Exploring the Use of Live Song and Storytelling as Research Method, *Kathleen Louise Turner, Irish World Academy of Music and Dance, University of Limerick, Ireland*

Vulnerability and the Social Dynamic in Creative Collaboration: An Arts-Based Research Perspective, *Wendy J Spitzer, Goldsmiths, University of London / Felix Obelix*

Bridges to Holistic Musicianship: Combining Historically Informed Practice and Constructivist Self-Regulation in Classical Music Performance, *Guadalupe López-Íñiguez, Sibelius Academy, University of the Arts Helsinki / Kone Foundation of Finland*

Validating the Existence and Contributions of a Marginalized Appalachian Community in Song: Eleanor's Hope/Forgotten Past, *John Christopher Haddox, West Virginia University*

2165 Bringing Forth Change and Understanding through the Arts, III

4:00-5:20

Chair: Florinda Cardenas, University of Incarnate Word

Practicing Radical Forgiveness: An Interactive Social Justice Mobile Museum, *Amber Lauren Johnson, Saint Louis University*

Snap what? How Technology enables and constrains learning of different generations in a PhD classroom, *Florinda Cardenas, University of Incarnate Word, Thomas Varkey Thenmadiyil, University of the Incarnate Word, San Antonio, Texas, USA, and Alfredo Ortiz Aragón, University of the Incarnate Word*

Art Based Research and or versus Contemporary Art & Anthropology?, *Eva Marxen, School of the Art Institute of Chicago*

Children's Literature as Prevention for Future Offenses of Interpersonal Violence: Their Body Belongs to Them, *Bianca Rivera, SUNY Downstate Medical Center, and LeConte Dill, SUNY Downstate Medical Center*

Pets, Parents, and Forgetting Things: Playbuilding with Nine and Ten Year Olds, *Tabitha Dell'Angelo, The College of New Jersey*

2173 Missions and visions in art education, inquiry and pedagogy – Part 2

4:00-5:20

The spaces between: Children, teachers, researchers, artists., *Christine Marme Thompson, Penn State University*

Multiple entry points to the arts and culture of China, *Koon Hwee Kan, Kent State University*

Attention on the edge: Ability to notice as a necessity to learning, teaching, and survival, *Biljana Fredriksen, University College of Southeast Norway,*

2175 Human Rights, Human Vulnerability and Qualitative Inquiry

4:00-5:20

Holocaust Commemoration Rituals and Human Rights: Videographic Analysis, *Bernt Schnettler, Bayreuth University, and Alejandro Baer, University of Minnesota*

Human rights and qualitative inquiry: Mexican crisis and Ayotzinapa massacre, *Cesar Antonio Cisneros-Puebla, UAM Iztapalapa, México*

Human rights, vulnerability and the fragility of human existence, *Angelika Pofert, Technical University Dortmund*

Women Workers in a Globalized World. An Analysis of Social Human Rights and Core Labour Standards in Textile Sector in Pakistan, *Aisha Syeda Furrukh, University of Applied Sciences Fulda, Germany*

2185 The Posthuman

4:00-5:20

Chair: Jerry Lee Rosiek, University of Oregon

Critical Race Theory Meets Posthumanism: Reflections on a Study of Racial Segregation in Schools, *Jerry Lee Rosiek, University of Oregon*

Beyond Words: Privileging the Unspoken in Qualitative Research, *Jocey Quinn, Plymouth University*

Doing More Democratic Narratives via a Posthumanist Unsmoothing of Narrative Smoothing, *Anna Montana Cirell, Arizona State University, Joseph D Sweet, Arizona State University, and Jason Griffith, Arizona State University*

Theorizing Subjectivity Across Three Ontological Traditions, *Susan L Watson, Virginia Commonwealth University, Ginger Walker, Virginia Commonwealth University, and Bill Muth, Virginia Commonwealth University*

Indigenous Philosophy Was There First: What Posthumanist Methodologists Can Learn From Indigenous Agential Realism, *Jimmy Snyder, University of Oregon, and Jerry Lee Rosiek, University of Oregon*

2186 Contemplative Qualitative Inquiry II: Personal research and methodological narratives

4:00-5:20

Miscarriages, Abortions and Guilt, *Radhika Gajjala, Bowling Green State University, and Zehui Dai, Bowling Green State University*

Research and marriage: A contemplative duoethnography of growth, *Raul A. Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and Polina Golovatina-Mora, Universidad Pontificia Bolivariana*

Contemplative Practice as a Tool for Resilience for Young Adults with Cognitive Disabilities, *Laurence Hadjas, Laurence Hadjas Educational Consulting*

Musings from the streets of India: Voice for individuals with disabilities who are non-verbal, *Anjali J Forber-Pratt, Vanderbilt University*

2187 Spotlighted Papers: Presentations of Special Interest, II

4:00-5:20

Concern, Performance, Recalcitrance: Co-Prototyping Singularities with Captive Animals, *Pablo Hermansen, Pontificia Universidad Catolica de Chile, and Martin Tironi, Pontificia Universidad Catolica de Chile*

Reading as Materiality: An Afternoon Coffee, *Lin Chen, The University of Georgia*

What would Baba Asa say? : A Posthumous Conversation with Dr. Asa Grant Hilliard, III, *Qiana Cutts, Mississippi State University*

2188 Spotlight: Reconsiderations: Feminist Work on the Move

4:00-5:20

From Big Dissertation to Little Book, *Sara Childers, ohio state university*

DIssolutions in and of a field, *Janet Miller, teachers college*

30 Years After: From Research as Praxis to Praxis in the Ruins, *patti lather, ohio state university*

Disappearing Methodology, *lisa weems, miami university of Ohio*

2189 Plenary: Trouble in Paradise: Transgressions and Tenure, Politics and Promotion in Hostile Territory

4:00-5:20

Plenary: YouTube, Comics, and Vulnerability: Graphic and Video Formats for Teaching Qualitative Research to Millennials

2190

4:00-5:20

How to “Get Your Qual On” – A Story of a Qualitative Research YouTube Channel, *Sarah Jane Tracy, Arizona State University - Tempe, Matthew C. J. Donovan, Arizona State University - Tempe, and Sarah Jones, Arizona State University - Tempe*

The Value of Funny Pictures: Drawing Qualitative Methods Pedagogy, *Sally Campbell Galman, University of Massachusetts-Amherst*

Qualitative Research Magic and Superpowers: Anchoring Learning Experiences in an Online Qualitative Methods Class, *Kakali Bhattacharya, Kansas State University*

2199 Exploring Identity, II

4:00-5:20

Chair: !@#&

Amanda Elizabeth Brunson, The University of Alabama

Shifting Identities: An Autoethnography on Leaving Fundamentalist Evangelicalism, *Amanda Elizabeth Brunson, The University of Alabama*

Exploring upon my comings and goings between, *Elizabeth Aguirre Armendariz, Universidad Autónoma de Ciudad Juárez*

Meaning of water: An autoethnographic inquiry to a swimmer in Taiwan., *Kuo-Cheng Hung, National Taiwan Normal University, Li-chuan Kao, University of Taipei, and Piching Lu, National Taiwan University Department of Athletics*

Immigrant teacher self-narratives in the space between imagined and lived stories, *James Alan Oloo, University of Regina*

4:00-5:20

Chair: !@#&

James Justin Hamm, Appalachian State University

Why I blog about illness: A breast cancer blogger's story of identity, *Rebecca J Hogue, University of Ottawa*

Could Fixing Physician Burnout Be This Simple: Disrupting Dominant Ideology and Practice, *Francisca Mata, University of Illinois College of Medicine, and Simone Hampton, Carle Foundation Hospital*

Life in EMS, Understanding communication of EMS providers through ethnography., *James Justin Hamm, Appalachian State University*

Illness Disclosure Narrative as a Dialectic of Expression and Protection through Close Relationship and Emergent Identity, *Steve Ryder, University Of South Florida*

Autoethnography: Deconstrucción subjetiva en contexto de pueblos originarios andinos: Un relato autoetnográfico

Social Work: Results of health promotion: foundations for decision-making

Spanish or Portuguese Submissions: Territorios en disputa: el eco-etno-desarrollo en el pacífico colombiano

Territorios en disputa: el eco-etno-desarrollo en el pacífico colombiano, *Yennesit Palacios Valencia, Universidad Autónoma Latinoamericana de Medellín, Ángela Cecilia González Serna, Universidad Autónoma Latinoamericana de Medellín, Diego Monsalve Builes, Universidad Autónoma Latinoamericana de Medellín, and Daniel Castillo Salas, Universidad Autónoma Latinoamericana de Medellín*

Spanish or Portuguese Submissions: Archivos Familiares y Narrativas Personales

Entre Recuerdos e Historias, *LuzElena Galvan, CIESAS-CdMx*

Una Mirada Autoetnográfica al Exilio Español en México: Secretos de Familia, *Eugenia Martín, Universidad Autónoma Metropolitana-Unidad Xochimilco*

Investigación Narrativa y Archivos Familiares, *MERCEDES BLANCO, CIESAS-CdMx*

Spanish or Portuguese Submissions: Investigación Cualitativa en Español y Portugués: Mapeando un Campo Académico

Metodologías cualitativas emergentes en Colombia: Aproximaciones narrativas en la cibercultura, *Luis Felipe Gonzalez, Universidad Santo Tomas*

Global Qualitative Health Research: Mental Health in primary care at Florianópolis - Brazil

Social Work: Whose voice fills the (W)hole?

Whose voice fills the (w)hole? How family members experience severe and persistent mental illness and their interaction with psychiatric professionals, *Susan Mintzberg, McGill University*

Whose voice fills the (w)hole? “Housing-Related Initiatives in a Long-Term Conflict Zone: Facing the Challenge of Spatial Oppression and Denied Housing Rights”, *Nuha Dwaikat Shaer, McGill University*

Whose voice fills the (W)hole? Help-seeking: Mothers and fathers of children with neurodisabilities, *Gina Glidden, McGill University*

Whose voice fills the (W)hole? The Helping Relationship Between Social Workers and Clients, *Hagit Sinai-Glazer, McGill University*

Spanish or Portuguese Submissions: Investigacion Narrativa y Turning Points

El sinuoso camino para atender un problema de salud: elecciones entre servicios publicos y privados, *Addis Abeba Salinas, Universidad Autonoma Metropolitana*

Acordes para una conciencia social, *Dinah Maria Rochin, Universidad Nacional Autonoma de Mexico*

Obesidad: hay que preguntarse si es solo un problema de salud publica, *Edith Pacheco, El Colegio de Mexico*

Digital Tools: Teaching Qualitative Research Methods On-Line: Challenging Learners to Engage with Qualitative Inquiry

1. “That kind of structure makes me study hard”: Students’ perceptions of learning about qualitative inquiry in online contexts, *Kathryn Roulston, University of Georgia, Elizabeth Pope, University of Georgia, Trena Paulus, University of Georgia, and Kathleen deMarrais, University of Georgia*
2. Strategies for teaching digital tools for qualitative research in a fully online format, *Trena Paulus, University of Georgia, and Elizabeth Pope, University of Georgia*
3. “I have lots of thoughts...” Examining qualitative concepts in students’ discussions of qualitative methods, *Kathryn Roulston, University of Georgia, Trena Paulus, University of Georgia, and Kathleen deMarrais, University of Georgia*
4. Qualitative pedagogy and instructional design in online contexts, *Kathleen deMarrais, University of Georgia, Kathryn Roulston, University of Georgia, and Trena Paulus, University of Georgia*

Social Work: Eye of Newt, Heart of Transformation

Arts-Based Research: A Quest for Play

Coalition for Critical Qualitative Inquiry: How cultural and social practices affect reading and writing?

Coalition for Critical Qualitative Inquiry: What the Hell Just Happened?! Making Sense of the 2016 Election

Female Bodies as Dangerous, Shameful, Spectacle in the Era of Trump, *Jessica Heybach, Aurora University*

Endless Babbling and the Contradictory Nature of Truth in the Rise of Trump, *Austin Pickup, Aurora University*

The Populist Masquerade of Attributing Trump's Win to "Economic Anxiety" among White Voters, *Faith A Agostinone, Aurora University*

A Statistician's View of the 2016 Election Polling, *Craig Wilson, Independent*

Social Work: Journey of reentry from prison to community: An empowerment experience

Meaningful transformation in the reentry process: The potential of faith based services, *Brent In, College of Social Work, Loyola University Chicago*

Reclaiming citizenship: Recognizing markers of criminalized women's desistance and emancipation after release from prison, *Patricia O'Brien, Jame Addams College of Social Work, University of Illinois at Chicago*

Psychological self-sufficiency among ex-offenders in reentry, *Philip Hong, Social Work School, Loyola University Chicago*

Journey of reentry from prison to community: An empowerment experience, *Thomas Kenemore, Master of Social Work Program, Chicago State University*

Digital Tools: Spotlight: Join us in updating the Wikipedia entries related to qualitative research: A Hands-on Experience

Spanish or Portuguese Submissions: Mujeres profesoras e investigadoras en universidades públicas

Somos académicas privilegiadas, y aún así. . ., *Laura Elena Padilla, Universidad Autónoma de Aguascalientes, and silvia marcela benard, universidad autonoma de aguascalientes*

Sobreviviendo en una universidad pública: ¡Soy docente-investigadora, además de...!; una autoetnografía, *Elizabeth Aguirre Armendáriz, Universidad Autónoma de Ciudad Juárez*

Queriendo ser una docente universitaria: exploraciones autoetnográficas del desarrollo de la trayectoria de la docente novel, *Clara Selva Olid, Universitat Autònoma de Barcelona*

Autoetnografía de una acreditación: la deslegitimación de 26 años de trayectoria académica, *Adriana Gil-Juárez, Universitat Rovira i Virgili*

Coalition for Critical Qualitative Inquiry: Slowness, laziness, and stupidity: antidotes to seemingly 'effective' scholarship and the neoliberal Academy

Title: Methodologies...that encounter slowness, *Mirka Koro-Ljungberg, ASU, and Timothy Wells, Arizona State University*

Slow correspondences: Writing toward an Ecocene Presenter, *Jasmine Ulmer, Wayne State University*

The Lazy Academic, *Ryan Evely Gildersleeve, University of Denver*

The importance of being a selectively stupid academic., *Julianne Cheek, Østfold University College, Halden, Norway.*

Autoethnography: Uncovering deeply entrenched normative structures through drama, journaling and reflective practice

Uncovering deeply entrenched normative structures through drama, journaling and reflective practice, *Joe Norris, Brock University, Loveless J Douglas, University of Auckland, and Aaron Thomas Bodle, James Madison University*

Forum of Critical Chinese Qualitative Research: Learning critical qualitative research in the Chinese contexts

Understanding Epistemological and Ontological Foundations of Qualitative Research in Chinese Philosophy, *Miao Li, Shandong University*

Love and Hate to Do Qualitative Research: the Story from a Chinese Learner, *Yanming Ren, University of Auckland, New Zealand*

Beyond compassion: reflection on the methodological challenge in refugee research, *Man Xu, University of Toronto*

Learning Critical Qualitative Research, *Chin Er Yang, OISE, University of Toronto*

Forum of Critical Chinese Qualitative Research: Seeing like a Junior Chinese Feminist: A Critical Reflection on the Social Inquiry of Chinese women and Feminist Movements in Chinese Societies

From “Motives” to “Narratives”: An Epistemological Reflection on “Global Hypergamy” in the Field of Marriage Migration, *Catherine Man Chuen Cheng, University of Toronto*

The Limits of “Double Burden” in Studying Women and Work in Socialist China, *Yige Ingrid Dong, John Hopkins University*

Contentious Politics and Resistant Imaginaries in The Chinese Context: The Case of the Newly Emerging Feminist Resistances, *Jiling Duan, Indiana University Bloomington*

“Made in Impact Litigation” – Queer Mobilization Before the Law, *Di Wang, University of Wisconsin-Madison*

Coalition for Critical Qualitative Inquiry: Conflict with Preservice Teachers as Inquiry to Inform Pedagogy

Conflict AS Inquiry, *Mel Kutner, University of Georgia - Educational Theory and Practice*

Teaching Genre and Conflict with Preservice English Teachers, *Heidi L Hadley, The University of Georgia*

Considering Trauma-informed Pedagogy Differently through Conflict Analysis and Resolution Theories, *Alex Winninghoff, University of Georgia*

Global Qualitative Health Research: Journey to and reflections on doing qualitative health research from different fields

Journey to and reflections on doing qualitative health research within health services and policy research, *Laurie Goldsmith, Simon Fraser University*

Enhancing the mental health of populations: A program of research driven by collaborative and qualitative methods, *Emily Jenkins, University of British Columbia*

Journey to and reflections on doing qualitative health research within a business school, *Gillian Mulvale, McMaster University*

Coalition for Critical Qualitative Inquiry: Pragmatism and the “Posts” Revisited: Methodological Possibilities for Critical Inquiry in Uncritical Times

Inviting “post” and pragmatic critical inquiry, *Austin Pickup, Aurora University*

Research, Correspondence, and Happenings: Truth in Educational Research, *Eric Sheffield, Missouri State University*

On Critical Materialist Pragmatism, *Aaron Kuntz, University of Alabama*

“He’s Pragmatic”: The Conflation of American Pragmatism and Pragmatists in a Kakistocracy, *Jessica Heybach, Aurora University*

Forum of Critical Chinese Qualitative Research: The Forum as a Platform for Intellectual Activism

Indigenous Research: Difficult and Needed Conversations: Disrupting Assumptions and Exploring Ethical Possibilities in Indigenous Inquiries

Exploring Entitlement Issues of Non-Indigenous Scholars Interested in Indigenous Inquiry, *Aurea María Vericat-Rocha, University of British Columbia*

Indigenous Methodologies: More than Just a Medicine Wheel, *Miranda Huron, University of British Columbia*

Protocols and Ways to Support Inter-National & Cultural Dialogues and Spaces, *Harlan Pruden, University of British Columbia*

Carrying the Bones: Advancing Legacies of Survivance through Indigenous Film, *Jeanette Villeneuve, University of British Columbia*

Coalition for Critical Qualitative Inquiry: Plenary: Patriarchal Whitelash and Post-Election Activism: Counter Stories from Nasty Women

Living the 2016 Election, *Yvonna Lincoln, Texas A & M*

Dear Hillary . . . , *patti lather, ohio state university*

Here's What I Need: Preparations of a Warrior, *M. Francyne Huckaby, Texas Christian University*

Imagined Coalitions: Shuffling the "Woman Card" Deck, *Janet Miller, teachers college*

Internalized Patriarchy in the Presidential Election: Can We Mount Systematic (and Chaotic) Resistance?, *Gaile S. Cannella, Independent Scholar*

Digital Tools: Creating a Social Ecological Model for Elementary Mathematics Homework

Creating a Social Ecological Model for Elementary Mathematics Homework, *Stephanie Ann Sadownik, University of Toronto*

Spanish or Portuguese Submissions: Memoria investigativa y enfoque biográfico: desafíos en el uso de materiales personales en la investigación cualitativa

Cuadernos y diarios personales en la investigación biográfica: límites difusos entre la escritura íntima y lo que se hace público., *Maria Gabriela Rubilar, Universidad de Chile*

Biografía, memoria, fotografía: Luis Poirot y el proceso investigativo desafiado, *Marcela Cornejo, Pontificia Universidad Católica de Chile, and Maria de la Luz Hurtado, Pontificia Universidad Católica de Chile*

La reflexividad en el trabajo de campo biográfico: análisis de la importancia de los materiales aportados por los narradores en la investigación empírica, *Leticia Muñoz Terra, CIMeCS-IdIHCS. CONICET/UNLP y FaHCE*

Una aproximación semiótico-material a los métodos biográficos-narrativos en la investigación cualitativa, *Nicolás Schöngut-Grollmus, Universidad Gabriela Mistral*

Spanish or Portuguese Submissions: ¿Cómo se enseña-aprende a ser/devenir investigador/a cualitativo/a? Aciertos, desaciertos y desafíos desde la práctica

Investigando y formando investigadores: aprendizajes en el oficio de investigar, *Marcela Cornejo, Pontificia Universidad Católica de Chile*

Hacerse investigador. Una reflexión acerca de los modos de aprender y enseñar investigación cualitativa en pre y postgrado, *Maria Gabriela Rubilar, Universidad de Chile*

Vaivén autoetnográfico: ¿Profesora de investigación cualitativa?; compartiendo algunas experiencias, *Elizabeth Aguirre Armendáriz, Universidad Autónoma de Ciudad Juárez*

La cotidianidad en la academia un privilegio o un paso a la esclavitud, *Addis Abeba Salinas, Universidad Autónoma Metropolitana*

Spanish or Portuguese Submissions: Capacitação do familiar cuidador na adesão do usuário hipertenso ao tratamento: tecnologia educativa em saúde

Social Work: Opening Plenary Social Work Day: Social Work's Response to Donald Trump's Presidency

Social Work: TED=Like Talks: Stories that Others Can Connect to

Coalition for Critical Qualitative Inquiry: Exploring the process how education level has been inherent as cultural capital in high school

Spanish or Portuguese Submissions: Diaspora. Social meanings and haitian mobilities

Diaspora. mobilities haitians, *Francine Pinto Da Silva Joseph, Universidade Federal do Amapá*

Spanish or Portuguese Submissions: Terremoto 7.8 en Ecuador. Comprendiendo un Desastre y su Gestión desde un Abordaje Cualitativo

Construir Resiliencia y Apoyo Psicosocial en Contexto de Desastre. Una Investigación Participativa con Mujeres Afectadas por el Terremoto en Ecuador., *Marcela Fabiola Frugone, Universidad Casa Grande, and Isabela Cuesta, Universidad Casa Grande*

Solidaridad en Desastres, una Oportunidad para la Práctica de la Responsabilidad Social Empresarial (RSE), *maria del carmen zenck, Universidad Casa Grande, and Ingrid Cristina Rios, Universidad Casa Grande*

Identidad en Tiempos de Desastres: Caso Ecuador, *Ingrid Cristina Rios, Universidad Casa Grande, and Estefanía Luzuriaga, Universidad Casa Grande*

Desde las Asociaciones Civiles de Ecuatorianos No-Residentes al Ecuador: una Aproximación Transnacional al Post-Terremoto, *Sebastián Umpierrez De Reguero, Universidad Casa Grande, Diana Vallejo, Universidad Casa Grande, Santiago Gonzalez-Paredes, Universidad Casa Grande, Juan Daniel Bonaguro, Universidad Casa Grande, and Stefano Vanoni, Universidad Casa Grande*

“Reflections on working in a hospital: A social worker speaks, *Masego Lecha, Ministry of Local Government, Botswana*

“God Smites You!”: Atheists’ Experiences of Stigma and Identity Politics, *Degan Loren, University of Memphis*

“Oh no, I couldn’t do that!”: Overcoming Recruitment Barriers Among Non-Professional Bilingual Human Services Staff, *Deirdre Lanesskog, California State University San Bernardino*

“Please, Tell them”: Voices from University Classrooms on Effects of Multimodality on Polylingual EAL Speaking College Students’ Meaning Making, *OLGA GOULD, SUNY, UB*

“Practice is the truth of the field”: experiential learning in Cuban medical education, *Hilla-Tyler Sang, Kent State University*

“That’s the personality disorder talking”: Embracing mental illness as a lens on experience, *Rachel Casey, Virginia Commonwealth University*

„Quiero ser alguien“: Metas y Ambivalencias en una Escuela Urbana Marginada en El Salvador, *Christine Schmalenbach, TU Dortmund University*

(Un)Mapping Experiences of Queer People of Color: A Hybrid Methodological Intervention in Critical Qualitative Research, *Dirk J. Rodricks, OISE/University of Toronto*

A Critical Time for Critical Pedagogies in Social Work Education, *Michelle Skop, Wilfrid Laurier University*

A Grounded Theory Study of Gay-Straight Alliance Formation and Maintenance in the Deep South Region of the United States, *Sarah Reta Young, Binghamton University*

A Process Evaluation of the Homeless Court in Salt Lake City, Utah, *Emogene Elizabeth Hennick, University of Utah*

A qualitative investigation of vocabulary learning strategies, *Samaneh Jafari, Southern Illinois University, and Reza Kafipour, Shiraz University of Medical Sciences*

A Student’s Journey through a BSW Program as a Novice Qualitative Scholar Change Agent, *Lindsay Grace Fernandez, Kutztown University of Pennsylvania, and Juliana Svistova, Kutztown University of Pennsylvania*

A transformative Phenomenology: Creating spaces of difference, *andrew gitlin, UGA*

Abordagem para a compreensão da vida - do individual ao sistêmico, *FABIOLA LIMA GONÇALVES, UNIFOR, and Lidia Andrade Lourinho, Universidade Estadual do Ceará*

Abriendo la caja negra de la gentrificación. La transformación espacial de Williamsburg, NYC (1980-2005), *Santiago Orrego, Universidad de Antioquia*

Achievement Perceptions, Definitions, and Influences in the Era of the “So-Called Achievement Gap”, *Susan Marie Foster, Southern Illinois University*

Action nets of Career Guidance Services – succeeding and achieving in shaping individuals and societies, *Christian Schroeder, University of Luxemburg*

Activism in community-based research, *Jason Brown, Western University*

Activism, Cultural Awareness, and Education: At the Crossroads, *Michaela Williamson, Eastern Michigan University*

African American English speakers and Predominantly White Institutions: Examination of Frameworks for Critically Understanding Racial and Linguistic Oppression, *Dominique Clayton, University of Illinois at Urbana Champaign*

African Parenting Practices: Botswana Perspectives, *Poloko Nuggert Ntshwarang, University of Kwazulu-Natal, South Africa, and Vishanthie Sewpaul, College of Education, Dubai*

Agent Orange and a private sphere of suffering for Vietnam era veterans, *Dhrubodhi Mukherjee, Social Work*

Algunos argumentos para fundar las estrategias de investigación - acción – participación en la epistemología de la complejidad, *Alejandro Noboa Silva, Universidad de la República*

Aligning Methodological Readiness with QDAS & REDA Adoption, *Michelle Salmona, Institute for Mixed Methods Research, Eli Lieber, Institute for Mixed Methods Research, and Dan Kaczynski, Central Michigan University*

Alma. Serie Web y Estrategia Transmedia sobre Mitigación ambiental en la Ciudad de Medellín., *Omar Mauricio Velásquez, Professor, Yeimmy Katherine Vallejo, Student, Isabella Valencia, Student, Lucas Fernando Ramírez, Student, Daniel García, Student, Sara Leyva, Student, Daniela Henao, Student, Viviana Marcela Ruiz, Student, Sebastian Llano, Student, and Laura Victoria Antequera, Student*

Along the border of violence: promotion or inhibition of violent conduct, *Luca Tateo, Aalborg University, and Giuseppina Marsico, Aalborg University and University of Salerno*

American Indian Tribal Identity at PWIs: Empowerment through Indigenous Philosophy, *Beverly Jean Smith, UTUC, EPOL, and Beverly Jean Smith, UTUC, EPOL*

An Ecological Understanding of Alcohol-Specific Parenting Practices in Latino Families, *Amber Kraft, University of Illinois at Chicago*

An Ethnographic Case Study of Multicultural Teacher Education In Turkey, *Yahya Han Erbas, Indiana University Bloomington*

An In-Depth Look at the Black Female Impostor, *Marsha Simon, University of Alabama*

An integrated approach of quantitative and qualitative data, *Maria del Carmen Malbran, National University of La Plata Argentina*

Análisis de Discurso de la Ley N°20.584 que Regula los Derechos y Deberes que tienen las Personas en Relación con Acciones Vinculadas a su Atención en Salud desde la Lingüística Crítica, *Carla Verónica Flores, Universidad Santo Tomás-Chile*

Análisis de las Interacciones de Estudiantes y Profesores Universitarios en UADY Virtual, *Adrián Schroeder Esquivel-Guemes, Universidad Autónoma de Yucatán, and Pedro J. Canto-Herrera, Universidad Autónoma de Yucatán*

Análisis Dialógico de un mito de los Wounaam-Nonam del Pacífico colombiano, *Hernán Sanchez, Universidad del Valle*

Analysis of Culturally Affirming Pre-College Programs, *Ashley Carpenter, University of Massachusetts - Amherst*

Analysis of Text Comments on YouTube: Exploring Perceptions, Interactions, and Content, *Christopher Cayari, Purdue University, West Lafayette*

Aplicaciones multimedia, realidad aumentada y el aprendizaje de habilidades lingüísticas, *Wellington Remigio Villota Oyarvide, Universidad Católica de Santiago de Guayaquil, Patricio Rigoberto Alvarez Muñoz, Universidad Estatal de Milagro, Isabel Amarilis Leal Maridueña, Unidad Educativa Milagro, Karen Elizabeth Mora De La Cruz, Universidad Católica de Santiago de Guayaquil, and Javier Enrique Martínez Ruiz, Universidad Estatal de Milagro*

Applying Social Media Practices in the College Classroom, *Christopher Cayari, Purdue University, West Lafayette*

Approaching Difference and Ethics in Teaching Future Pedagogues, *Teija Rantala, University of Helsinki, Elisabeth De Schauwer, University of Ghent, and Inge van de Putte, University of Ghent*

Archiving Qualitative Data: Protecting the Rights of Participants to be Heard,
Kristi Jackson, Queri

Art as Method: Storying Health Care Experiences through Body Mapping,
Michelle Skop, Wilfrid Laurier University

Ashley Goodrich, *Ashley Goodrich, University of Georgia*

Ashura: Indigenous Ideology and Social Activism, *Rouhollah Aghasaleh, Georgia State University*

Asserting Indigenous Methods to write Voices of Urban Aboriginal Peoples and Diabetes, *Moneca Sinclair, University of Manitoba*

Attentional Deficit according to a women's magazine during Chilean dictatorship.,
monica peña, Facultad de Psicología Universidad Diego Portales

Autoethnographic reflections on crosscultural identities, power positionings, and the gringa gaze of validation: 21 years of life ... and Lima, Peru, *Phiona Stanley, UNSW Australia*

Autoethnography of pain and hope: Understanding the person with renal disease,
Mirliana Ramirez, Department of Nursing, University of Chile

Barriers to Health Care Participation in Rural Special Needs Populations in West Virginia, *John Christopher Haddox, West Virginia University, and Amy Burt, West Virginia University*

Becoming Caliban: A Rhizo-analysis on Second Language Literacy, *Sonia Sharmin, University of Georgia*

Beyond Cultures and Languages: Lessons from Working with Chinese Immigrant Families in Child Welfare, *Pamela Chiang, Eastern Connecticut State University, Ching-Hsuan Lin, University of Illinois at Urbana-Champaign, Emily Lux, University of Illinois at Urbana-Champaign, and Hsiu-Fen Lin, University of New Jersey at Rutgers*

Beyond guardians of rigor: implications of taking "researcher as primary instrument" literally in participatory research, *Alfredo Ortiz Aragón, University of the Incarnate Word, and Mary Brydon-Miller, University of Louisville*

Birth Mothers of Open Adoption, *Lynn B. Clutter, The University of Tulsa*

Black Feminist Cartography: A Critical Qualitative Research Methodology,
Altheria Caldera, Texas A&M University-Commerce

Breaking New Ground, *Ernie Stringer, Curtin University, Darryl Kickett, Curtin University, Trevor Satour, Curtin University, and Marion Kickett, Curtin University*

Building Microcultures of Care: Humanizing Literacy Tutoring, *Melanie Reaves, Northern Michigan University, George Kamberelis, University of North Carolina Wilmington, and Joan Zyhowski, Northern Michigan University*

Capital for Success: Native American College Students and Their Collegiate Journey, *Karen Johnston-Ashton, Texas State University, and Steven R Aragon, UNM*

Cartografía Social: Una alternativa para la formación de docentes en investigación en posgrado, *Irma Alicia Flores, Universidad de los Andes, and Silvia Paola Solano, Universidad de los Andes*

Challenging Tradition: A phenomenological study of poetry written by youth with problematic sexual behaviors, *Taylor Ellis, The University of Alabama, Qingyi Li, University of Alabama, Jess Bertram, The University of Alabama, James T. Meadows, The University of Alabama, Burcu Ozturk, The University of Alabama, and Debra Nelson-Gardell, The University of Alabama*

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