

TWELFTH

Congress
of
Qualitative
Inquiry

University of Illinois at Urbana-Champaign
www.icqi.org

NOTE:

We have not yet received the schedules for some of the SIGS. If you submitted to Social Work, these submissions will be presented on 19 May 2016. Further, the front matter for all the SIGS has not been included in this version.

To find your name, just perform a Ctrl + F (or Command + F for Mac) search.

Send correction requests by 1 April to:

sub.icqi@gmail.com

Be sure to include the Panel Number in the subject line of the email.

Don't forget to register at the address below:

<http://icqi.org/registration/>

Wednesday, May 18th

Arts-Based Research: Respect for Children/Governing the Child: Intergenerational Interactions in the

1112826 Classroom

9:30-10:50

Chair: Kristine E. Sunday, Old Dominion University

Precarious Children: Recognizing Young Children as Citizens in their Learning Communities, *Kristine E. Sunday, Old Dominion University*

“You’re Giving Me a Headache!” A Story about Playing School at Home, *Christopher Mark Schulte, Penn State University*

Discerning a Pedagogy of Interruption, *Daniel Kent Thompson, Penn State University*

With Strings Attached: The Image of the Child in Contemporary Proposals for School Reform, *Christine Marmé Thompson, Penn State University*

Arts-Based Research: Arts Based Research and

1130687 Dominant Scholarly Traditions

11:00-12:20

(Session Organizer) Nancy Gerber, Drexel University; (Discussant) Nisha Sajjani, Lesley University / New York University; (Discussant) Jacelyn Biondo, Drexel University; (Discussant) Bronwen Landless, Drexel University,

Arts-Based Research: Women’s Struggles through the Narrative of Music: The Palestinian and Chilean lived

1113639 experience

1:00-2:20

(Session Organizer) Alejandra Agüero, University of Illinois at Urbana-Champaign; (Discussant) Angela Williams, University of Illinois at Urbana-Champaign,

**Arts-Based Research: Critical Place-Based A/r/
tography: An Autoethnographic Video/Performance**
1113033 Study on Place, Identity and Time

2:30-3:50

(Session Organizer) Misha Burstein, University of Arizona,

**Arts-Based Research: Methodological lineage in arts-
1116459 based inquiry**

4:00-5:20

Chair: Liora Bresler, University of Illinois

From connoisseurship to aesthetic based, *Liora Bresler, University of Illinois*

Spirituality and Music Education, *Koji Matsunobu, Hong Kong Institute of
Education*

Murray-Tiedge Donna, *Donna Murray-Tiedge, University of Wisconsin, Oshkosh*

Expressive arts, *Tawnya Smith, Boston University*

Embodiment and choreography of teaching, *Andrews Kimber, University of Illinois*

**Psychology: Plenary of the SIG in Qualitative
290 Psychology: Critical and Post-Structural Inquiries**

4:00-5:20

Note that start time is 5:00pm,

Thursday, May 19th

356 Poster Session 01

A critical perspective towards culturally inclusive classrooms in South Africa, *Sonti Zelma Mokobane, University of Free State*

Dimensiones culturales del concepto de felicidad en adultos mayores en edad de retiro laboral, *Maria de los Angeles Aguilera-Velasco, Universidad de Guadalajara, Martin Acosta-Fernández, Universidad de Guadalajara, Teresa Margarita Torres-Lopez, Universidad de Guadalajara, and Sergio Adalberto Franco-Chavez, Universidad de Guadalajara*

Hacking Dominance: A grassroots court watch in New Jersey, *Amy E Meckeler, Alliance for Racial and Social Justice*

Rewards Along the Journey for Parents of Adult Children Diagnosed with Autism Spectrum Disorder, *Christina Noel Marsack, Wayne State University*

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

Navigating La Frontera: Mestizaje, power and politics of helping in a tuition-free private school, *Autumn Marie Chilcote, Independent Scholar*

Restorative Justice As An Alternative To Punitive Discipline And Juvenile Detention: A Case Study of Chicago Public High Schools, *Aditi Das, University of Chicago*

357 Poster Session 02

Active Learning in the Undergraduate STEM Classroom: Faculty Attitudes, *Sheva Guy, University of Cincinnati*

“Power to the People”: Privileging Participant Voices through Photo Elicitation, *Kimberly A. Hile, University of Illinois at Urbana-Champaign, and Robin L Jarrett, Department of Human Development and Family Studies/ Department of African American Studies*

Social Work's Role Educating Staff of Assisted Living to Support Resident Intimacy and Sexuality, *James R. Carter, Wright State University, and Nytasia M Hicks, Wright State University*

Are there only four sources of self-efficacy? Eliciting self-efficacy sources through qualitative methodology, *Sara Katz, Shaanan academic College, Haifa, Israel*

Pesquisas qualitativas em enfermagem: avanços e desafios or Qualitative research in nursing: progress and challenges, *amanda márcia dos santos reinaldo, universidade federal de minas gerais*

The 12 Steps of Alcoholics Anonymous as a Leadership Formative Experience: A Personal Narrative, *Mitchell Friedman, Independent Researcher; University of San Francisco*

Inestabilidad en el empleo y repercusiones psicosociales en la salud. Estudio fenomenologico en trabajadores universitarios, *Martin Acosta-Fernández, Universidad de Guadalajara, Maria de los Angeles Aguilera-Velasco, Universidad de Guadalajara, Teresa Margarita Torres-Lopez, Universidad de Guadalajara, and Liliana Parra-Osorio, Universidad Libre, Seccional Cali. Colombia*

358 **Poster Session 03**

The presence of children: opportunity or threat to marital satisfaction, *Zeinab Tavakol, Tehran University of Medical Sciences*

Social Work's Role Advocating for Safe Intimate and Sexual Expression in Assisted Living Populations, *James R. Carter, Wright State University, and Diamond C Williams, Wright State University*

Iterative, Reflective, Intersectional: Implications for Integrating Qualitative Data into Contraceptive Counseling Protocols, *Margaret Mary Downey, University of California, Berkeley, and Anu Manchikanti Gomez, University of California, Berkeley*

The Meaning of integrality for nurses of primary health care in Brazil, *Wilza Carla Spiri, Univ Estadual Paulista - UNESP, and Suyane Souza Lemos, Univ Estadual Paulista - UNESP*

Género, medicina y epistemología social: Un analisis de mi experiencia como investigador., *Alan Irving Vicenteño León, Universidad Nacional Autónoma de México*

Comprehension of the influencing factors of the working environment from the perspective of nurse managers, *Wilza Carla Spiri, Univ Estadual Paulista - UNESP, and Priscila Braga Oliveira, Univ Estadual Paulista - UNESP*

He Said, She Said: Supportive Interactions Among Married Couples during Diabetes Appointments, *Mary Marshall, Purdue University, Jill Walsh, Purdue University, Kelly Peterson, Purdue University, Melissa Franks, Purdue University, and Shannon Oates, Indiana University Health*

359 **Poster Session 04**

Freedom, violence, racism and discrimination: Analysis of discourse of black and quilombola women of Southwest Bahia/Brazil (2010- 2014), *RAQUEL SOUZAS, UFBA*

Empowerment: Daily Strategies & Commitments for Sustained Weight Loss. James Doster RN, Texas A&M University, *James Howell Doster, Texas A&M University, and Idethia Shevon Harvey, Texas A&M University*

Assessing health-related quality of life in food insecure children: use of qualitative methodology, *Archontoula Dalma, Prolepsis Institute, Athanasios Petralias, Prolepsis Institute, and Athena Linos, Medical School, National and Kapodistrian University of Athens*

Trayectorias Laborales de Medicos Residentes en Mexico: Dilema Neoliberal de la Precariedad en el Trabajo., *Martin Acosta-Fernández, Universidad de Guadalajara, Maria de los Angeles Aguilera-Velasco, Universidad de Guadalajara, Teresa Margarita Torres-Lopez, Universidad de Guadalajara, and Liliana Parra-Osorio, Universidad Libre, Seccional Cali. Colombia*

O desafio de formar profissionais na Saúde Coletiva: Percepções dos Discentes do Curso de Fonoaudiologia, *Lidia Andrade Lourinho, Universidade de Fortaleza, Ana Maria Fontenelle Catrib, Universidade de Fortaleza, Claudio Moreira, UMass Amherst, and Aline Veras Brilhante, Universidade de Fortaleza*

An Investigation of Preschool Children's Affinity towards Nature (Biophilia): A Turkish Sample, *Simge Yilmaz, Mersin University, and Refika Olgan, Middle East Technical University*

Guiding Future Public Relations Professionals: How Faculty Perceive Their Advising Styles for Student-Run Agencies, *Deborah Davis, Ball State University*

Training process to improve pedagogical skills among Chilean Health sciences degrees teachers, *Cristhian Perez, Universidad de Concepcion*

Introducing Reflection to Professional Health Science Students – facilitating qualitative assessment in a quantitative culture., *Gwen Essex, University of California, San Francisco*

Early Acquaintance with Profession: Internship, *Gokcen Abali, Anadolu University School for the Handicapped Instructor, Zehranur Kaya, Anadolu University School for the Handicapped Instructor, Meltem Anay, Anadolu University, Yildiz Uzuner, Anadolu University, and Guzin Karasu, Anadolu University*

Identifying Preservice Teacher Beliefs Through the Use of Metaphors, *Casey Dianna Gilewski, University of Memphis*

Does Course Format Matter When Learning About Diversity? Exploring Student Evaluations in Online Versus Hybrid Classroom Structure, *Mary Marshall, Purdue University, Heather Fedesco, Purdue University, and Natasha Watkins, Purdue University*

Enhancing children's art appreciation and critical thinking through art intervention program based on visual literacy theory, *Kyoung Jin Kim, Ball State University, Su-Jeong Wee, Purdue University at Calumet, and Carolyn Hitchens, Ball State University*

Looking Inward and Outward: Pre-service Teachers' Cultural Iceberg, *Kyoung Jin Kim, Ball State University*

“It is not like I am not trying”: Promoting Home-School Partnerships with African-American Families, *Robin L Jarrett, Department of Human Development and Family Studies/ Department of African American Studies, and Sarai Coba Rodriguez, University of Illinois at Urbana-Champaign*

Exploring the Role of Peers and Peer Culture in Literacy-related Activities in Toddlerhood., *Bob Young Lee, Western Illinois University*

Deconstructing Activity Expectations in Neoliberal Unemployment Policy Discourses: Implications for Participation in Everyday Life, *Debbie Laliberte Rudman, School of Occupational Therapy, The University of Western Ontario, Rebecca Aldrich, Department of Occupational Science and Occupational Therapy, Saint Louis University, Suzanne Huot, School of Occupational Therapy, The University of Western Ontario, John Grundy, York University, Kathryn Whiting, St. Louis University, and Awish Aslam, The University of Western Ontario*

Non-Traditional Preservice Students' Beliefs About Teaching and Learning, *Casey Dianna Gilewski, University of Memphis*

Drug Trafficking culture. A discourse critical analysis of narco corrido lyrics, *Sarah Margarita Chávez, individual*

Augmented Reality Games for Qualitative Research on Learner Interactions, *Fariha Hayat Salman, Pennsylvania State University*

Factional stories: Creating a methodological space for collaboration, reflection and inquiry, *Alexis Anja Kallio, Sibelius Academy, University*

362 Poster Session 07

Engaging in Science Practices and Language as Bodily and Affective Intra-Action, *Shakhnoza Kayumova, University of Massachusetts Dartmouth*

A Sociocultural Perspective of ELLs' Willingness to Communicate in a Second Language, *Xiang Shen, Southern Illinois University Carbondale*

Exploring Self-Compassion Among School Counselors in Ohio, *Michelle Lynn Shimaberry, Ohio University, and Yuchun Zhou, Ohio University*

Standpoint Theory: Building a Frame for Qualitative Social Work Research and Social Change, *Lisa A. Henshaw, Adelphi University, School of Social Work*

Movements scores and Verbatim theatre: performing thoughts and words, *Marilia Velardi, University of Sao Paulo*

Forum theatre as a tool for change in the workplace- CONVERSATION ROUNDTABLE, *Chinedu Anumudu, Texas State University*

O PROCESSO CRIATIVO E A PESQUISA EM DANÇA: como dar vida ao processo?, *Renata Frazão Matsuo, Universidade Paulista UNIP, and Marilia Velardi, University of Sao Paulo*

The Inclusive Potentials of Narrative Techniques in Activist Music Education, *Tuulikki Elisa Laes, Sibelius Academy of the University of the Arts Helsinki*

The dichotomous relationship between teaching and learning in the visual arts: A neoliberal perspective, *Chyrese Stephanie Wolf, Chicago State University, and Joanna Rea, Bolingbrook*

Autoethnography on the scene: stage performance as process in qualitative inquiry, *Paulo Sergio Maron, University of Sao Paulo, Marilia Velardi, University of Sao Paulo, and Diósnio Machado Neto, University of Sao Paulo*

The Heteronormative Speech and The Egalitarian Access, *Danilo Borges Paulino, Federal University of Uberlândia (UFU), and Emerson Fernando Rasera, Federal University of Uberlândia (UFU)*

Autoethnography: Addiction in a Family Context, *Courtney Allison Becker, Penn State Altoona*

Autoethnography: A Sickle Cell Anemic Kid, *Chisomebi Anastasia Emeh, Penn State Altoona*

What is gained and at what cost: A critical autoethnographic study examining the effects of learning abroad, *Stephanie McCutcheon, Kansas State University*

364 Poster Session 09

Interprofessional theoretical and methodological Frames used in a Qualitative Study Related to Cultural Safety, *Lida Dekker, Washington State University, and Dawn Doutrich, Washington State University*

Defining Student Engagement in an Online Course through Interaction Analysis, *Merve Basdogan, Indiana University Bloomington*

The Experiences of Education Sojourners in Language and Sociocultural Navigations, *Sary Silbhiany, Indiana University Bloomington & Sriwijaya University*

Interactive Narratives and the Collective Imaginary about Motherhood, *Tania Mara Marques Granato, Pontifical Catholic University of Campinas, Sao Paulo, Brazil., and Tania Maria José Aiello-Vaisberg, Pontifical Catholic University of Campinas, Sao Paulo, Brazil.*

cARTography of Food Access Within the Campus Food Environment, *Allison Ray, Texas Woman's University*

Exploring Experiences of Low Income Single Mothers in Botswana using an African Feminist Framework, *Tumani Malinga, University of Illinois at Urbana-Champaign*

Using Focus Groups to Gain understanding of the Needs of Students in STEM Disciplines, *Mona Ibrahim, Concordia College, and Heidi Manning, Concordia College*

365 Poster Session 10

The Thin Miskowaa (Red) Line: Exploring the Barriers to Accessing Mental Health Support Services for First Nations Police Officers in a Northern Ontario Community, *Ma'iingan Lisa Corbiere, Algoma University*

Nuevos relatos de yagé. Etnografía sobre producción cultural entre neo yageceros en Colombia, *Paloma David Velásquez, Universidad Nacional de Colombia*

Community-Based Arts: Learning with Communities, *Abran Koo, The Ohio State University*

Indicadores cualitativos para el manejo ambiental en el sector floricultor en Colombia, *Laity Alvinzy Velásquez Fandiño, Universidad Militar Nueva Granada, and Carlos Arturo Uribe Vargas, Universidad Militar Nueva Granada*

"Made in China" Art Inquiry + Travel-study + Social-economic Responsibilities, *Koon-Hwee Kan, Kent State University*

Rebraiding Qualitative Diagrams Through Chicana Feminist Tenets, *Maria Elena Cecilia Salazar, New Mexico State University*

Re-imagining Aging and Mobility Through Qualitative Inquiry, *Thea Franke, Interdisciplinary Studies - University of British Columbia, Habib Chaudhury, Department of Gerontology - Simon Fraser University, and Joanie Sims-Gould, Faculty of Medicine - University of British Columbia*

Friday, May 20th

Coalition for Critical Qualitative Inquiry: Validity in 1110635 Qualitative Research: Looking Back and Moving Ahead

8:00-9:20

Chair: Zulfukar Ozdogan, Indiana University

Historical and contemporary perspectives on validity in qualitative research,
Zulfukar Ozdogan, Indiana University, and Francesca White, Indiana University

Defining and pursuing validity in discourse analysis research, *Jessica Lester, Indiana University, Michelle O'Reilly, University of Leicester, and Nikki Kiyimba, University of Chester*

Validity as Research Praxis, *Barbara Dennis, Indiana University*

Establishing Communicative Validity: Lessons from Participatory Action Research,
Meagan Call-Cummings, Indiana University

Digital Tools: The construction and use of digital tools 1112492 for qualitative research: Challenges on the horizon

8:00-9:20

Chair: Judith Davidson, University of Massachusetts Lowell

Accidentally Naked: Ethical Issues When Conducting Virtual Ethnographic Research, *Kakali Bhattacharya, Kansas State University*

Digital Humanities and Qualitative Inquiry: Digging into Data on a Large Scale,
Harriett Green, University of Illinois

Operationalising our responsibilities: equipping university teachers to embed CAQDAS into curricula, *Christina Silver, University of Surrey*

Determinism vs. Constructivism: The Polarizing Discourse Regarding Digital Tools for Qualitative Research and how it Threatens our Scholarship, *Kristi Jackson, Queri*

8:00-9:20

Chair: Raji Swaminathan, University of Wisconsin-Milwaukee

A Process-Oriented Inquiry into an Emergent Community Dialogue Praxis, *N. Banu Ibaoglu Vaughn, Georgia Conflict Center*

In/appropriate Methodologies in a Time of Mass Extinction: A Tale of Hermeneutic Becoming, *Susan F. Reed, Appalachian State University*

Clash of Epistemologies: A Critical Review of Design Research Tradition, *Hakan Anay, Eskisehir Osmangazi University, and Ulku Ozten, Eskisehir Osmangazi University*

Extending the Concept of Translanguaging to Research in Multilingual Contexts, *Lilian Cibils, New Mexico State University, and Koomi Kim, New Mexico State University*

Sense-making and Place-Making as theories to inform reflexivity: Interrogating sites and settings in Qualitative Research, *Raji Swaminathan, University of Wisconsin-Milwaukee, and Thalia Mulvihill, Ball State University*

**Putting Posthumanist Theories to Work in Early
1113610 Childhood Literacies**

8:00-9:20

Chair: Candace Kuby, University of Missouri

timespacemattering: Reconfiguring early literacies of race and class through material change, *Jaye Thiel, University of Tennessee, Knoxville*

Matter matters: Exploring the intra-activity of students and materials in Writers' Studio, *Candace Kuby, University of Missouri*

Writing posthumanism, qualitative inquiry, and early literacy, *Jessica Van Cleave, Mars Hill University, and Sarah Catherine Bridges-Rhoads, Georgia State University*

250 Arts-Based Research: (Queer) Arts-Based Research and Art Methodologies in Practice

8:00-9:20

Chair: Lisbeth A. Berbary, University of Waterloo

Analytic Comics: Creative Engagements with Bisexual Community Experiences,
Lisbeth A. Berbary, University of Waterloo

Turning (and Turning): Kiki and Herb and the Case for Queer Camp as Transformative Aesthetic, *Colin Whitworth, Southern Illinois University, Carbondale*

Home is where the Camp is: An inquiry into camp as Queer refuge, *Allyson Dean, University of Oregon, and Jeff Kenney, Clemson University*

Some Theoretical Implications of Classical Ex Voto Practices for Artistic and Philosophical Methodologies, *Viola Timm, UNIFOR*

Seeing Epiphanies in Qualitative Inquiry, *Jim Deegan, Mary Immaculate College, Limerick, Ireland*

117 Autoethnography: The Religious

8:00-9:20

Chair: Matt Adamson, University of Illinois at Urbana-Champaign

(Still) Speaking in Silences: Decolonizing Performances of Resistance and Rage, *hari stephen kumar, University of Massachusetts Amherst*

“How Canst Thou Weep?”: Religion, Uncertainty, and Coming to Know God, *Matt Adamson, University of Illinois at Urbana-Champaign*

The Magi of Juana Diaz: Performing Identity in a Time of Crisis, *Liza Ann Acosta, North Park University*

The Transformational Power of Place: Celebrate Recovery, *David R Fisher, The University of South Florida*

280 Indigenous Research: Global Indigenous Discourse

8:00-9:20

Chair: Amy Prorock-Ernest,

Opportunities in tourism: different stories of two generations, *Xiaotao Yang, University of Waterloo*

The Colonial Legacy: Narrative from Pakistan, *Amina Obaid Khawaja, Lahore College for Women University, Lahore, Pakistan*

The border of village and the urban Uyghur social net, *Hade Abudu, North West Minorities University Lanzhou Gansu China*

171 Critical Ethnography As Performance

9:30-10:50

Chair: Ana Cristina Aguirre-Calleja, Universidad de las Américas Puebla, Psychology Department

Mentoring, Juvenile Delinquency and The American Dream, *Teresa Whiting, University of Alabama*

Embodiment and the Public Intellectual, *Gary J. Krug, Eastern Washington University*

Performance of collective action as a cultural jamming: the case of “el Chaman del Raval”, *Ana Cristina Aguirre-Calleja, Universidad de las Américas Puebla, Psychology Department*

“We Don’t Want Students Like Him Here!”, *Della R. Leavitt, Independent*

Qualitative Research Design and Analysis: Finding the Axis of Interpretation so That Your Study Spins True, *Merrie Koester, University of South Carolina Center for Science Education*

Plenary: The History of Qualitative Research in Four 111984 Generations

9:30-10:50

Chair: Elizabeth St.Pierre, The University of Georgia

The Research Act, 2.01, circa 1966, *Norman Denzin, Univ of Illinois*

From field biology to interpretation: Beginnings and development of approaches to ethnography in qualitative inquiry, *Frederick Erickson, UCLA*

Feminist (Post)Critical, (Post)Modern and (Post)Qualitative: The Science Possible After the Critiques, *Patti Lather, Ohio State University*

Post Qualitative Inquiry: Ruined From the Start, *Elizabeth St.Pierre, The University of Georgia*

Thinking without Method, *Alecia Youngblood Jackson, Appalachian State University*

Plenary: Overcoming attacks on freedom of speech 1130810 through Qualitative Inquiry

9:30-10:50

Chair: Pamela Zapata-Sepúlveda, Universidad de Tarapacá

Overcoming attacks on freedom of speech through Qualitative Inquiry, *Pamela Zapata-Sepúlveda, Universidad de Tarapacá*

Overcoming attacks on freedom of speech through Qualitative Inquiry, *Norman Denzin, Univ of Illinois*

Overcoming attacks on freedom of speech through Qualitative Inquiry, *Stacy Holman Jones, Monash University*

Overcoming attacks on freedom of speech through Qualitative Inquiry, *Jane Gilgun, University of Minnesota, Twin Cities*

Overcoming attacks on freedom of speech through Qualitative Inquiry, *James Haywood Rolling Jr., Syracuse University*

Overcoming attacks on freedom of speech through Qualitative Inquiry, *Angelo Benozzo, Università della Valle d'Aosta*

Overcoming attacks on freedom of speech through Qualitative Inquiry, *Patrick J Lewis, University of Regina*

134 Decolonizing Classrooms

9:30-10:50

Chair: Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco

That Who Has Never Had Louse may Throw Now the First Stone. Leaning and De-Construction of Revulsion towards the Pauper Other, *Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco*

Sounds Unparalleled: An Exploration of the Power of Words in an Adolescent After-School Program, *Khablia Sanders, University of Cincinnati, Susan Watts-Taffe, University of Cincinnati, and Amy Bottomley, University of Cincinnati*

“The whole day they never opened their mouths”: Teaching English in Post-colonial African Contexts, *Rosemary N Nduati, Syracuse University*

Boas & Bias: Burlaquing Borders & Boundaries in Early Childhood and Elementary Classrooms, *Julia Persky, Texas A&M University - College Station*

200 Beyond The Neoliberal

9:30-10:50

Chair: Natasha E Whiteman, University of Leicester, UK

Through the lens of local perspectives: Engaging lived experience and disparity under American neoliberalization, *Ronald Mower, The College at Brockport, SUNY, Adramein Lopez, The College at Brockport, SUNY, Jason Skiba, The College at Brockport, SUNY, and Felix Morales, The College at Brockport, SUNY*

Beyond Neoliberal and Compassionate Ethics: A Manifesto for Alienation in Relation to Ethical Authority., *Natasha E Whiteman, University of Leicester, UK*

The Ray Rice Domestic Violence Case: Constructing Neoliberal Black Masculinity through Newspaper Reports, *M. Candace Christensen, University of Texas San Antonio*

Batman as transmedial discourse to understand anarchy, order, and today's social dynamics in the city, *Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and Polina Golovátina-Mora, Universidad Pontificia Bolivariana*

Epistemological oppression and the road to awakening: A call to action, *Victoria Frances Burns, Institut National de la Recherche Scientifique (INRS), Mary Ellen MacDonald, McGill University, and Franco Carnevale, McGill University*

213 **Overcoming Challenges To Practicing Qualitative Research I**

9:30-10:50

Chair: Mark Learmonth, Durham University Business School

Quantifying the Unquantifiable: A Review and Critique of Present Positivist Influence on Architectural Design Doctorates, *Ulku Ozten, Eskisehir Osmangazi University, Hakan Anay, Eskisehir Osmangazi University, Meltem Anay, Anadolu University, and Yigit Acar, Middle East Technical University*

The Eyes of Wolves, *Sonya Turkman, The University of Georgia*

The politics of evidence in business schools, *Mark Learmonth, Durham University Business School, Kevin Morrell, Warwick University, Michael Humphreys, Durham University Business School, and Robert McMurray, Durham University Business School*

Navigating the Barriers to Qualitative Inquiry as a Graduate Student, *Dessie Clark, Vanderbilt University, and Leah Samples, Vanderbilt University*

Finishing the job: Why quantitative endeavors alone are like a coloring book without crayons., *Christopher Pondish, Independent, and Charles Secolsky, Independent*

1112991 Thrilling Little Things: A series of images

9:30-10:50

Chair: Teija Loytonen, Aalto University

Movement-moving or Thinking-feeling with Images, *Teija Loytonen, Aalto University*

Data Holes, *Mirka Koro-Ljungberg, Arizona state university*

Religious Imagery Production at 'Play', *Teija Tuulikki Rantala, University of Helsinki, Faculty of Arts*

[Imag[e]inary] Circuits, *Justin Hendricks, University of Florida*

International Perspectives On Qualitative Research: African Nations

217

9:30-10:50

Chair: Magnus Mfoafo-M'Carthy, Wilfrid Laurier University

Stigma: Portrayal of Mental Illness in Print Media in Ghana – A Ten Year Evaluation (2003-2012), *Magnus Mfoafo-M'Carthy, Wilfrid Laurier University, Cynthia A. Sottie, University of Ghana, and Charles Gyan, Wilfrid Laurier University*

Food Insecurity within Nouveau Affluence: The Meaning –Making of South African University Cleaning Women, *Jacqueline Hanoman, Ross Community Center*

The Promise of Participation, *Hanne Jensen Haricharan, School of Public Health and Family Medicine, University of Cape Town, South Africa*

Does the International Criminal Court Deter? Evidence from Kenya, *Yvonne Marie Dutton, IU McKinney Law School, and Tessa Alleblas, The Hague Institute for Global Justice*

1111940 Starting Somewhere Else

9:30-10:50

Chair: Carol A Taylor, Sheffield Hallam University

Doing time and motion differently: Academic life everywhere and all the time, *Carol A Taylor, Sheffield Hallam University, and Susanne Gannon, Western Sydney University*

Starting elsewhere: exploring Deleuzes refrain and body , *Margaret Somerville, Western Sydney University*

Starting in the middle: citationality and collaborative writing, *DAGMAR JOHANNA ALEXANDER, UNIVERSITY OF EDINBURGH, Jan Bradford, The University of Edinburgh, Susanne Gannon, Western Sydney University, Fiona Murray, University of Edinburgh, Naomi Partridge, University of Edinburgh, and Jonathan Wyatt, School of Health in Social Science University of Edinburgh*

Poetry and Post humanism, *Jocey Quinn, Plymouth University*

261 Coalition for Critical Qualitative Inquiry: Transformative Inquiry

9:30-10:50

Chair: Erich N. Pitcher, Michigan State University

Yearning for a Trans*formative Methodology: Engaging Contradictory Methods to Critically Produce Knowledge with Trans* Academics, *Erich N. Pitcher, Michigan State University*

Decolonizing Inquiry: Merits of Critical Qualitative Research and Critical Autoethnography in Examining Multicultural/Transnational Identities, *Bita Hazel Zakeri, Indiana University*

Sexual Assault Survivor Silence: Finding Comfort in Spirals of Silence, *Lauran Schaefer, Southern Illinois University*

“Dedicated to Making a Positive Change”: Developing Critical Inquiry Through Youth-Led Research, *Robin Lindquist-Grantz, University of Cincinnati, Cassie Lampe, Cincinnati Children’s Hospital Medical Center, and Lisa M. Vaughn, Cincinnati Children’s Hospital Medical Center*

1113003 Critical Issues in Theory for Qualitative Health Research

9:30-10:50

Chair: Janice Morse, University of Utah

The Characteristics and Components of Apologizing for Error in Healthcare, *Marie Prothero, University of Utah*

Medication as a Social Prosthesis, *Terrie Vann-Ward, University of Utah*

Respect as a Critical Issue for Qualitative Researchers Working across the Ability Spectrum using Community-Based Participatory Research, *Lauren Clark, University of Utah*

Where has all the Culture Gone?, *Janice Morse, University of Utah*

The Qualitative Cafe: An open forum for qualitative discourse, *Jennifer Averill, University of New Mexico*

120 **Autoethnography: Postcolonial Critique**

9:30-10:50

Chair: Sophie Tamas, Carleton University

How to deal with the researchers' eurocentric knowledge: Autoethnographical thoughts, *Susanne Becker, Ludwig-Maximilians-University Munich*

Navigating the PhD: DESTROYing the "underrepresented", *Jacob B Chacko, University of Illinois Urbana-Champaign, Autumn West, University of Illinois Urbana-Champaign, Dorian Harrison, University of Illinois Urbana-Champaign, and Kia Alexander, University of Illinois Urbana-Champaign*

The (Im)possibility of Writing Happiness, *Sophie Tamas, Carleton University*

Mature Black British/Caribbean women's lived experiences of an 'equitable' education provision: Widening Participation's exploitation, *Peggy Warren, Student*

A Postcolonial Literary Scholar Encounters Autoethnography, *Jessika O. Griffin, Ball State University*

191 **Qualitative Case Studies In Education I**

9:30-10:50

Chair: Nosisi Nellie Feza, University of South Africa

South Africa's educators' mathematics teaching journey: A case of 5-6 year old educator practices, *Nosisi Nellie Feza, University of South Africa*

Fifth Grade Mathematics Teachers' Perceptions of Writing in Mathematics, *Perihan Fidan, Tennessee Tech University, and Ciara Pittman, TTU*

Taiwanese students' multilingual education, *CHIEN-YU WU, Purdue University*

Inquiry into Language Use and Ethnic Identity of Chinese immigrants, *Yuwen Deng, Purdue University*

From the Steppes of Central Asia: How a Multilingual Azerbaijani Graduate Student Negotiates Language, *Jennifer Lund, Indiana University*

Coalition for Critical Qualitative Inquiry: Neoliberal Institutions

266

9:30-10:50

A qualitative case study of a once progressive university under threat, *Marianne N Bloch, University of Wisconsin-Madison*

The Fighting Irish Commodity: Neoliberalism and the University of Notre Dame, *Neal Ternes, Florida State University*

The Discovery Institute's Misapplication of Social Scientific Research, *Issac O Akande, University of Illinois Urbana-Champaign: College of Education*

Exploring the Complexity of Critical Activist Leadership and Fear through "Leadership Assemblages", *Lauren Hoffman, Lewis University*

A Criticality of Experience: Chaos and Complexity in American Public Schools, *Janet Tipton Hindman, West Texas A&M University*

103 Barad

9:30-10:50

Chair: Jodi Kaufmann, Georgia State University

Imagining Service Learning as Post-humanist Pedagogy, *Megan Snider Bailey, The University of Alabama*

Admitting that Racism Exceeds Descriptive Methods: Studying Racism as an Ontological Agent, *Jerry Lee Rosiek, University of Oregon*

Meaning and the Measuring Apparatus, *Jodi Kaufmann, Georgia State University*

From Bourdieu to Barad: Methodological choices and liabilities in educational technology research, *Patience Melius, The University of Alabama*

Productive Aporias of Paradigm Proliferations: spacetime-matterings in an Introductory Qualitative Research Course, *Candace Kuby, University of Missouri, and Rebecca C. Aguayo, University of Missouri*

129 Autoethnography: Directions in Autoethnography I

9:30-10:50

Chair: Addis-Abeba Salinas-Urbina, Universidad Autonoma Metropolitana Xochimilco

Critical Storytelling: From Classroom to Book, *Nicholas D. Hartlep, Illinois State University, and Brandon Oglesby Hensley, Millikin University*

Taking about barriers to implement a sexual program at a public university, *Addis-Abeba Salinas-Urbina, Universidad Autonoma Metropolitana Xochimilco*

Finding Newsiness in the Newsroom: An Autoethnography of a Participant Observation, *Theodora Ruhs, University of Maine*

Tracing the Path: Telling Stories Finding Voices From Researching Early Childhood Education (ECE) in Remote Area of Indonesia, *Yulida Pangastuti, University of Auckland*

Autoethnography: Creating an Inclusive Community for Change, *Rachel Lewandowski, Eastern Michigan University*

111 Autoethnography: Examining Illness I

9:30-10:50

Chair: Noah Lelek, Texas Woman's University

Journey(ing) through Jaundice: An Autoethnographic Examination of Illness, *Noah Lelek, Texas Woman's University*

Beyond the Clinical Diagnosis: Living with Bipolar II Disorder, *Reagan Mason, Texas Tech Univeristy*

Inquiry, Illness, & Identity: Sick Scholars and Autoethnographies, *Leslie A Rowland, Indiana University - Bloomington*

Gender-Queering linkage to HIV care: an autoethnographic assessment of a novel Peer Guide training program, *Donna Jo Smith, Georgia State University*

Academic Exiles: Anxiously Working-Magic at the Verge 1113564 of the Unknown [???

9:30-10:50

Chair: Kelly Clark/Keefe, The University of Vermont

Becoming Academic Exile: Leaving Academe, Living the Event of the Return, and (Art)tliculating Precarity's Form, *Kelly Clark/Keefe, The University of Vermont*

Intensity, Endurance, & Sustainability: Evocations Emerging from the Experience of Educational Exile, *Jessica Gilway, Appalachian State University*

Inventing the Beyond: Clinging to Compassion in the Age of Competency-Based Education, *Lisa McNeal, College of Costal Georgia*

Something Else is More Important than Fear: Becoming-In/appropriate in a Time of Mass Extinction and Climate Catastrophe, *Susan F. Reed, Appalachian State University*

Expressive Arts Offer Creative and Sustainable Practices in Higher Education, *Katrina Plato, Appalachian State University*

Plenary: Disability and Qualitative Inquiry: Rethinking 1086518 an Ableist World

9:30-10:50

Chair: Lieke van Heumen, University of Illinois at Chicago

Life Story Research with People Aging with Intellectual Disabilities: An Application of the Life Line Interview Method, *Lieke van Heumen, University of Illinois at Chicago*

Our Siblinghood is Like a Mental Health Community in Itself: A Duoethnography, *Hailee Gibbons, University of Illinois at Chicago, and Caitlin Gibbons, Hennepin County Medical Center*

The Experience of Chronic Pain: Bridging the Medical and Social Models of Disability, *Loren Wilbers, University of Wisconsin-Whitewater*

Life History Research with People with Disabilities: An Autoethnography, *Ronald J. Berger, University of Wisconsin-Whitewater*

186 Discourses On Education I

9:30-10:50

Chair: Chad R Lochmiller, Indiana University

Discursive Perspectives on the Analysis of Policy in Education and Social Fields: Implications for the Future, *Chad R Lochmiller, Indiana University, Jessica Lester, Indiana University, and Rachael Gabriel, University of Connecticut*

Critical discourse analysis of parental involvement policies in selected English-speaking countries, *Max Antony-Newman, OISE/University of Toronto*

Legitimation Strategies of Jesuit Colleges and Universities: An Analysis of the AJCU Presidents' Consensus Statement, *Christine Billings, Colorado State University*

How our cohorts have used social media to build stronger bonds, *Stacey J. Fisher, East Tennessee State University*

Fighting Against the School as a Factory Metaphor: Researching in the Peripheries of Educational Worlds, *Ana Veloso, CIPEM/INET-md - Escola Superior de Educação do Porto, Instituto Politécnico do Porto*

199 Education And The Neoliberal

9:30-10:50

Chair: Susan Finley, Washington State University

Practicing Democracy: Contesting Neoliberalisms Through Political Education of Children and Youth, *Susan Finley, Washington State University*

Student Success as Becoming: An Alternative to Neoliberal Assessments of Success in Higher Education, *Emily Mathis, University of Oregon, and Laura Elizabeth Smithers, University of Oregon*

A Narrative Tale: Sliding from Teaching to Teaching for the Test, *Stephanie Cronenberg, University of Illinois at Urbana-Champaign, Dori Harrison, University of Illinois at Urbana-Champaign, Stacey Korson, University of Illinois at Urbana-Champaign, Alexis Jones, University of Illinois at Urbana-Champaign, Natasha Murray, University of Illinois at Urbana-Champaign, Michael Parrish, University of Illinois at Urbana-Champaign, and Marilyn Johnston-Parsons, University of Illinois at Urbana-Champaign*

Town-Gown Joint Urban Development Projects: The Extension of the Neoliberal University, *Jacob Hindin, Department of Sport Management, Florida State University*

Approaching Critical Social Problems in an Era of Neoliberal Education: An Epistemological Dialogue, *Jessica Preston Kerr, Kansas State University*

Autoethnography: Using Autoethnography to Address 1113529 Higher Education Challenges

9:30-10:50

Chair: Meg Akebi, Michigan State University

Autoethnography as a Transformative Learning Experience, *Meg Akebi, Michigan State University, and Emiko Blalock, Michigan State University*

Examining Experiences of Women of Color Student Affairs Teacher-Practitioners, *Aliya Beavers, Michigan State University, Ginny Jones, Michigan State University, Nadeeka Karunaratne, University of California Irvine, and Carol Huang, Michigan State University*

The Intersection of Sexism and Racism: A Critical Autoethnographic Perspective of Black Women Doctoral Students at a Predominantly White Institution, *Chastity Gaither, Michigan State University, and Aliya Beavers, Michigan State University*

Surviving Domestic Violence in a U.S. Higher Education Context: An Autoethnography, *Rob L Hill, Michigan State University*

176 Exploring The Online I

9:30-10:50

Chair: Heather Stewart, Griffith University

The Perfect Storm: Reflections on developing a collaborative student centred approach in a large online first year management course, *Heather Stewart, Griffith University, and Rod Gapp, Griffith University*

Studying the Production of ESL Teachers'
, Amber Warren, Indiana University

Beginning a Journey: Reflection on Establishment of Community to Enhance Online Learning, *Heather A. Rudolph, University of Northern Colorado*

Analyzing Discourse and Regimes of Power/Knowledge with the Sociology of Knowledge Approach to Discourse

1102366 Session I

9:30-10:50

Chair: Reiner Keller, Augsburg University and Peter Stücheli-Herlach, Zurich University for Applied Sciences

Analyzing Discourse and Foucauldian Regimes of Power/Knowledge with the Sociology of Knowledge Approach to Discourse, *Reiner Keller, University of Augsburg, Germany*

SKAD, Resilience, and the Transformation of Energy Systems towards Renewables, *Steffen Hamborg, University of Oldenburg, Germany*

Diachronic, synchronic and actor-related perspectives on discourses of Career Guidance Services, *Christian Schröder, University of Luxembourg, Ute Karl, University of Luxembourg, Claudia Muche, University of Hildesheim, and Inga Truschkat, University of Hildesheim*

Digital Tools: Exploring Identity and Gender in Digital Spaces

275

9:30-10:50

Chair: Vladimir Santiago Arias, Texas Tech University

Using digital tools and arts-informed methods to construct a third-space research diary and reconstruct identity., *Rosemary C. Reilly, Concordia University*

More Data, More Problems: Examining Neoliberal Institutional Challenges to Online Research, *Jasmine R. Linabary, Purdue University, Danielle J. Corple, Purdue University, Cheryl Cooky, Purdue University, and Emily Fogle, Purdue University*

First Impression Formation and Online Dating: an exploratory study of Tinder, *Vladimir Santiago Arias, Texas Tech University*

It's Not a Woman Problem: Challenging Neoliberal Approaches to Online Community Research, *Danielle J. Corple, Purdue University*

**251 Arts-Based Research: Voices in and through the Arts,
Education, and Qualitative Inquiry**

9:30-10:50

Chair: Ruth M Smith, The Ohio State University

New Arrivals, New Voices: Discovering Narrative Participatory Photography within Somali Diaspora, *Ruth M Smith, The Ohio State University*

Kiefer and I: Stories from an installation, *Laura Formenti, Università degli Studi Milano Bicocca, Milano Italy*

Normalizing Discourses of Upward Mobility: Working Class Roots, Motherhood, and Idealized White Femininity, *Colleen Clements, University of Minnesota*

“Locating ‘good food’ through our voices, in our stories”, *Stephanie R Lim, University of British Columbia*

The Story is the Source: Fictional Characters as Research Participants., *Randee Lipson Lawrence, National Louis University*

**1113408 Autoethnography: Resourcing, Teaming, and Margining:
Worlding: A Family Studies Theory**

9:30-10:50

(Discussant) Darolyn “Lyn” Jones, Ball State University; (Session Organizer) James Jones, Ball State University,

1113606 Feminist Inquiry and Violence Against Women

9:30-10:50

Chair: Anne Namatsi Lutomia, University of Illinois, Urbana-Champaign

Ecriture Féminine: Writing Violence Against Women in Kenya “Diary of A Mad Kenyan Woman” Blog, *Anne Namatsi Lutomia, University of Illinois, Urbana-Champaign*

Carichina Women: Performative Activism in Addressing Violence Against Women in Ecuador, *Rachel Lauren Storm, University of Illinois at Urbana-Champaign*

Naming the Unknowable, Or the Personal is Still Political, *Meadow Jones, University of Illinois at Urbana-Champaign*

281 Indigenous Research: Place as Methodology

9:30-10:50

Chair: Warren Linds,

Place as Methodology for Inquiry in the Coast Salish Territory, *Michael Marker, University of British Columbia*

Art, Activism and Place: an Indigenous Metissage, *Vicki Lynn Kelly, Simon Fraser University*

Indigenous Knowledge and Rangeland Management in Contemporary Eastern Tibet, *Tao Zhou, University of Waterloo*

Plenary: From Outer Space: Reterritorializing Girlhood 1130760 and Its Research I

9:30-10:50

Chair: Michelle Bae-Dimitriadis, SUNY Buffalo State

Hayao Miyazaki's shōjo heroines: The double production of gender and common worlds, *Laura Trafi-Prats, University of Wisconsin, Milwaukee*

The School-to-coffin Pipeline: Queer Youth, Suicide, and Living the In-between, *Boni Wozolek, Kent State University*

Girlhood Unscripted: Homeless Black Girls' Video Narratives and the New Terrain of Representation, *Olga Ivashkevich, University of South Carolina*

Animating boundaries: Refugee girls, Reterritorialization, and New Landscape, *Michelle Bae-Dimitriadis, SUNY Buffalo State*

291 Psychology: Narrative

9:30-10:50

Chair: Katharina A. Azim, The University of Memphis

Do I Have a Case? Narratives about the law, the justice, and moral principles in a legal aid center in Bogotá (Colombia), *Juan López, Universidad de los Andes*

Visiting Chinese grandparents and their families in the U.S., *Hao-Min Chen, Alliant International University, and Denise Lewis, University of Georgia*

Narrative Knowing and Narrative Action in Organizations: Stories in Decision Making, *Tammar B Zilber, Hebrew University of Jerusalem*

Conducting Ethnic Identity Research Through a Postcolonial Feminist Lens, *Katharina A. Azim, The University of Memphis*

303 Directions in Arts-Based Research I

9:30-10:50

Chair: Donald Blumenfeld-Jones, Arizona State University

A Phenomenology of the Artistic Process and Arts-Based Research: Dancing to Understanding, *Donald Blumenfeld-Jones, Arizona State University*

Beyond Qualitative Inquiry: A Neoliberal Society and Power Relations in Action Research by Higher Learning Institutions, *Beverlyne Asiko Ambuyo, Department of Kiswahili and other African Languages, Maseno University, Kenya*

Dancers' Stories: Finding a Way to Survive, *Ra-Yuan Tseng, University of Taipei*

Uaque, School Cohabitation and Performed Ethnography, *JORGE TADEO ARCILA, IDEP (Institute for Educational Research and Pedagogical Development)*

The Interaction and the Cultural Understanding of American and Taiwanese Cultures— 1952 Black Cat Song and Dance Ensemble, *Yu-Ling Chao, University of Taipei, Ra-Yuan Tseng, University of Taipei, and WEI-LUN LI, Tungnan University*

168 Directions in Performance Ethnography

11:00-12:20

Chair: Pirkko Markula, University of Alberta

Glinting in the Sun: A Dramatic Exploration, *Paula Marie Dawidowicz, Walden University*

Change the Dance, *Pirkko Markula, University of Alberta, and Desiree Rachel Yomtoob, Syracuse University*

Conducting Qualitative Research on Vocal Cultural Traditions and Practices, *Virginie Magnat, University of British Columbia*

Performing the “As If” of Ambiguous Loss: Liminalities of Grief, *Dianah McGreehan, Southern Illinois University*

Insomnia: A Cathartic Performance on Marriage and Work in Times of Neoliberal Decimation, *Carmen Ocón, Worcester State University, and Francisco Vivoni, Worcester State University*

1112481 Plenary: Women Who Write

11:00-12:20

Chair: Patricia Leavy, www.patricialeavy.com

Nobody’s Life is ‘Perfect’: The Personal Journey behind Secret Books, *Patricia Leavy, www.patricialeavy.com*

Utopian Performatives: The Willful Embodiment of ‘We’, *Tami Spry, St. Cloud State University*

Waiting for Queer/Performing The Not-Yet Queer Family: Keywords, *Stacy Holman Jones, Monash University*

Excerpts from seven minutes from home: an American story, *Laurel Richardson, The Ohio State University*

Plenary: Feminist Projects Against Neoliberalism and 1111977 Neopositivism

11:00-12:20

Chair: Elizabeth St.Pierre, The University of Georgia

Neopositivist Qualitative Research in the Service of Neoliberalism, *Elizabeth St.Pierre, The University of Georgia*

Not My Mother: Trickle Down Feminism, *Cindy Blair, The University of Georgia*

“Leaning In” or “Pushing Back”? Examining the Difference Between Women and Men Teachers’ Responses to the Neoliberal Accountability Regime in “Public” Education, *Hilary E. Hughes, University of Georgia*

The Pedagogy of Public Fertility, *Mardi Schmeichel, University of Georgia*

A Pedagogy of Presence: Resisting What Counts as Good Teaching in Neoliberal Discourses in Education, *Elizabeth Ann Pittard, Georgia State University*

172 Decolonizing Neocolonial Methodologies I

11:00-12:20

Chair: Devika Chawla, Ohio University

Thinking with Spivak: Within, against, and beyond (self-)reflexivity in participatory visual research with transnational youth, *Marc Higgins, University of British Columbia, and Masayuki Iwase, University of British Columbia*

Reading Spivak in the Heartland, *Devika Chawla, Ohio University*

Neo-Liberal Forms of Othering the Global South in the Global Health Education, *Laila Rahman, University of Toronto*

The subaltern of the urban public spaces and urban practices of (in)visibility, *Polina Golovátina-Mora, Universidad Pontificia Bolivariana, María Camila Rendón Fernandez, Universidad Pontificia Bolivariana, Laura Cristina Castrillón Valencia, Universidad Pontificia Bolivariana, Santiago Mejía, Universidad Pontificia Bolivariana, and Juan Camilo Madrigal Benítez, Universidad Pontificia Bolivariana*

“Postcolonial Situational Analysis”, *Adele Clarke, UC San Francisco*

197 Challenging the Neoliberal

11:00-12:20

Chair: Gordana Jovanovic, University of Belgrade

Qualitative Inquiry - Facing and Responding to Challenges of Neoliberalism, *Gordana Jovanovic, University of Belgrade*

Transformation of Social Justice in a Transition Society, *Gordana Jovanovic, University of Belgrade*

Neoliberalism, money scarcity and the criminalization of poverty, *Timothy David Newman, Bowling Green State University*

How the University Works: Awareness & Advocacy at the Neoliberal University, *Stephanie Joan Cork, The University of Maryland, and David L Andrews, The University of Maryland*

Overcoming Challenges To Practicing Qualitative Research II

214

11:00-12:20

Chair: Jill Bucklaschuk, University of Guelph

Methodological Considerations for Researching Migrants with Precarious Legal Status, *Jill Bucklaschuk, University of Guelph*

Balance is a Myth: You Can't Teach an Old Dog New Tricks, *Ashley Michelle Yopp, Texas A&M University, Billy Ray McKim, Texas A&M University, and Breanne Marie Warbol, Texas A&M University*

Examining the Uses of Qualitative Research for Socially Just Public Policy, *Randall F. Clemens, St. John's University*

Learning to Teach: Qualitative Course Syllabi Analysis, *Glenn Allen Phillips, Southern Illinois University-Carbondale, Sosanya Jones, Southern Illinois University-Carbondale, and Yvonna S Lincoln, Texas A&M University*

164 Visual Studies I

11:00-12:20

Chair: Jasmine Ulmer, Wayne State University

Mapping Contested Visual Space: Street Art, Democracy, and Critical Photographic Cartography, *Jasmine Ulmer, Wayne State University*

What I'm Still Learning about Photovoice, *Amanda O. Latz, Ball State University*

Family photographs and preservice teachers' notions of family, *Kyle Miller, Illinois State University*

Using Photo Elicitation to Reframe the Student Experience, *Gwendolyn Schimek, Colorado State University*

**218 International Perspectives On Qualitative Research:
European Nations**

11:00-12:20

Chair: Arif Yilmaz, Hacettepe University

Capturing Learning through Pedagogical Documentation: An Exploration of Turkish Early Childhood Teachers' Assessment Practices, *Arif Yilmaz, Hacettepe University, Figen Sahin, Gazi University, and Mehmet Buldu, UNICEF Turkey*

Children's construction of inclusive and healthy spaces in day-care-centers: emancipatory, participatory or inclusive?, *Borgunn Ytterhus, Norwegian University of Science and Technology*

Police-Academic Partnerships in the UK and the Politics of 'Evidence-Based Policing, *Jackie Goode, Loughborough University, and Karen Lumsden, Loughborough University*

195 The Family

11:00-12:20

Chair: Amy Marie Funk, Methodist College

Smudged Windows: Attempting to Understand Sibling Grief as a Child, *Amy Marie Funk, Methodist College*

Ancestors, Archives, and Affect: Working 'with and on' Family Letters, *lucy bailey, oklahoma state university*

Understanding Favoritism in Families: The Use of Multiadic Interviews, *Jimmie Manning, Northern Illinois University*

Exploring Family Factors Influencing Eating Habits of Chilean Women from Low-Socioeconomic Status, *Marcela Cecilia Vizcarra-Catalan, University Of Illinois at Urbana-Champaign, Patricia Galvez, University of Illinois at Urbana Champaign, and Andiana Schwingel, University Of Illinois at Urbana-Champaign*

**Coalition for Critical Qualitative Inquiry: Pragmatic
Rhizomatic Inquiries: Unlearning the False Binary of
1113551 Modern/Post-Modern Thought in Education**

11:00-12:20

Chair: Aaron Kuntz, University of Alabama

Learning Beyond Representative Systems: Deleuze, Dewey, & The Work of Inquiry,
Aaron Kuntz, University of Alabama

On Materiality, Abstraction, Onto-epistemologies, and Playing Golf: Points of
(Dis)connection between Deweyan and Deleuzian Perspectives, *Austin Pickup,*
Aurora University

Enduring Thought: Dewey, Deleuze, and the Rhizomatic Nature of Felt
Difficulties, *Jessica Heybach, Aurora University*

William James and Pragmatic Truth: The Compost from which Postmodernism
Grows, *Eric C Sheffield, Missouri State University*

Deleuze on Foucault on Theory: Making Critical Thinking Truly Critical, *Andre
Meeks, Aurora University*

**Reflexive Inquiry. Developing methods of inquiring into
practice research**

Simon

11:00-12:20

Presenters, *Gail Simon, University of Bedfordshire, Julia Jude, University of
Bedfordshire, Maureen Taylor, University of Bedfordshire, and Ann Rubens
Mortensen, University of Bedfordshire*

105 Autoethnography: Race I

11:00-12:20

Chair: Dyanis Popova, Virginia Tech

Radicalizing Black Male Achievement Work, *Monique Liston, UW-Milwaukee*

The Invisible Me: Mixed Racial Identity in a Black and White World, *Dyanis
Popova, Virginia Tech*

What I Didn't See and What I Couldn't: An Autoethnography on Researching Race with Superintendents, *Rachel Roegman, Purdue University*

Owning White Privilege, fine. What Do You Know About Blackness?: Being White Doing CRT, Complexities, *Michael D Bartone, Central Connecticut State University*

192 Qualitative Case Studies In Education II

11:00-12:20

Chair: Julie C Baker, Tennessee Technological University

From the Sticks to Stick-with-it-ness: The Complexity of Persistence in Rural College Students, *Julie C Baker, Tennessee Technological University, and Laura Ezell, Tennessee Technological University*

Qualitative Research and your PhD: Two Students Perspectives on Navigating the Research Journey, *M. Beth Page, University of Victoria, and Jennifer McDaniel, Virginia Commonwealth University*

The Role of Faculty in The Era of Neoliberal Globalization, *Evelyn Morales Vázquez, University of California, Riverside, Virginia Montero Hernández, California State University, Stanislaus, and Omar García Ponce de León, Universidad Autónoma del Estado de Morelos*

Seeking the Right Balance: The Role of University Trustees in a Shared Governance Environment, *Kathleen M. Wilbur, Central Michigan University, Michael Zeig, Michigan State University, and Roger G. Baldwin, Michigan State University*

267 Coalition for Critical Qualitative Inquiry: Critical Discourse

11:00-12:20

Chair: Lyrica Layag Lucas, University of Nebraska-Lincoln

Writing for Human Capital: Economic Discourse and the Dominance of Quantitative Research Publications., *Theodora Ann Lightfoot-Rueda, IISSE (Interdisciplinary Institute for research in Social Science and Education, and Ruth Peah, IISSE and National Louis UNiversity*

Countering Colorism: Multimodal Critical Discourse Analysis of Skin Lightening Advertisements in the Philippines, *Lyrica Layag Lucas, University of Nebraska-Lincoln*

Consulting Companies' New Discourse of Work And Learning, *Timo Nevalainen, University of Tampere*

Constructing Casual Encounters: News Discourse About Sex on Craigslist.org, *Chelsea Julian Reynolds, University of Minnesota School of Journalism and Mass Communication*

Reporting the Drone Wars, *Kevin Howley, DePauw University*

102 Deleuze I

11:00-12:20

Chair: Mark Vagle, The University of Minnesota

A Map Not A Tracing: (re)Thinking as (Non)Method, *David Robinson--Morris, Educational Leadership, Research, & Counseling Louisiana State University*

Thinking with Theories, Tissue Paper, Scissors, and Glue: Intra-Activity in an Introductory Qualitative Research Course, *Candace Kuby, University of Missouri, and Rebecca C. Aguayo, University of Missouri*

Rethinking Agency as an Assemblage, *Inge Van de Putte, Disability Studies - Psychology and Pedagogical Sciences - Ghent University*

Beginning with Philosophical Concept in Qualitative Research, *Mark Vagle, The University of Minnesota*

The Rhizomatic Identity of a Korean International Adoptee, *Lisa Gaskill, The University of Alabama*

130 Autoethnography: Directions in Autoethnography II

11:00-12:20

Chair: Elizabeth Wetzler, Northcentral University

Immersion in and Emergence from Media Representations of Ebola: An Autoethnography of Researcher Saturation, *Elizabeth Wetzler, Northcentral University*

Tourism as Development: One Researcher's Journey in Lao PDR through Photographs and Conversations, *Laura Marie LaBelle, Vang Pao Peace Institute*

Environmental manipulation, more subject to visible environmental agendas:
An auto-ethnography, *Elizabeth Aguirre-Armendariz, Universidad Autónoma de Ciudad Juárez*

Dark Clouds On the Horizon, *Karen Nicole Barbour, The University of Waikato*

On teaching autoethnography: different countries, disciplinary backgrounds, and formal education levels, *Silvia Marcela Benard, Universidad Autonoma de Aguascalientes*

119 Autoethnography: Examining Illness II

11:00-12:20

Chair: Qiana Cutts, University of Georgia

Audre Lorde and Grandma Betty: The Cancer Journals, *Qiana Cutts, University of Georgia*

Fighting Against Forgetting: Remembering Places Where My Relationship with My Father Came into Being, *Daniel Wade Clarke, School of Social Sciences, University of Dundee*

Duoethnography as Method in Mental Illness Research, *Ren VanderLind, Texas State University, Steven Aragon, Texas State University, and Anjali Forber-Pratt, Vanderbilt University*

Awakenings: Ed.D. Students Encounter—and Enact— 1113469 Qualitative Research for the First Time

11:00-12:20

Chair: Kelli LeAnn Epling, Marshall University / Stonewall Jackson Middle School

If You Fall In Love With The Challenge, You Are Inspired Every Day, *Kelli LeAnn Epling, Marshall University / Stonewall Jackson Middle School*

Reflexivity: One Student's Adventure, *Casie McGee, Marshall University*

Research Another Way: An Autoethnographic Look at an Ed. D. Student's First Journey through Qualitative Research, *Joshua Cooper, Marshall University / Waverly High School*

Why Didn't Anyone Tell Me?: Discovering Qualitative Research at the End of Doctoral Coursework, *Mollie Ferguson, Marshall University / Glenville State College*

Disability and qualitative research: Disrupting methods 1113048 and methodologies

11:00-12:20

Chair: Jessica Lester, Indiana University

The possibilities and tensions of applying conversation analysis from a critical disability studies perspective, *Jessica Lester, Indiana University*

Intellectual disability and able-bodied normativity: Positionality in collaborative, participatory methods, *Emily Nusbaum, University of San Francisco*

How “participatory” is participatory research? Exploring the facilitators and barriers of participatory video, *Kathleen Sitter, Memorial University*

An immoderate maaaaadness: Beyond qualitative research and/in disability, *Phil Smith, Eastern Michigan University, Kira Dallaire, Eastern Michigan University, Rachel Lewandowski, Eastern Michigan University, and Jacqueline Pruder St. Antoine, Eastern Michigan University*

187 Discourses On Education II

11:00-12:20

Chair: Stephanie Lynn Abraham, Rowan University

Citizen Qualitative Research: When Parents do Research and Start a Social Movement, *Stephanie Lynn Abraham, Rowan University*

Exploring the Ruptures: When Leading Undergraduate Research Resembles Transference. Jason Ware, Honors College, Purdue University, *Jason Ware, Purdue University*

Working together: An example of a caring relation between a teacher and a mathematics educator, *Elizabeth Suazo Flores, Purdue University, and Lisa Roetker, Tecumseh Junior High School*

Lived experiences of foreign trained teachers in Saskatchewan: A narrative and anti-colonial approach, *James Alan Oloo, University of Regina, Canada*

Discourse and the Ideology of Education Reform: A Cultivated Narrative of Crisis in KS, *Jessica Preston Kerr, Kansas State University*

11:00-12:20

Chair: Hope Antoinette Mayne, University of Technology, Jamaica

Family, Choice and god's will: Women's Troubling of STEM retention initiatives,
lucy bailey, oklahoma state university

Using the Science, Technology, Engineering and Mathematics (STEM)
Methodology: A Critical Reflection of the Jamaican Teacher Educator, *Hope
Antoinette Mayne, University of Technology, Jamaica*

Scientific Argumentation in the Kindergarten Classroom: Supporting
Understanding of Scientific Knowledge Using Outstanding Children's Literature,
*Amber Spears, Tennessee Technological University, and Stephanie Wendt, Tennessee
Technological University*

**Making Sense of Stories: Putting Theory to work in
1112923 Narrative Inquiry**

11:00-12:20

Chair: Janet Miller, Teachers College Columbia University

Toward an Ethic of Relationality in Narrative Research, *Janet Miller, Teachers
College Columbia University*

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

Purposive and Ecstatic Writing: Foucault's Craft of Narrative Sense Making, *David
Lee Carlson, Arizona State University*

Narrative Inquiry and the New Materialism, *Jerry Lee Rosiek, University of Oregon*

Positive Prejudice: Rethinking Prejudice through Gadamer's Philosophical
Hermeneutics in an Age of "Post" Qualitative Inquiry, *Jeong-Hee Kim, Texas
Tech University*

Sound Theory, Sound Narratives: Listening Past Post-Qualitative Methodologies,
Walter S. Gershon, Kent State University

177 Exploring The Online II

11:00-12:20

Chair: Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana

Fan Fiction: Expanding the boundaries of gaming culture and identity, *Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Sebastián Castaño, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Daniel Ramírez, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and Sara Uribe, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Anonymous Whispers: Theorizing the Visual Rhetoric of Online Secrets, *L. Shelley Rawlins, Southern Illinois University- Carbondale*

Factional Conservatism Revisited, *Amirhossein Teimourigendeh, UIUC-Dept of Sociology*

Arts-Based Research: Transformative Theatre: Engaging Image Theatre as Theory, Practice, and

1112785 Research

11:00-12:20

Chair: Tara Nkrumah, University of South Florida

(Session Organizer) Vonzell Agosto, University of South Florida; (Discussant) Andrew Bratspis, University of South Florida; (Chair) Tara Nkrumah, University of South Florida; (Session Organizer) Edwin Reynolds, University of South Florida,

Analyzing Discourse and Regimes of Power/Knowledge with the Sociology of Knowledge Approach to Discourse

1102370 Session II

11:00-12:20

Chair: Reiner Keller, Augsburg University and Peter Stücheli-Herlach, Zurich University for Applied Sciences

Human Rights and Cosmopolitan Solidarities, *Angelika Pofert, Fulda University of Applied Sciences*

Empowerment of Women Household Heads in Iran: A Case Study of Social Construction of a Category and a Concept in Social Policy, *Homa Maddah, University of Bonn*

'Awash In Seas of Discourses' – Analyzing Subjectivity and Identity with SKAD, *Saša Bosančić, University of Augsburg*

Digital Tools: Negotiating Digital Tools on Complex Research Teams: Dilemmas for Qualitative Research

1112422 and QDA Software

11:00-12:20

Chair: Judith Davidson, University of Massachusetts Lowell

Sexing Times Three and NVivo: The Complexities of Team Research in the Digital Age and the Implications for Qualitative Research, *Judith Davidson, University of Massachusetts Lowell, Shanna Rose Thompson, University of Massachusetts Lowell, and Andrew Harris, University of Massachusetts Lowell*

Strategies and Tools for Complex Collaborative Projects: Emergent Literacy Research as Exemplar, *Eli Lieber, University of California, Los Angeles, Michelle Salmona, SocioCultural Research Consultants, and Dan Kaczynski, Central Michigan University*

When worlds unite: Creating a complex team process across two QDAS programs, three disciplines, four researchers and 15 time zones, *Trena Paulus, University of Georgia, Megan Woods, University of Tasmania, David Atkins, University of Tennessee, and Rob Macklin, University of Tasmania*

Crossing Geographical and Cultural Boundaries : International Collaboration with Culturally-Specific Media Data using Transana, *David K. Woods, University of Wisconsin Madison, Wisconsin Center for Education Research*

182 Directions In Grounded Theory I

11:00-12:20

Chair: Todd Haydon, University of Cincinnati

A Grounded Theory Analysis of Special Education Teacher Stress Factors, *Todd Haydon, University of Cincinnati, and Douglas M Stevens, University of Cincinnati*

Sensory Grounded Theory, *Amanda Elizabeth Brunson, The University of Alabama*

Using Constructivist Grounded Theory to Explore Teacher Identity Development in Early College, *Krystal Golding-Ross, The University of Oklahoma*

Exploring the Challenges Experienced during the Transition to Retirement, *Rebecca Genoe, University of Regina, Toni Liechty, University of Illinois at Urbana-Champaign, and Hannah Marston, The Open University*

Reflections on Qualitative Inquiry: Theoretical and 1113599 Practical Challenges

11:00-12:20

Chair: Sophy Cai, University of Illinois at Urbana-Champaign

Qualitative Research as Praxis and for Praxis, *Sophy Cai, University of Illinois at Urbana-Champaign*

Qualitative Research as Resistance, *Ga Young Chung, University of Illinois at Urbana-Champaign*

Writing in English as a Topic of Neoliberal Inquiry, *Lisa Chason, University of Illinois Urbana-Champaign*

Second Language Issues in Qualitative Inquiry, *Natalie Mullen, University of Illinois at Urbana-Champaign*

Qualitative Inquiry as a Worldwide Field, *Daniel F Johnson Mardones, University of Illinois at Urbana Champaign*

Arts-Based Research: Arts-Based Narrative, 252 Performance, and Photos in Qualitative Research

11:00-12:20

Chair: Abbran Koo, The Ohio State University

A Definition of Difference: A Visual Storying of Cultural Identity, *Abbran Koo, The Ohio State University*

Using Photo-elicitation, Video Interviews, and Narrative to Explore Adult Learners' MOOC Experiences, *Jamie Loizzo, University of Nebraska-Lincoln, and Peggy A. Ertmer, Purdue University*

Images not only 'illustrate' the spoken word, they also 'speak' for themselves: reconsidering symbolic analysis in photo voice research., *Karin Hannes, Faculty of Social Sciences*

An educational play: The lives of speech & debate coaches, *Joseph Scott Baker, Texas A&M University/UW-La Crosse*

Examining Embodiment in Process Drama with the Semiotic Photo Response Protocol, *James S. Chisholm, University of Louisville, and Kathryn F. Whitmore, University of Louisville*

Autoethnography: Celebrating Autoethnography in Neoliberal Times: Stories of Resilience, Resistance, and 1112091 Remembrance

11:00-12:20

(Session Organizer) Christopher N Poulos, University of North Carolina-Greensboro; (Discussant) Ronald Pelias, Southern Illinois University, Carbondale; (Discussant) Lesa Lockford, Bowling Green State University; (Discussant) Donna Henson, Bond University-Australia; (Discussant) Elissa Foster, DePaul University,

137 Feminist Qualitative Research I

11:00-12:20

Chair: Qiana Cutts, University of Georgia

Feminist Sensibilities in Queer Ethnography: Limitations and Opportunities, *Justin J Rudnick, Ohio University*

And I wonder, who's loving us: Black Women's Love Narratives, *Qiana Cutts, University of Georgia*

Hits, Hair, and Hegemony: Finding Acceptance in Feminist Spaces, *Jessika O. Griffin, Ball State University, and Robin Phelps-Ward, Clemson University*

Letters back home: Negotiating gendered subjectivity as immigrant adolescent girls, *Bronwen L. Valtchanov, Recreation and Leisure Studies, University of Waterloo, LISbeth A. Berbary, Recreation and Leisure Studies, University of Waterloo, and Diana C. Parry, Recreation and Leisure Studies, University of Waterloo*

“Men and Women of Truth”: An Approach to the Category of Gender in College Students., *John Harold Estrada-Montoya, School of Dentistry, Universidad Nacional de Colombia, and Lindsay Vanesa Pinto, Universidad Nacional de Colombia*

282 Indigenous Research: Indigenous Methodologies in Health

11:00-12:00

Chair: Roe Bubar, Colorado State University

Culture Matters: Evidence of Hope, Health Resiliency, and Cultural Competence from a 5-Year Project with First Nations Youth, *Nuno Filipe Ribeiro, Department of Recreation, Sport & Tourism; University of Illinois at Urbana-Champaign, Shannon Arnason, File Hills Qu'Appelle Health Services, Tim Cyr, File Hills Qu'Appelle Health Services, Curtis Delorme, File Hills Qu'Appelle Health Services, Shane Quewezance, File Hills Qu'Appelle Health Services, and Allison Whiteman, File Hills Qu'Appelle Health Services*

Bone Deep, Boiling Blood, and Fried Nerves: Modeling Chronic Pain from a Mixed Methods Study of Urban American Indians, *Elise Ann Geist Duwe, UIUC*

The Earth is our Teacher and Food is our Medicine: Stories from Arikara Farm, *Roe Bubar, Colorado State University*

Plenary: From Outer Space: Reterritorializing Girlhood 1130767 and Its Research II

11:00-12:20

Chair: Michelle Bae-Dimitriadis, SUNY Buffalo State

The Commodification of the Black Girl Narrative: Moral and Ethical Ponderings, *Venus Evans-Winters, Illinois State University*

Transgressive Grooves, A Mixtape: On Art, Method, and Pleasure in Practicing Research with Girls, *Ruth Nichole Brown, The University of Illinois at Urbana-Champaign, Jillian Hernandez, University of California, San Diego, and Anya M. Wallace, The Pennsylvania State University*

Blackgirl, One Word: Necessary Transgressions in the Name of Imagining Black Girlhood, *Dominique Hill, Miami University*

Scenes of Objection: Decolonizing Black Girlhood Embodiment in Inner & Outer Spaces, *Fahima Indigo Ife, University of Wisconsin, Madison*

292 Psychology: Community-Based Participatory Research

11:00-12:20

Chair: Michael Kral, Wayne State University

Towards Schools as Spaces for Dialog and Consensus. A Case-Study, *Henar Rodriguez, Department of Pedagogy, Universidad de Valladolid, Spain, Sergio Sánchez, School of Education, Universidad de Burgos, Spain, and Ignacio Montero, School of Psychology, Universidad Autonoma de Madrid*

In Our Voices: Experiences Described by Self-Identified Chicana/o Undergraduates, *Daniel Meza, University of California, Santa Barbara, and Melissa Morgan Consoli, University of California, Santa Barbara*

My Story Matters: A thematic analysis of youth's lives who are identified as high-risk, *Michael Frazier, University of West Georgia*

Stories of Community-Based Participatory Action Research, *Michael Kral, Wayne State University, and James Allen, University of Minnesota*

304 Directions in Arts-Based Research II

11:00-12:20

Chair: Margaret Ann Robbins, The University of Georgia

The New Face: A Social Fiction Project on Disability, Critical Media Literacy, and Feminism, *Margaret Ann Robbins, The University of Georgia*

Ordinary Narratives with Poetry and with Schools, *Priscila Correia Fernandes, PPEDU UFSJ*

The Climate of Change: Interdisciplinary Arts-Based Research, *Abram W Kaplan, Denison University*

Arts-Based Research: Experiences of a Graduate Art Student with a Learning Disability, *Betsy L Crawford-Leeds, Kansas State University, Fort Hays State University*

Deterritorializing Habits of Method: Somatographic Observations as Experimental Ground and Force in Posthumanist Qualitative Inquiry, *Kelly Clark/Keefe, The University of Vermont*

Performance and Ethnographic Praxis: Potential, Perils, 1112375 and Ethics of Collaboration

1:00-2:20

Chair: Rebecca Murphy Keith, Arizona State University

(Session Organizer) Rebecca Murphy Keith, Arizona State University; (Discussant) David Purnell, Mercer University; (Chair) Rebecca Murphy Keith, Arizona State University; (Discussant) Rebecca Murphy Keith, Arizona State University; (Discussant) Jay Baglia, DePaul University; (Discussant) Julianna Kirschner, Claremont Graduate University,

1111572 Plenary: Writing from the Heart

1:00-2:20

Chair: Patricia Leavy, www.patricialeavy.com

Linger in the Scene: Writing Evocative Ethnography, *Jessica Smartt Gullion, Texas Woman's University*

Writing the Personal: How to Begin and Maintain a Writing Practice, *Sandra Faulkner, Bowling Green State University*

Shades of Blue: 'No, I am not a character in my novel Blue but yes; it is my most personal book', *Patricia Leavy, www.patricialeavy.com*

How We Endure: Writing as Remembering, Recreating, and Reclaiming, *Jarod Rosello, University of South Florida*

Telling the Truth in Fictional and Nonfictional Forms, *Ronald Pelias, Southern Illinois University, Carbondale*

Plenary: Putting the Work to Work: Getting Smart, Getting Messy, and Getting Lost with the Work of Patti 1131130 Lather

1:00-2:20

Chair: Lucy Bailey, Oklahoma State University

The Politics of Knowledge Production: Tracking and Troubling Readings of Lather, *Lucy Bailey, Oklahoma State University*

Productive Disorientations, *Sara Childers, Walden University*

What does data matter? Putting the work to work in policy futurities, *Wanda Pillow, University of Utah*

The Power of the Preposition: Researching With/For/About Young Women of Color, *Lisa Weems, Miami University of Ohio*

173 Decolonizing Neocolonial Methodologies II

1:00-2:20

Chair: Maguemati Wabgou, Universidad Nacional de Colombia

Globalization in Sub-Saharan Africa: Discourses from the Perspectives of African Studies, *Maguemati Wabgou, Universidad Nacional de Colombia*

Critical reflections on and in “the field”: The Study of ‘Religion’ and the methodology of true (reflexive) praxis in Puerto Rico, *Douglas Avella-Castro, University of Washington*

Animating Processes of Decolonization: Writing and Running as Practices of Self-Care, *Tanya Diaz-Kozlowski, Independent Scholar*

Visions of Africa: A Critical Discourse Analysis of the New York Times’ Coverage of Africa, *Denise St Clair, Westat*

Literacies and Tensions, *Lydiah Kananu Kiramba, University of Illinois at Urbana Champaign*

1112680 Critical Educational Inquiry in Neoliberal Times

1:00-2:20

Chair: Cindy Blair, The University of Georgia

Countering the Neos: (Re)-Democratizing Education utilizing Critical Qualitative Studies in Teacher Preparation, *Jamie C Atkinson, The University of Georgia*

The Counter-Narrative, *Jemelleh Coes, The University of Georgia*

A neoliberal (dis) investment in youth: The potential for one-to-one devices to perpetuate the war on youth, *Matthew Moulton, The University of Georgia*

Hip Hop Pedagogy for Humanity: Embracing Pedagogies of Healing and Reality, *Ashley Love, The University of Georgia*

Making Sense of “Comparative Education Research Design” to Study Teacher Education Spaces in India and USA, *Kajal Sinha, The University of Georgia*

215 **Overcoming Challenges To Practicing Qualitative Research III**

1:00-2:20

Chair: Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco

Promoting Critical Reflection Research for Institutional Change, *Theresa Ronquillo, University of Washington, and Katie Malcolm, University of Washington*

Mining Bad Data (OR) An Argument for Tales of Revision in Qualitative Research, *Rebecca Murphy Keith, Arizona State University*

Qualitative Methodologies and Researchers in Times of War, Dead, and Sorrow, *Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco*

Structured Ethical Reflection: A Guiding Process to Strengthen Individual and Group-level Ethical Decision-making, *Douglas M Stevens, University of Cincinnati, and Amy Rector-Aranda, University of Cincinnati*

165 **Visual Studies II**

1:00-2:20

Chair: Serife Sevis, Indiana University & Middle East Technical University

Word Clouds: Not Only to Visualize But Also to Analyze, *Serife Sevis, Indiana University & Middle East Technical University*

Glimpses of Peace in the Shadow of War: How drawings can be used in researching young people’s experiences of violence in Afghanistan, *Phil Langer, International Psychoanalytic University Berlin, and Aisha-Nusrat Ahmad, Goethe-University*

Presenting the Unpresentable in Surrealist Art, *Alexander Brett Lockwood, Southern Illinois University*

Visual Nosing Around. On the Theoretical Grounding of Communicating Visual Knowledge, *Katharina Miko, Center for Empirical Research Methods*

International Perspectives On Qualitative Research: The Americas

219

1:00-2:20

Chair: Vanessa A. Klein, Montclair State University

Redefining Wilderness: Critical Geography on the Appalachian Trail, *Vanessa A. Klein, Montclair State University*

Understanding the Current Epidemic of Heroin Addiction in America through a Content Analysis Approach, *Gabriel Ferreyra, Texas A&M University--Corpus Christi*

Grassroots Competent Systems and the Corridors of Power, *Mathias Urban, University of Roehampton, Early Childhood Research Centre*

143 The Vignette

1:00-2:20

Chair: Jodi Kaufmann, Georgia State University

Slow Ontology, *Jasmine Ulmer, Wayne State University*

Theory is Dead, *Jodi Kaufmann, Georgia State University, and Sarah Catherine Bridges-Rhoads, Georgia State University*

“As Long as He Didn’t Harm Me:” Saudi Women International Students’ Experiences in a Post-9/11 U.S., *Katharina A. Azim, The University of Memphis*

Getting closer: Degrees of anonymity when re-presenting participants using different text forms., *Kerry Earl, Faculty of Education, University of Waikato*

The Research Vignette: An Interpretative Method of Reflective Writing, *Phil Langer, International Psychoanalytic University Berlin*

Coalition for Critical Qualitative Inquiry: Feminist Perspectives

1:00-2:20

Chair: Neila Miled, Department of Educational Studies, The University of British Columbia, Vancouver, Canada

Feminist and Activist Research: Epistemologies and Methodologies at the Borders, *Alejandra Araiza, Universidad Autonoma del Estado de Hidalgo, and Robert Gonzalez, Universidad Autonoma del Estado de Hidalgo*

(Trans)Formative Friendship and Amateur Feminism, *Rebecca Mercado Thornton, Oakland University*

Researcher's Feminist activist agenda: Critical ethnography and resistance, *Neila Miled, Department of Educational Studies, The University of British Columbia, Vancouver, Canada*

(f)atherhood as Leadership: Re-Awakening the Black Father, *David Aguayo, University of Missouri*

106 Autoethnography: Race II

1:00-2:20

Chair: Doo-Jae Park, Eastern Illinois University

"You are not there yet to think creatively": An interpretive autoethnography on the academic experiences in a mid-south urban city in the U.S., *Lu Liu, Graduate School of Education & Information Studies, University of California, Los Angeles*

An auto-ethnography of an Asian ice hockey player, *Doo-Jae Park, Eastern Illinois University, and Na Ri Shin, University of Illinois at Urbana-Champaign*

In-Depth Interviewing and Intersectionality, *dilek cindoglu, abdullah gul university*

Reading and Writing White Femininity: Critical Autoethnography in Education, *Angela C Coffee, University of Minnesota*

193 Qualitative Case Studies In Education III

1:00-2:20

Chair: Evan Mooney, Montclair State University

The Formation of Purpose: How Experiences of Social Studies Education Contribute to Purposes for Teaching, *Evan Mooney, Montclair State University*

School Readiness In Turkey: Are Bilingual Children Ready or Not?, *Yekta Koşan, Hacettepe University, and nefise semra erkan, hacettepe university*

Case Study About Pre-service Teachers' Perceptions about Multiculturalism In Their Science Classes, *İlke Çalışkan, Hacettepe University*

The Elite Label: Two Gifted Education Teachers' Challenges with Neoliberalism Changes in the Classroom, *Lee Sapp, Tennessee Technological University*

268 Coalition for Critical Qualitative Inquiry: Equity and Inclusion

1:00-2:20

Chair: Jobi Martinez, Texas Tech University

Seeking Stability: A Qualitative Inquiry into Neoliberal Policies, McKinney-Vento, and Chicago's School Closings, *Ann Aviles, Northeastern Illinois University, Jessica Heybach, Aurora University, and Andre Meeks, Aurora University*

Homeless Individuals in Today's Mobile Media Environment: An Examination of the Digital Divide Continuum, *Jobi Martinez, Texas Tech University, and Robert Peaslee, Texas Tech University*

Achieving Education for All - Hearing Minority Parent Voice, *Barbara Wilson, Independent Researcher*

204 Deleuze II

1:00-2:20

Chair: Mark Vagle, The University of Minnesota

At/tuning in with maternal, *Teija Tuulikki Rantala, University of Helsinki, Faculty of Arts*

Post-Intentional Phenomenology as Social Activism and Insurrection, *Mark Vagle, The University of Minnesota*

Becoming-Aberrant: A Deleuzian Conception of Quantification for Post-Paradigmatic Research, *Matthew C Graham, University of Oregon*

Deconstruction of Identity: A Woman's Journey in Poststructuralist Becoming, *Sonia Sharmin, University of Georgia*

131 Autoethnography: Directions in Autoethnography III

1:00-2:20

Chair: myrdene anderson, purdue university

Vignettes in autoethnographic accounts of working lives, *Michael Humphreys, Durham University Business School, Mark Learmonth, Durham University Business School, and Robert McMurray, Durham University Business School*

Ethics revisited, *myrdene anderson, purdue university*

This Bridge Feels Like a Tightrope: Engaging in Qualitative Research for Policy Audiences, *Sosanya Jones, Southern Illinois University-Carbondale*

My Time Behind Bars: An Autoethnography of Correctional Social Work, *Rachel C Casey, Virginia Commonwealth University*

124 Autoethnography: Methodology I

1:00-2:20

Chair: Katrina Plato, Appalachian State University, Boone, NC

Gifting Artistic Reverberations: Another Source of Data, *Katrina Plato, Appalachian State University, Boone, NC*

Liminal Lives, Living: An Co-Autoethnography of Per(forming) and Em(bracing) Liminality, *Colin Whitworth, Southern Illinois University, Carbondale, and Shelby Swafford, Southern Illinois University*

Gonzo and I: On Autoethnographic Journalism, *Anna Denejkina, University of Technology Sydney*

Strange Accounting: Secrets and Risk in Play, *Carol Rambo, University of Memphis*

Becoming-Academic in the Neoliberal Academy: A 1112577 Collective Biography

1:00-2:20

Chair: Spirit Brooks, University of Oregon

Digital Collectives: Method, *Spirit Brooks, University of Oregon, and Courtney L. Rath, University of Oregon*

Data-Collage: Queer Accessories, *Allyson Dean, University of Oregon, and Laura Elizabeth Smithers, University of Oregon*

Collective Biography as Body Without Organs, *Asilia Franklin, University of Oregon, and Emily Mathis, University of Oregon*

Data-Collage: Neoliberal Figurations, *Courtney L. Rath, University of Oregon, and Nadia Raza, University of Oregon*

Collective Biography as Resistance, *Nadia Raza, University of Oregon, and Krystal Sundstrom, University of Oregon*

Discissant, *Susanne Gannon*

135 Disability I

1:00-2:20

Chair: Elaine B Jenks, West Chester University

The Ethics of Studying “Different” Others: Ethnographers Who Are Sighted Observing Individuals Who Are Blind, *Elaine B Jenks, West Chester University*

Identity Development and Progressive Vision Loss: Analysis of One Person’s Narrative of Becoming Visually Impaired, *Michael Munro, Stephen F. Austin State University, and Heather Munro, Texas Tech University / Stephen F. Austin State University*

Respect across the Ability Spectrum using Community Based Participatory Research, *Lauren Clark, University of Utah, Marjorie Pett, University of Utah, Beth Cardell, University of Utah, Erin Johnson, University of Utah, and Jia-Wen Guo, University of Utah*

“Don’t Be Disappointed, I Don’t Consider Myself a Reader”: Teacher Candidates with Learning Struggles, *Karen Kleppe Graham, The University of Georgia*

'It's Like a Learning Curve': Health SMSes Improve Knowledge and Motivates Behaviour Change for Deaf, *Hanne Jensen Haricharan, School of Public Health and Family Medicine, University of Cape Town, South Africa, Marion Heap, School of Public Health and Family Medicine, University of Cape Town, South Africa, Damian Hacking, School of Public Health and Family Medicine, University of Cape Town, South Africa, and Yan Kwan Lau, School of Public Health and Family Medicine, University of Cape Town, South Africa*

155 Education: Reflections on Teaching I

1:00-2:20

Chair: Phyllis Jones, University of South Florida

Teachers' Talking about Pedagogical Decision Making, *Phyllis Jones, University of South Florida, and Hazel Lawson, University of Exeter, England*

Stories about Creative Experiential Approaches to Teaching and Learning about Epistemology and Social Work Knowledge, *Cheryl-Anne Cait, Wilfrid Laurier University, Bronwyn Dickson, Wilfrid Laurier University, Rachel Ewan, Wilfrid Laurier University, Ravi Gokani, Wilfrid Laurier University, Festus Moasun, Wilfrid Laurier University, Stewart Smith, Wilfrid Laurier University, Jennifer Scarborough, Wilfrid Laurier University, James Woodstock, Wilfrid Laurier University, and Aza Razbani-Tehrani, Wilfrid Laurier University*

Voice, Praxis, and Discovery: The Importance of Critical Pedagogy in Teaching (of) Methods, *Emily Noelle Sanchez Ignacio, University of Washington Tacoma, Douglas Avella-Castro, University of Washington, and Victoria A Hill, University of Washington-Tacoma Campus*

Negotiating teaching identities and the boundary of formal/informal science learning in the classroom, *Jennifer D Adams, Brooklyn College*

Pre- and In-service Early Childhood Teachers' Views about Education of Children with Special Needs, *Elif Kaya Buldu, Middle East Technical University, H. Ayca Alan, Middle East Technical University, and Refika Olgan, Middle East Technical University*

Qualitative Research in STEM: Studies of Equity, Access 1112607 & Innovation

1:00-2:20

Chair: Sherry Marx, Utah State University

Introduction to the Possibilities of Qualitative Research in STEM, *Sherry Marx, Utah State University*

From Ambivalences toward Self-Efficacy: Bilingual Teacher Candidates' Shifting Sense of Knowing as Conocimiento with STEM, *Anita Bright, Portland State University, and Sue Kasun, Utah State University*

Examining Academic Integrity in the Postmodern: Undergraduates' Use of Solutions to Complete Textbook-based Engineering Coursework, *Angela Minichiello, Utah State University*

Bruised But Not Broken: African American Women Persistence in Engineering Degree Programs in Spite of Stereotype Threat, *Stacie Gregory, American Society of Engineering Education (ASEE)*

Sociocultural Analysis of Engineering Design: Latino High School Students' Funds of Knowledge and Implications for Culturally Responsive Engineering Education, *Joel Alejandro Mejia, Angelo State University, and Amy Wilson, Utah State University*

nitâcimowinis: A research story in Indigenous Science Education, *Jeff Baker, University of Saskatchewan*

Seven Types of Subitizing Activity Characterizing Young Children's Mental Activity, *Beth L. MacDonald, Utah State University*

1113125 Narrative Performance

1:00-2:20

Chair: Patrick J Lewis, University of Regina

Only narrative: Dwelling in singular points of story, *Lace Marie Brogden, University of Regina*

Remington climbs into a book, *Kathryn Ricketts, University of Regina*

Drive-through research or something more? A story about collaborative storytelling, witnessing and soldiers returning from war, *Kirrina Douglas, Leeds Beckett University, and David Carless, Leeds Beckett University*

Negotiating Identity and Community with Medical 1112531 Technologies

1:00-2:20

Chair: David Haldane Lee, NYC College of Technology

(Chair) David Haldane Lee, NYC College of Technology; (Session Organizer) Katherine Gregory, CUNY/New York City College of Technology, Contested genetic identities and health diagnostics, *Katherine Gregory, CUNY/New York City College of Technology*

Arts-Based Research: Food Mapping: Awareness, Art, 1112846 and Activism

1:00-2:20

Chair: Peggy Shannon-Baker, University of Cincinnati

(Session Organizer) Robert Alan Wight, University of Cincinnati; (Chair) Peggy Shannon-Baker, University of Cincinnati,

Analyzing Discourse and Regimes of Power/Knowledge with the Sociology of Knowledge Approach to Discourse 1102381 Session III

1:00-2:20

Chair: Reiner Keller, Augsburg University and Peter Stücheli-Herlach, Zurich University for Applied Sciences

The Stigma of Stress and the Absence of Agency, *Martin Mølholm, Aalborg University, and Mikael Vetner, Aalborg University*

The Politics of Discourse: A strategic perspective, *Peter Stücheli-Herlach, Zurich University for Applied Sciences*

„THERE’S NOTHING SO PRACTICAL AS GOOD THEORY“ – SKAD as an Action Research Approach for an accompanying scientific Research?!, *Miriam Sitter, University of Hildesheim, Svea Korff, University of Hildesheim, Luisa Peters, University of Hildesheim, and Inga Truschkat, University of Hildesheim*

**276 Digital Tools: Working with Digital Data Sources:
Challenges and Solutions**

1:00-2:20

Chair: Anna Smith, University of Illinois, Urbana-Champaign

Changing CMC into “Data”: What Comes Before QDAS?, *Amber Warren, Indiana University, and Jay Pfaffman, University of South Alabama*

Anonymous Social Media and Qualitative Inquiry: Methodological Considerations/Implications for Using YikYak as a Data Source, *Caitlin Byrne, University of Alabama*

Methods for Tracing Mobile Literacy Practices: A Transliterations Approach, *Anna Smith, University of Illinois, Urbana-Champaign, Nathan C Phillips, University of Illinois, Chicago, and Amy Stornaiuolo, University of Pennsylvania*

Digital Tools for Focus Group Analysis, *Anne Kuckartz, VERBI*

Inter-view on an inter-face: Using Skype to conduct a qualitative interview, *Yin Yin, University of Alberta, Erika Goble, NorQuest College, Catherine Adams, University of Alberta, and Francisco Vargas Madriz, University of Alberta*

183 Directions In Grounded Theory II

1:00-2:20

Chair: Amanda Elizabeth Brunson, The University of Alabama

Build me a monument: Issues of donor power, *Geoffrey Bartlett, Central Michigan University*

With a Little Help from Their Friends: Friendship Formation among Chinese International and Domestic Students, *Amanda Elizabeth Brunson, The University of Alabama*

Dramaturgy of a Brand: The Advertising Agency Process as a Theatrical Production, *Heather M. Meyer, University of Nebraska at Kearney, and Steven A. Schulz, University of Nebraska at Omaha*

Grounded Theory: The Chimera of Qualitative Research?, *Paula Marie Dawidowicz, Walden University*

Situational Analysis in Practice: An Interdisciplinary 1097228 Panel

1:00-2:20

Chair: Jared French, Western University

Using Situational Analysis to Inform Emergent Research Design: Wanderings with/
in Initial Inquiry Engagement, *Michelle Salazar Perez, New Mexico State University*

Doing Situational Analysis as a Collaborative Research Process: A Relational and
Dialogical Journey, *Monica Sesma-Vazquez, University of Calgary, Alana Ireland,
University of Calgary, and Shelly Russell-Mayhew, University of Calgary*

Exploring Biodiversity Conservation: Lessons for Science Education, *Gabriela
Alonso-Yanez, University of Calgary*

Managing Minds: Mapping the Ethopolitics of a Mental Illness Awareness
Campaign, *Jean Daniel Jacob, University of Ottawa*

Taking Care of the Worlds We Constitute: Using SA to Tactfully Situate
Neoliberalism, *Jared French, Western University*

Tracing Tensions in Discourse Debating HIV Self-Testing: A Situational Analysis,
Martin French, Concordia University, and Marilou Gagnon, University of Ottawa

Discussant, *Adele Clarke, University of California San Francisco*

Arts-Based Research: Visual, Video, and Photo-Based 253 Arts Research

1:00-2:20

*Chair: zhuomin huang, School of Environment, Education and Development, The
University of Manchester*

Through the Eye of Visual-Creative-Arts: Exploring Intercultural Personhood,
*zhuomin huang, School of Environment, Education and Development, The University
of Manchester*

Confessions of a “like” addict: What members of online social media sites teach
about photography, *Lorrie Blair, Concordia University*

Rethinking Representation: Video Composition in Qualitative Research, *Leslie
Rech, University of Georgia, and Sara Scott Shields, Florida State University*

Drawing Qualitative Research, *Yenju Lin, Penn State*

Autoethnography: Oral Histories Listening Event: Stories 1131242 of People's Lives

1:00-2:20

Chair: Yvette D Castañeda, University of Illinois at Urbana-Champaign

(Chair) Yvette D Castañeda, University of Illinois at Urbana-Champaign; (Session Organizer) Jennifer Felner, University of Illinois at Chicago; (Session Organizer) Dolores Maria Castañeda, Padres Angeles; (Session Organizer) Jennifer Hebert-Beirne, University of Illinois at Chicago,

138 Feminist Qualitative Research II

1:00-2:20

Chair: Assata Zerai, University of Illinois

Narrativity and intertextuality as reflexive tools in feminist research. The case of pain and gender., *Nicolas Schongut, Universidad Gabriela Mistral*

Invulnerable intimacies and robot research: Making qualitative scholarship in post-feminist, neoliberal times, *Elizabeth E Blair, University of Wisconsin - Whitewater*

The Struggle for LGBTQ Inclusivity in a Campus Presbyterian Church, *Assata Zerai, University of Illinois*

Privileged Intersections in the Field: investigating positionality in an ethnography of a global factory., *Claire Oueslati-Porter, University of Miami, Women's and Gender Studies*

283 Indigenous Research: Decolonization

1:00-2:20

Chair: MJ Barrett,

Starting from Somewhere: Decolonization through Cultural Portals among Second Generation Filipino Americans, *Maria Joy Ferrera, DePaul University*

“My story is the only thing I own”: Decolonizing the ‘self’ using critical and indigenous methodologies. A Mestiza-Latina perspective, *Nancy Emilce Carvajal Medina, Washington State University*

Solidarity through Research: Relying on Our Good Intentions vs. De-colonizing the Researcher's Mind, *Ebru Cayir, Department of Health Promotion, Education and Behavior, University of South Carolina, and Mindi Spencer, Department of Health Promotion, Education and Behavior, University of South Carolina*

**Plenary: From Outer Space: Reterritorializing Girlhood
1131003 and Its Research III**

1:00-2:20

Chair: Michelle Bae-Dimitriadis, SUNY Buffalo State

Domestic Violence and Reterritorializing Girlhood, *Tracey Pyscher, Metropolitan State University*

Interrupting the Gaze: Participatory Action Research as Intervention, *Venus Evans-Winters, Illinois State University*

(Un)compromising the Promise of Happiness: Autobiography, Refugee Girlhood, and Visual Narratives, *Michelle Bae-Dimitriadis, SUNY Buffalo State*

Entangled Bodies: Black Girls Are From Outer Space, *Asilia Franklin, University of Oregon*

**Psychology: Exploration of Self and Other: New
1097598 Paradigms in Heuristic Inquiry**

1:00-2:20

(Session Organizer) Diane Sklar Blau, Michigan School of Professional Psychology;
(Discussant) Frances Brown, Michigan School of Professional Psychology;
(Discussant) Lee G Bach, Michigan School of Professional Psychology;
(Discussant) Megan Meade-Higgins, Michigan School of Professional Psychology,

293 Psychology: Post(s)

1:00-2:20

Chair: April Irwin, The University of Alabama

Toward a post-human reflexivity: The possibilities of an oxymoron, *Marco Gemignani, Duquesne University*

Using Neuroscience in Educational Research: A Qualitative Inquiry of Ethics, Power, and Participation, *April Irwin, The University of Alabama, Kelly Guyotte, University of Alabama, Firat Soylu, The University of Alabama, Educational Psychology, and Rick Houser, The University of Alabama*

The Defense of Qualitative Research for Psychology, *Michael Zhang, University of Sydney*

Challenges of teaching critical qualitative inquiry in APA accredited graduate programs, *Nicole Velez Agosto, University of Puerto Rico, Medical Sciences Campus*

305 Directions in Arts-Based Research III

1:00-2:20

Chair: Charles Vanover, University of South Florida

My Sister's Classroom: Uptown, *Charles Vanover, University of South Florida*

Performing Jill: Research and Healing, *April Munson, Kennesaw State University*

Wicked problems; the adventure of researching children in an arts setting, *Vicky Grube, Appalachian State University*

Confluence: Exploring the Merging of Deduction and Intuition within Arts-Based Research., *Brad Eilering, Southern Illinois University, Edwardsville*

Plenary: Writing Lives and Telling Stories: A Response to Arthur P. Bochner and Carolyn Ellis's Evocative

1123969 Autoethnography

2:30-3:50

Chair: Tony E Adams, Northeastern Illinois University

(Session Organizer) Tony E Adams, Northeastern Illinois University; (Chair) Tony E Adams, Northeastern Illinois University; (Discussant) Derek Bolen, Angelo State University; (Discussant) Nathan Hodges, University of South Florida; (Discussant) Gresilda A. Tilley-Lubbs, Virginia Tech; (Discussant) Elissa Foster, DePaul University; (Discussant) Art Bochner, University of South Florida; (Discussant) Carolyn Ellis, University of South Florida,

Plenary: The Concepts of Data: Challenges in Neo-1113282 Liberal Times, Part I

2:30-3:50

Chair: Uwe Flick, Free University Berlin, Germany

Introduction to the Panels, part 1, *Uwe Flick, Free University Berlin, Germany*

What Counts as Data in Educational Research, Policy and Neo-liberal Governance?, *Harry Torrance, Manchester Metropolitan University, UK*

Datafication and Qualitative Methods: Working with/in the Paradox, *Annette Markham, Aarhus University*

New Data and Old Dilemmas: Changes and Continuities in Online Social Research, *Nigel Fielding, University of Surrey, UK*

Thinking about Data the Grounded Theory Way, *Kathy Charmaz, Sonoma State University*

Towards Strong Reflexivity – European Contributions to 1112562 an International Debate

2:30-3:50

Chair: Claudia Lapping, UCL Institute of Education

Reflexivity and fantasy: surprising encounters from interpretation to interruption, *Claudia Lapping, UCL Institute of Education*

Social research as a painful (but rewarding) self-examination – re-reading Georges Devereux's psychoanalytical notion of radical subjectivity, *Angela Kuehner, Goethe University Frankfurt*

Strong Reflexivity and Its Critics: Responses to Autoethnography in the German-speaking Cultural and Social Sciences, *Andrea Ploder, Department of Legal Philosophy*

The Research Vignette: Reflective Writing As an Interpretative Method in Qualitative Research, *Phil Langer, International Psychoanalytic University Berlin*

1112689 Enfolding Difference in Neoliberal Times

2:30-3:50

Chair: Cindy Blair, The University of Georgia

Reading Bodies through Clothes: A Feminist Study of Racism by the Second Skin, *Rouhollah Aghasaleh, The University of Georgia*

Regulation of Self in Neoliberal Times: Abstinence-Only Sexuality Education, *Cindy Blair, The University of Georgia*

Can we go out of the dilemma: A tension in an alternative school's pedagogy, *Lin Chen, The University of Georgia*

Has God Left the (School) Building?, *Vicki Scullion, The University of Georgia*

Too Small AND Foreign to Count: Asian Americans' Absence on the Sociopolitical Platform, *Jia Liang, Kansas State University*

203 New Methods In Qualitative Research I

2:30-3:50

Chair: Wade Tillet, University of Wisconsin - Whitewater

The Soma in Qualitative Research: exploration and implications, *Desiree Rachel Yomtoob, Syracuse University*

Practice of Interpretive Interactionism in Consumer Research, *Joao Felipe Rammelt Sauerbronn, Unigranrio*

Mentoring in Qualitative Research: Using Sista Circle Methodology to Support Black Women Teachers, *Latoya Johnson, University of North Georgia*

Students respond to the meeting house – a material-discursive account, *Elmarie Kotze, University of Waikato, Kathie Crocket, University of Waikato, and Cheri Waititi, University of Waikato, Hamilton, Aotearoa New Zealand*

A Thousand Modes of Creating and Learning: (Re)Constructing What Matters with New Materialisms, *Wade Tillet, University of Wisconsin - Whitewater*

2:30-3:50

Chair: Gwendolyn Schimek, Colorado State University

The University Environment: #LoveWins, *Gwendolyn Schimek, Colorado State University*

¡ Lights, Camera..... Action! How the Movie Industry Send us the HIV Pandemia., *John Harold Estrada-Montoya, School of Dentistry, Universidad Nacional de Colombia, and Juan David Correa-Arias, Universidad Nacional de Colombia*

Using Image to capture meaning: A videography of an artist creating artists and a supportive female community, *Rod Gapp, Griffith University, Isabelle Gapp, Elanora State High School, and Heather Stewart, Griffith University*

147 Music

2:30-3:50

Chair: Vernita Pearl Fort, University of Illinois, Urbana-Champaign

“Everyone I know goes away in the end...”: Looking for a life legacies in Cash’s “Hurt” music video, *Radion Svynarenko, University of Kentucky*

The Teacher as Co-musician: Exploring Improvisational Practices in Music Teaching, *Åsmund Espeland, Stord/Haugesund University College*

Analyzing and Collaboratively Repurposing Latin America’s First Opera through Critical Theory, Performance Pedagogy, and Ethnography, *Vernita Pearl Fort, University of Illinois, Urbana-Champaign*

Ethical Considerations of Collaborative Cross-Cultural Research: A Case of Finland and Israel, *Laura Miettinen, Sibelius Academy, University of the Arts Helsinki*

The Voice Athlete: from interview to intervention and back to interview, *André Azevedo Marques Estevez, Universidade de São Paulo, and Marília Velardi, University of Sao Paulo*

Toward Anti-Foundationalist Sport Studies: Qualitative 1130396 Inquiry and the Challenge of Paradigmatic Hysteresis

2:30-3:50

(Session Organizer) Kyle Bunds, North Carolina State University; (Discussant) Jim Denison, University of Alberta; (Discussant) Brian Gearity, University of Denver; (Discussant) Michael Giardina, Florida State University; (Discussant) Montserrat Martín Horcajo, University de Vic; (Discussant) Pirkko Markula, University of Alberta; (Discussant) Joshua Newman, Florida State University; (Discussant) Gary Senecal, The College of the Holy Cross,

Coalition for Critical Qualitative Inquiry: Agency and 263 Activism in Critical Research

2:30-3:50

Chair: Penny A Pasque, University of Oklahoma

Critical Race Theory, Agential Realism, and Curriculum Studies: Lessons from Studying Resegregation as Hidden Curriculum, *Jerry Lee Rosiek, University of Oregon*

Critical Case Study: An Imperative for Organizational Activism and Institutional Change in Neoliberal Times, *Penny A Pasque, University of Oklahoma, and Corey Still, University of Oklahoma*

Neoliberal Accountability Apparatuses and the Intra-acting Agency of University Lecturers, *Jonas Jakob Thiel, ESRI, Manchester Metropolitan University, UK*

A 'Data Carnival' as a participatory data analysis approach to urban youth socio-environmental experiences, *Marissa E Bellino, The Graduate Center, City University of New York*

The Politics of Academic Advancement: Doubting the 1113359 Illusion of Rigor

2:30-3:50

Chair: Janet Kesterson Isbell, Tennessee Technological University

Bedazzled by Illusion: Advancing Despite the Distractions, *Janet Kesterson Isbell, Tennessee Technological University*

A Double-Edged Sword: The Risks & Rights of an Untenured Administrator, *Julie C Baker, Tennessee Technological University*

Illusion or Delusion: Advancement via Higher Education Hiring Practices, *Lee Sapp, Tennessee Technological University*

Advancing in Academia: Coming Together to Outmaneuver Neoliberal Shifts, *Lisa Zagummy, Tennessee Technological University*

Dismantling the Illusion of Rigor in Tenure and Promotion, *Holly Anthony, Tennessee Tech University*

Autoethnography: Auto-Ethnography as Method in the 1113402 First Year Composition Classroom

2:30-3:50

Chair: Christy Mesaros-Winkles, Adrian College

A WASP Teaches Auto-Ethnography: Students' Lived Experiences and the Problem of Academic Privilege, *Andrew Winkles, Adrian College*

Auto-Ethnography and "Practical" Degrees in the Neo-Liberal Academy, *Lisa Kaplan, Adrian College*

Introducing the Academic Research Paper through Autoethnography, *Eric Hood, Adrian College*

Adrian College Students Present Their Auto-Ethnographies, *Adrian College Undergraduates, Adrian College*

216 Education: Student Issues

2:30-3:50

Chair: Jeffrey A. Hoyle, Central Michigan University

Significant comments and non-significant averages: Are there any meaningful effects of teaching evaluations?, *Geoffrey A Meek, Bowling Green State University, and Nancy E. Spencer, Bowling Green State University*

The Institutional Body and Will: Catching glimpses of the Institutionalized Racism Monster, *Nichole Grant, University of Ottawa, and Pamela Rogers, University of Ottawa*

Student Engagement during Close Reading: A Mixed Methods Study, *Colleen Pennell, Carroll University*

The Vocabulary of The Student's Who Had Writing Skills Course, *Mahir Kalfa, Education*

An Interdisciplinary Exploration of Collegiate Internships: Requirements for Undergraduate and Graduate Programs, *Jeffrey A. Hoyle, Central Michigan University*

269 Coalition for Critical Qualitative Inquiry: Critical Reflections

2:30-3:50

Chair: Ana Mercedes Martinez,

Documentary Club and Show-and-Tell with Critical Friends: A Teacher Study Group Across School Contexts, *Christy Wessel Powell, Indiana University*

Self Evaluation of the Action Research Projects Conducted for Hearing Impaired Students, *Yildiz Uzuner, Anadolu University, and Umit Girgin, Anadolu University*

A cyclic methodology as a way of strengthening self-study research, *Young Ah Lee, The Ohio State University, Lima*

A cyclic methodology as a way of strengthening self-study research, *Young Ah Lee, The Ohio State University, Lima*

Beyond the Confession: Critical Reflexivity, Representation, and Interpretation, *Dalia Rodriguez, Syracuse University*

101 Foucault

2:30-3:50

Chair: Pierre Pariseau-Legault, University of Ottawa

From Regulatory Ethics to Care of Self & Other in Qualitative Enquiry, *Robert McMurray, Durham University Business School, Mark Learmonth, Durham University Business School, and Michael Humphreys, Durham University Business School*

Building a Genealogical Ethnography of the Great Depression: Exploring the Use of Visual and Archival Data in an Ethnographic Context, *Christina D. Weber, North Dakota State University*

Subjectivation as Lived Experience: A Critical Phenomenological Analysis, *Pierre Pariseau-Legault, University of Ottawa, and Dave Holmes, University of Ottawa*

Expanding Ethnohistoriographic Research Credibility through Foucaultian Genealogy, *Paula Marie Dawidowicz, Walden University*

Experimenting with Foucault's subjectivation. A media qualitative analysis of Fernando Torres Baena's sexually abused "victims", *Montserrat Martín Horcajo, University de Vic*

132 Autoethnography: Directions in Autoethnography IV

2:30-3:50

Chair: miroslav pavle manovski, Independent Scholar

Duoethnography and Music Education: East and West Agentive Lenses, *miroslav pavle manovski, Independent Scholar, and Shinko Kondo, Oakland University*

Problems with the Poststructural Autoethnography, *Tessa Bishop, Tennessee Tech University*

Fun-loving-blue-eyed, golden-haired damsel-in-distress, GSOH, currently imprisoned in tower, seeks VGL FS Prince Charming ISO happy-ever-after., *Jan Bradford, The University of Edinburgh*

125 Autoethnography: Methodology II

2:30-3:50

Chair: Sherry Marx, Utah State University

Difference as Strength: Promoting Autoethnography by Seeing It as Distinct from Narrative Ethnography, *William M Sughrua, Universidad Autónoma Benito Juárez de Oaxaca*

Use of Autoethnographical Reflection for Discovery of Self as a Writer, *Anita Nigam, Texas Tech University*

Collective Autoethnography as a Possibility for Post-qualitative Research: The Challenges and Rewards of Our International Education – Stories of Living, Teaching and Parenting Abroad, *Sherry Marx, Utah State University*

Negotiating Control: Misadventures in Case Study, *Karen CG Hale, University of Auckland*

“Giving an account of myself”: Reflecting on a participatory video practice with immigrant youth in Japan, *Masayuki Iwase, University of British Columbia*

**Considering Critical Multicultural Feminist Research
1127573 Mentorship in Neoliberal Capitalist Academia**

2:30-3:50

(Session Organizer) Alexis Arczynski, University of Oklahoma; (Session Organizer) Stephanie Hoover, Western Oregon University; (Session Organizer) M. Candace Christensen, University of Texas San Antonio,

136 Disability II

2:30-3:50

Chair: Alan B Larson, Stephen F. Austin State University

Disability Pride Parades: A Qualitative Inquiry into a New Expression of Social Justice, *Alan B Larson, Stephen F. Austin State University, and Miranda Sue Terry, Murray State University*

Contextual Analysis of Disability Labeling with Children who have Experienced Trauma, *Kathleen M Hulgin, University of Cincinnati, Education Program*

Young Adults with Disabilities and Recollections of Bullying Victimization, *Caroline McNicholas, Towson University*

Disability, mobility, and opportunity: State policymaker perspectives, *Brian R. Grossman, University of Illinois at Chicago, and Ashley Volion, University of Illinois at Chicago*

How Multiple Sclerosis Challenges and Informs the Social Model of Disability, *Brynn Adamson, University of Illinois at Urbana-Champaign*

2:30-3:50

Chair: Stephanie Zywicki, Purdue University

Teaching Critical Qualitative Research: Lessons from the Field, *Stephanie Zywicki, Purdue University*

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

Beyond method? Teaching qualitative inquiry to enable critical reflection on care, *Merel Visse, University of Humanistic Studies, and Alistair Niemeijer, University of Humanistic Studies*

Teaching ATLAS.ti in South Africa: Developmental Issues, *Brigitte Smit, University of South Africa*

International Student Teaching Experiences as Transpositional Learning Spaces that Affirm the Process of Becoming Educator, *Jessica Gilway, Appalachian State University*

Educational clashes and emergent methodologies in Canadian contexts: Taking up neoliberalism while pursuing antiracist and decolonizing research

2:30-3:50

Chair: Nichole Grant, University of Ottawa

The 'fruitful union' of the cyborg: Thinking through methodological possibilities of assemblages and junctures for radical anti-racist contextuality, *Nichole Grant, University of Ottawa*

Resisting the temptation to become a reformist: Reflections from an aspiring antiracist researcher, *Christiana Fizet, University of Edinburgh*

A balancing act: Navigating critique and hope in teachers' neoliberal narratives, *Pamela Rogers, University of Ottawa*

Watch as the present moment slips away: Policy changes and methodological pivots in Nunavut education research with decolonizing aims, *Heather E. McGregor, University of Ottawa*

184 Narratives Of Gendered Identities

2:30-3:50

Chair: Natalie Drozda, Slippery Rock University

She Said, She Said: Interruptive Narratives of Actualized and Desired Childbirth Experiences, *Alison Happel-Parkins, University of Memphis, and Katharina A. Azim, The University of Memphis*

Women and Success: What's the Word? An Investigation of Gendered Reality Constructs, *Natalie Drozda, Slippery Rock University*

Master narratives and negotiated positionalities: Women's experiences with/in a family homeless shelter, *Laurie MacGillivray, University of Memphis, Katharina A. Azim, The University of Memphis, and Donalyn Heise, AdvanceLearning, Inc.*

Feminist Poststructuralism Supports Difficult Discussions About Intellectual Disabilities, *Megan Lorraine Aston, Dalhousie University, Lynn Breau, Glenrose Rehabilitation Centre Edmonton Alberta, and Emily MacLeod, IWK Health Centre*

Adolescent girls and internet cafés in China: Media representations of "the other" in a contested public space, *Janice Hua Xu, Holy Family University*

212 Uses Of Technology

2:30-3:50

Chair: Glenn Allen Phillips, Southern Illinois University-Carbondale

From Transcription to Spreadsheet: A Simple Tech-Infused Analysis Technique, *Dustin De Felice, Michigan State University, and Valerie J. Janesick, University of South Florida*

Making sense of technology adoption. Information Systems and Technology Production in one industrial organization in Medellin, Colombia, *Juliana Tabares, Universidad Eafit, and Santiago Correa, Universidad Eafit*

Current "State" of Research in Architecture: a Map of Methodologies, *Hakan Any, Eskisehir Osmangazi University, Ulku Ozten, Eskisehir Osmangazi University, and Melih Emre Acar, Eskisehir Osmangazi University*

How Do You Read Second Life: Analyzing Virtual Reality, *Glenn Allen Phillips, Southern Illinois University-Carbondale, and Trina Davis, Texas A&M University*

"Tasty Cupcakes Make You Happy": Exploring the Role of Virtual Food in Digital Spaces, *Natalie K DeWitt, Western Oregon University*

Arts-Based Research: Data May Be “Dead” But Stories Are Not: Four Narrative Inquiries in an Interdisciplinary

1112868 Context

2:30-3:50

Chair: Jeong-Hee Kim, Texas Tech University

“You Deserve Every Bad Thing That Happens to You!”: Understanding the Literacy of Survivors of Sexual Assault Trauma through Dolores’s Story, *Charity Embley, Texas Tech University*

Female Minority Experiences in Science, Technology, Engineering, and Mathematics (STEM) Education: An Autoethnographic Juxtapose, *Audrey Meadow, Texas Tech University*

Stories of First Year Teachers in a Rural Texas, *Matthew Birdwell, Texas Tech University*

Stories of Surviving Spouses: Understanding Legal Challenges of Life and Death, *Cheryl A Brewer, Texas Tech University*

1099592 Animating Disability Differently

2:30-3:50

Chair: Bronwyn Davies, University of Melbourne

A Collective Biography of Heterotopic Imaginings, *Bronwyn Davies, University of Melbourne, Elisabeth DeSchauwer, Disability Studies - Psychology and Pedagogical Sciences - Ghent University, Inge Van de Putte, Disability Studies - Psychology and Pedagogical Sciences - Ghent University, Inge Griet Emy Blockmans, Disability Studies - Psychology and Pedagogical Sciences - Ghent University, Marieke Vandecasteele, Disability Studies - Psychology and Pedagogical Sciences - Ghent University, and Leni Van Goidsenhoven, Cultural Studies KU Leuven*

From the Red Pyramid to the Stairs in the King’s Street: An Emergent Heterotopia, *Inge Griet Emy Blockmans, Disability Studies - Psychology and Pedagogical Sciences - Ghent University*

My family: an animated film, *Marieke Vandecasteele, Disability Studies - Psychology and Pedagogical Sciences - Ghent University*

The life of Kobe through storytelling and art, *Elisabeth DeSchauwer, Disability Studies - Psychology and Pedagogical Sciences - Ghent University, and Inge Van de Putte, Disability Studies - Psychology and Pedagogical Sciences - Ghent University*

277 Digital Tools: Adopting New Tools: Expectations, Use and Effective Training

2:30-3:50

Chair: Eli Lieber, University of California, Los Angeles

Magical thinking and QDA software expectations: uncovering coding, analysis and data management issues, *Katherine Gregory, CUNY/New York City College of Technology, and Sarah DeMott, NYU*

Using simple QDA software with participants: Results from a pilot study, *Daniel Turner, Quirkos Software*

International Survey Results on How Technological Tools are used in Qualitative Research, *Eli Lieber, University of California, Los Angeles, Michelle Salmona, SocioCultural Research Consultants, and Dan Kaczynski, Central Michigan University*

Five-level QDA: A pedagogy for improving analysis quality when using CAQDAS, *Nicholas H Woolf, Woolf Consulting, and Christina Silver, University of Surrey*

All about That Case: Using Phenomenology to Examine Instructional Technology Trainer Beliefs and Perceptions, *Leslie Pourreau, Kennesaw State University*

175 Directions in Mixed-Method Designs

2:30-3:50

Chair: Carol Isaac, Mercer University

The effect of values affirmations in introductory college chemistry among women and URMs, *Carol Isaac, Mercer University, and Barbara Lee, Keiser University*

The Culture of Brand Prominence: A Mixed Methods Approach, *Heather M. Meyer, University of Nebraska at Kearney, and Danae Manika, Queen Mary University of London*

Tatemaie and Honne: Social Face in Japan, *Jared Joseph, Valparaiso University*

Integrality in the Primary Health Care: a study with mixed methods, *João Leite Ferreira Neto, Pontifical Catholic University*

Situating and Constructing Diversity in Semi-Structured Interviews, *Michele Janet McIntosh, Trent University, and Janice Morse, University of Utah*

**Strengthening the qualitative research agenda in
1130752 Europe**

2:30-3:50

(Session Organizer) Karin Hannes, Faculty of Social Sciences,

**254 Arts-Based Research: Autoethnographies and
Reflections in Art and Education**

2:30-3:50

Chair: Kathleen M. Goodyear, The Ohio State University

Using Arts-Based Research and Autoethnography to Support Undergraduates' Identity Development: A Research Study Progress Report, *Kathleen M. Goodyear, The Ohio State University*

Critical Reflection(s) within University Community-Based (Art) Experiences, *Amanda Alexander, UT-Arlington*

Reflecting on Students' Identities, Communities and Social Issues through Visual Artmaking, *Abran Koo, The Ohio State University*

M/othering as Inter-relational in Transnational Space, *Yeorim Ana Hwang, Oklahoma State University*

Public's Perception of Art through Abandoned Laundries, *Sohee Koo, Teachers College, Columbia University*

**Autoethnography: Practicing What We Preach...Or Not:
Negotiating Personal Desires and Critical Agendas in
1128754 Autoethnographic Inquiry**

2:30-3:50

Chair: W. Benjamin Myers, University of South Carolina Upstate

Queering Monogamy and Critically Destablizing Personal Stability: Negotiating Critical Obligation and Personal Desire, *W. Benjamin Myers, University of South Carolina Upstate*

Giving in to What I Want to Give up: The Quandary of Critiquing Class Stratification, *Tasha Rennels, Augustana University*

The Reflexive Life, *Keith Berry, University of South Florida*

Sharing is Caring: Desiring a Pedagogy of Personal Storytelling?, *Kristen Blinne, SUNY Oneonta*

What Do I Really Want?, *Lisa Spinazola, University of South Florida*

139 Feminist Qualitative Research III

2:30-3:50

Chair: Meredith K Reeves, Milwaukee Area Technical College

Glass Ceiling Effect: Higher Education Women Administrators and Mentorship, *Meredith K Reeves, Milwaukee Area Technical College*

Participation and Meaning: Graduate Student Feminist Praxis in Qualitative Research, *Alycia M Elfreich, Indiana University-- Indianapolis, and Leah Peck, Indiana University- Bloomington*

Mentoring Expectations and Experiences of Latina STEM Students, Is this a product of Neoliberal times?, *ELSA GONZALEZ, TEXAS A&M UNIVERSITY CORPUS CHRISTI, Joenie Myers, TEXAS A&M UNIVERSITY CORPUS CHRISTI, and Yvonna S Lincoln, Texas A&M University*

Indigenous Research: Decolonizing Methodologies: 1112459 Cultural Interface, Place, History, and Reciprocity

2:30-3:50

Chair: Marc Higgins, University of British Columbia

“Two sides to the two sides”: (Re)considering decolonizing methodologies for and at the cultural interface, *Marc Higgins, University of British Columbia*

Place as Methodology for Inquiry in the Coast Salish Territory, *Michael Marker, University of British Columbia*

Decolonizing historical consciousness... and still using Gadamer?, *Heather E. McGregor, University of Ottawa*

Reciprocity in decolonizing research methodologies: Relationships and inquiry in Indigenous education, *Michael Marker, University of British Columbia, and Heather E. McGregor, University of Ottawa*

299 Psychology: Clinical & Health Psychology

2:30-3:50

Chair: Heather Adams,

Listening To Darkness: Why we need stories of people living with severe and enduring anorexia nervosa (SE-AN), *Janet Elizabeth Conti, Western Sydney University, paul rhodes, University of Sydney, and Heather Adams, Trauma & Change Research Group, USA*

The Emotional Psychologist – A critical account of the psychologist’s emotion in the therapeutic relationship, *Helen Van Der Merwe, The University of Auckland*

Qualitative research and Mental Health: Narration as Therapeutic, *Rivka Tuval-Mashiach, Bar Ilan University, and Tammar B Zilber, Hebrew University of Jerusalem*

294 Psychology: Applied Phenomenology

2:30-3:50

Chair: James M Nelson, Valparaiso University

Student counselors’ constructions of ethical client referrals, *Jessica Lloyd-Hazlett, University of Texas at San Antonio*

Qualitative Research and the Preservation of Meaning, *James M Nelson, Valparaiso University, and Brent Slife, Brigham Young University*

Moral Injury: Phenomenological Inquisition within the phenomenon of reintegration, *Dr. Richard La Fleur, College of The Holy Cross*

Unexpected Outcomes of A Research Process, *Nancy J Bothne, The Chicago School of Professional Psychology*

306 Directions in Arts-Based Research IV

2:30-3:50

Chair: elizaBeth Simpson, University of Illinois at Urbana Champaign

Bodies of Knowledge, *elizaBeth Simpson, University of Illinois at Urbana Champaign*

Photo-Elicitation, Visual Representation, and Literacy: Unlocking the Potentials of Research, Teaching, and Learning, *Veronica Richard, Concordia University Chicago*

“What’s your Dot?”: Disruption and Passion in Arts-Based Approaches to Defending Proposals and Reimagining Academia, *Lisa Ortiz, University of Illinois at Urbana-Champaign*

Using the Journey Metaphor to Explore Routes to Empowerment in Research and Design Processes, *prunella bramwell-davis, Royal College of Art, London*

1131184 These Times: an exploration of performance

4:00-5:20

Chair: Desiree Rachel Yomtoob, Syracuse University

The Power of the Global Elite is Implicated Here., *Desiree Rachel Yomtoob, Syracuse University*

These Times: Just like Old Times, *Stephen Hocker, University of Illinois-Urbana*

The Talk: Context, Contingency, and Meaning To Be Determined., *Christina Ceisel, California State-Fullerton*

Discussing #BlackLivesMatter in a Majority White Classroom, *Kerry Wilson, University of Illinois-Urbana*

The power of saying the “unsaid” as an act of empowering a voice in the academia and the fictional parallel side behind this power, *Pamela Zapata-Sepúlveda, Universidad de Tarapacá*

Plenary: Autoethnography, Bullying, and Youth Identity Negotiation: A Response to Keith Berry’s Bullied: Tales 1130012 of Torment, Identity, and Youth

4:00-5:20

Chair: Tony E Adams, Northeastern Illinois University

(Session Organizer) Tony E Adams, Northeastern Illinois University; (Chair) Tony E Adams, Northeastern Illinois University; (Discussant) Sandra Faulkner, Bowling Green State University; (Discussant) Catherine M. Gillotti, Purdue University Calumet; (Discussant) Chris J Patti, Appalachian State University; (Discussant) Ronald Pelias, Southern Illinois University, Carbondale; (Discussant) Christopher N Poulos, University of North Carolina-Greensboro; (Discussant) Artemi I. Sakellariadis, Centre for Studies on Inclusive Education (CSIE); (Discussant) Keith Berry, University of South Florida,

Plenary: The Concepts of Data: Challenges in Neo-1113323 Liberal Times, Part II

4:00-5:20

Chair: Uwe Flick, Free University Berlin, Germany

Data Practices beyond Neoliberalism, *Mirka Koro-Ljungberg, Arizona state university*

Between Explosion and Erosion – The Concept of Data in Qualitative Research, *Uwe Flick, Free University Berlin, Germany*

Remembering China’s Great Leap Forward and Great Famine (1958-62) through Gendered Narratives, *Ping-Chun HSIUNG, University of Toronto, Yu Wang, University of Toronto, Department of History, and Yueran Feng, York University, Department of History*

Austerity for Whom? Applying Feminist Principles of Praxis to Interrogate Austerity Policies and their Impact on Women’s Lives, *Sharlene Hesse-Biber, Boston College*

The Death of Data in Neo-Liberal Times, *Norman Denzin, Univ of Illinois*

1131497 Confronting/Breaking Silences

4:00-5:20

(Session Organizer) Claudio Moreira, UMass Amherst; (Chair) Claudio Moreira, UMass Amherst,

Methodological Underpinnings and Implications of the 1110629 Concept of Empowerment

4:00-5:20

Chair: Karen Ross, University of Massachusetts, Boston

Making empowering choices: how methodology matters for empowering research participants, *Karen Ross, University of Massachusetts, Boston*

Lenses on Narrative & Audience: Documentary Filmmaking & Educational Research as Methodologies of Empowerment, *Alexandra Panos, Indiana University*

Claiming Power by Producing Knowledge: the empowering potential of PAR in the classroom, *Meagan Call-Cummings, Indiana University*

Becoming post-critical: Building a new paradigm in empowerment research, *Supriya Baily, George Mason University*

205 New Methods In Qualitative Research II

4:00-5:20

Chair: William Robert Amilan Cook, York University

Critical research interviews for critical policy research, *William Robert Amilan Cook, York University*

Shadowing, A Method of Seeing Things Seen & Unseen, *DEMETRICIA LUCETTE HODGES, GEORGIA STATE UNIVERSITY*

Migrated people: How we conduct a social research, challenges to be considerer, *Andrea Avaria, Universidad Alberto Hurtado Chile*

Forces of encounter: visceral bodies in qualitative 1112468 inquiry

4:00-5:20

Chair: Karen Charman, Victoria University

Psychoanalytic readings of the body and the text in neo-liberal discourse, *Karen Charman, Victoria University*

A practice in materialized refiguration: a modest attempt in making a difference, *Liz Jones, Hong Kong Institute of Education*

Artful impulses in more-than-qualitative research: dark fragments of the otherworldly, *Rachel Holmes, Manchester Metropolitan University*

Bodies and Bathrooms: the transgender child and the work of mourning, *Lisa Farley, York University, Canada*

210 On Language

4:00-5:20

Chair: Rejane Dias, University of Illinois at Urbana-Champaign

Translingual practice and negotiated identities of plural language user in Korean contexts., *Yejin Esther Seo, Chung-Ang University, Yoorim Shin, Chung-Ang University, and Dongil Shin, Chung-Ang University*

Translanguaging in Writing of Emergent Multilinguals, *Lydia Kananu Kiramba, University of Illinois at Urbana Champaign*

What did you today in your school: Play or Learning?, *Sibel Sönmez, Turkish, and Gamze Bilir Seyhan, Turkish*

A tale of three Midwestern high school foreign language teachers, *Rejane Dias, University of Illinois at Urbana-Champaign*

166 Varieties of Validity

4:00-5:20

Chair: Krystal Golding-Ross, The University of Oklahoma

Including Every Voice: Fairness and Trustworthiness in Qualitative Research, *Krystal Golding-Ross, The University of Oklahoma*

Triangulation: Who are the Actors behind the Scenes?, *Serife Sevis, Indiana University & Middle East Technical University, Semanur Kandil, Middle East Technical University, Esra Eliustaoglu, Kent State University, and Zulfukar Ozdogan, Indiana University*

Data as Simulacra: Truth, Ethics, and Inquiry, *Matthew C Graham, University of Oregon*

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

Coalition for Critical Qualitative Inquiry: Negativity as 1112703 Self-Care (or) The Grass Is Never Greener

4:00-5:20

(Session Organizer) Desiree D Rowe, Towson University; (Discussant) Derek Bolen, Angelo State University; (Discussant) Benny LeMaster, California State University Fullerton; (Discussant) Gregory Hummel, Southern Illinois University Carbondale; (Discussant) Desiree D Rowe, Towson University,

115 Autoethnography: Conflict and Violence

4:00-5:20

Chair: Stephanie L. Ezell, University of Illinois at Chicago, College of Nursing and School of Public Health

If You Could Hear the Blood: Defining the Impact of War at the End of Life, *Stephanie L. Ezell, University of Illinois at Chicago, College of Nursing and School of Public Health*

How to be a Patriot: Exploring Nationalist Curriculum in the U.S. Education System through Autoethnography, *Scott Jarmon, Louisiana State University, and Shelby Swafford, Southern Illinois University*

Last among Equals: Engaging with Violence as Victim and as Krav Maga Practitioner, *Jelena Nolan-Roll, Artful Narrative Inquiry Network, University of Bristol*

We get to define ourselves: autoethnography in two or more voices., *Gary J, Krug, Eastern Washington University, and Maggie Krug, Spokane Falls Community College*

**Setting in Motion A Cacophonous Ecology:
1110934 Posthumanist Research Practices for Education**

4:00-5:20

Chair: Susanne Gannon, Western Sydney University

“Local Girl Befriends Vicious Bear”: Unleashing Educational Aspiration through a Pedagogy of Material-Semiotic Entanglement, *Susanne Gannon, Western Sydney University*

Flickering Alchemy: Curating Noisy Transgenic Empirical Creatures, *Rachel Holmes, Manchester Metropolitan University, and Liz Jones, Hong Kong Institute of Education*

Edu-crafting an Experimental Research Intra-vention in Student Participation and Engagement, *Carol A Taylor, Sheffield Hallam University*

Graphic Moves: attuning to the materialities of arts based practices as a basis for social resistance, *Gabrielle Ivinson, Aberdeen University, and Emma Renold, Cardiff University*

**Coalition for Critical Qualitative Inquiry: Qualitative
1113647 Research in Carceral Institutions**

4:00-5:20

(Session Organizer) Gwendelyn Ballew, University of Georgia,

**Foucault’s Tools: Provoking Themes of Power and
1112945 Knowledge in Qualitative Inquiry**

4:00-5:20

Chair: David Lee Carson,

Reading Foucault with Qualitative Inquiry: Moments of Reflections and Methods, *Adam Clark, Arizona State University, and Joseph D Sweet, Arizona State University*

Academic Writing, Bullshitting, and Subject Positions: Concerns and Provocations from Foucault, *Joshua Cruz, Arizona State University*

A Question of Truth: Re-reading Discipline and Punish, *Erica Susser, Arizona State University*

Discipline and Ethics: Self-Fashioning in Educational Research, *Stacey Levin, Arizona State University*

The Distant Roar of Battle: Disciplinary Power, Security, and Control Societies, *Antti Paakkari, University of Helsinki*

Autoethnography: American-Crafted Autoethnographic 1130597 Female Narratives

4:00-5:20

Chair: Tessa Vaschel, Department of Theatre & Film, Bowling Green State University

(Session Organizer) Jacqueline E. Adams, American Culture Studies, Bowling Green State University; (Discussant) Alesa McGregor, Department of Theatre & Film, Bowling Green State University; (Discussant) Rebekah Sinewe, Department of Theatre & Film, Bowling Green State University; (Chair) Tessa Vaschel, Department of Theatre & Film, Bowling Green State University,

126 Autoethnography: Methodology III

4:00-5:20

Chair: geraldine gorman, University of Illinois @ Chicago

Teaching qualitative research methods to pharmacists: an autoethnography, *Djenane Ramalho-de-Oliveira, Universidade Federal de Minas Gerais, Georgiane de Castro Oliveira, Universidade Federal de Minas Gerais (UFMG), Isabela Viana Oliveira, Universidade Federal de Minas Gerais (UFMG), and Kirla Barbosa Detoni, Universidade Federal de Minas Gerais (UFMG)*

The interpretative autoethnography as a methodology for the design of entrepreneurial careers. The power of heart., *MAGDALENA SUÁREZ-ORTEGA, UNIVERSIDAD DE SEVILLA*

On the outside, observing within: collaborative cultural enquiries into America, *Emma Louise Jordan, South Devon College, UK, and Kathy Fox, Plymouth University*

Redefing intellectual rigor in neoliberal times: has humility become archaic?, *geraldine gorman, University of Illinois @ Chicago*

Navigate towards Communication: An Ethnographic Account of Engaging International Students, *Kang Sun, Greenville College*

Navigating an Equity-minded, Qualitatively-rich Doctoral 1112120 Program in Neoliberal Times

4:00-5:20

Chair: Lisa Zagumny, Tennessee Technological University

A Slap in the Face: My First Year as a PhD Student, *Amanda Ellis, Tennessee Technological University*

Challenging Basic Truths: Perceptions of Ability as a PhD Student, *Amy Callender, Tennessee Technological University*

Troubling Meritocracy: My First Year as a PhD Student, *Elizabeth McMillan, Tennessee Technological University*

Somatic Poststructuralism: Experiences of an International PhD Student, *Dorota Silber-Furman, Tennessee Technological University*

1113059 Disability Studies and Belonging

4:00-5:20

Chair: Alice Schippers, Director at Disability Studies in the Netherlands (DSiN)

Disability Studies, Quality of Life and Belonging: an introduction, *Alice Schippers, Director at Disability Studies in the Netherlands (DSiN)*

Employment and Belonging, *Minne Bakker, VU medical center, and Lieke Kuiper, VU medical center*

Portraiture and Family Quality of Life, *Femke Boelsma, VU medical center, Irene Caubo-Damen, VU medical center, Alice Schippers, Director at Disability Studies in the Netherlands (DSiN), Menco Dane, VU medical center, and Tineke Abma, VU medical center*

Exploring quality of life in a Participatory Drawing Lab Research, *Sofie Sergeant, Disability Studies in the Netherlands (DSiN)*

4:00-5:20

Chair: Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana

City as Literacy: Our call for a new pedagogy of and in the city, *Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Natalia Ramírez, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, María Camila Mejía-Vélez, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and Michael Hernandez, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Counter-narratives of school literacies research: A multivocal meta-analysis, *Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Claudia Cañas, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Gloria Gutiérrez, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Giselle Isaza, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Ángela Patricia Ocampo, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Natalia Salazar, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and Julián Esteban Zapata Gómez, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Preservice teachers growing understanding of Emergent literacy through Read Alouds for pre-k students, *Anita Nigam, Texas Tech University*

Counter Narratives in Science Education Under the Clout of Neoliberal Paper Tiger, *Xia Ji, University of Regina*

“I know more stuff”: Three Mothers Re-story their Literacy Identities, *Heidi Regina Bacon, Southern Illinois University Carbondale, and Jean Kaya, Southern Illinois University Carbondale*

A mixed methods analysis of assessment literacy teaching practices in America and China, *Delwyn L Harnisch, University of Nebraska Lincoln, Ying Zhang, University of Nebraska Lincoln, Xianquan CHrystal Liu, University of Nebraska - Lincoln, and Yage Guo, University of Nebraska-Lincoln*

Pedagogical Sensations: Using the Senses to Affect Learning

4:00-5:20

Chair: Eunjung Choi, The Pennsylvania State University

“Perceiving Art Through Blindness: A Relational Palimpsest Tracing”, *Eunjung Choi, The Pennsylvania State University*

Getting under our skin: Affective vitality in the elementary school deadlands, *Cala Coats, Stephen F. Austin State University*

“I Feel Dizzy”: Making Sense of Movement and Place in Art On-A-Cart Pedagogy, *Samantha Nolte-Yupari, Nazareth College*

Sensory Ethnography in a Box: Collecting Relational Encounters Through the Senses, *Sue Uhlig, The Pennsylvania State University*

207 Narratives Of Higher Education

4:00-5:20

Chair: Tuere Bowles, North Carolina State University

Existing in it: Using a Scholarly Personal Narrative Approach to discuss the challenges of being a Black Woman within Student Affairs, *Valerie Thompson, University of Oklahoma*

The Art of Facilitation: Co-creating a Practitioner Inquiry Community, *Annie Straka, University of Cincinnati, and Kevin Geiger, University of Cincinnati*

Extended Apprenticeship Learning in Doctoral Training and Supervision – Moving Beyond ‘Cookbook Recipes’, *Charlotte Wegener, Aalborg University, and Lene Tanggaard, Aalborg University*

Engineering Mentoring Trajectories Utilizing a Narrative Case Study Approach, *Tuere Bowles, North Carolina State University*

1113511 Using Social Media as Data in Qualitative Research

4:00-5:20

Chair: Hilary E. Hughes, University of Georgia

Can't beat them, own them: The ecologies of YouTube and youth as consumers, *Matthew Moulton, The University of Georgia*

Sharing is Caring: Twitter as Medium for Educator Idea Exchanges, *Stacey Kerr, University of Georgia*

Creating Classroom Couture: Performing Postfeminism on Pinterest, *Elizabeth Ann Pittard, Georgia State University*

Analyzing Instagram Images and Meddling with Methods, *Mardi Schmeichel, University of Georgia*

Arts-Based Research: Ontologies of becoming: Mapping 1113481 encounters through art

4:00-5:20

Chair: Ross Schlemmer, Edinboro University of Pennsylvania

Co-creating the smooth spaces of art and pedagogy at Lynden Sculpture Garden, *Laura Traflet-Prats, University of Wisconsin, Milwaukee*

Walking as an Artful Trajectory of Thinking-in-Movement, *Kimberly Powell, The Pennsylvania State University*

Artful Engagements, *Ross Schlemmer, Edinboro University of Pennsylvania*

A Community Collects: Sharing Stories Through the Senses, *Sue Uhlig, The Pennsylvania State University*

Impersonal Posthuman Inquiries: From Wonderment 11131157 and Yearning for a Sustainable Future

4:00-5:20

Chair: Alejandra Melendrez, Rutgers University-Newark

Performing Possibilities: Black and Latino Court Involved Special Education Youth Creating New Life Trajectories, *Alejandra Melendrez, Rutgers University-Newark*

Religious Tolerance, a Category of Analysis or An Access to Freedom, *Masoud (Ahmad) Ariankhoo, Stony Brook University*

Students as Posthuman Ethical Subjects for Intra-Active Worlding: A Post Inquiry, *Carolyn J. White, Rutgers University-Newark, and Fatemeh Moghadam, Rutgers University*

278 Digital Tools: Reflections on QDA Software Use in Specific Research Projects

4:00-5:20

Chair: Denise St Clair, Westat

Analyzing the Analysis: Using Consumer Feedback as the Impetus for Change, *Andrew Hinzman, Westat*

Digital Analytic Design In Focus: Shaping and Implementing a Mixed-Methods Secondary Analysis of Archival Material using the CAQDAS Package MAXQDA, *Christina Silver, University of Surrey, and Rose Lindsey, University of Southampton*

How Digital Tools Saved My Life: Dedoose and the Anatomy of a Dissertation, *Denise St Clair, Westat*

Using Computer Assisted Qualitative Data Analysis Software in Education Policy Research, *Chad R Lochmiller, Indiana University*

The Process of Applying Qualitative Coding Strategies into Asynchronous Discussions, *Funda Ergulec, Indiana University, and Zulfukar Ozdogan, Indiana University*

140 Focus Group Methodology

4:00-5:20

Chair: Natalie Currie-Patterson, The University of Western Ontario

Focus Groups in Education Research: An Opportunity for Professional Development, *Natalie Currie-Patterson, The University of Western Ontario*

An Analysis of Citizenship Perceptions in Ethnically and Culturally Diverse Societies: The case of Turkey, *Bulent Tarman, Gazi University, and Mehmet Fatih Yigit, Suleyman Sab University*

Teaching Anti-Bias Multicultural Curriculum in Teacher Education Programs: Focus Group Interviews of Preservice Teachers' Perceptions About Goals of Anti-Bias Education, *Inna Nickole Dolzhenko, University of North Texas, and Jemimah Young, University of North Texas*

**Plenary: The history and epistemic cultures of
1112082 qualitative research in Germany and France**

4:00-5:20

Chair: Reiner Keller, Augsburg University and Angelika Poferl, Fulda University of Applied Sciences

Epistemic Culture and Glorious Researchers. The French Way?, *Reiner Keller, University of Augsburg, Germany*

Please account for your procedure! How qualitative research in Germany became 'solid', *Angelika Poferl, Fulda University of Applied Sciences*

Autoethnography and the Tradition of Ethnopschoanalysis, *Rainer Winter, University of Klagenfurt (Austria)*

**Arts-Based Research: Performance, Narrative, and
255 Movement in the Arts**

4:00-5:20

Chair: Anita Valkeemaki, University of the Arts Helsinki

"I" PERFORM! Moving in Relation to an Unsteady Landscape, *Anita Valkeemaki, University of the Arts Helsinki*

Visualising the invisible, hearing the inaudible. Working with Social Haunting and its Implications for Critical Performance Ethnography., *Geoff Bright, Education and Social Research Institute, Manchester Metropolitan University, and Steve Pool, Film maker working with the UK Arts and Humanities Research Council*

The matters of Quality in Autoethnodrama, *Amir Hedayati, University of Illinois*

Utilizing Social Somatic Inquiry Approaches and Laban Movement Analysis As Tools in Qualitative Research, *Becky Dyer, Arizona State University, Emily May, Arizona State University, Grace Gallagher, Arizona State University, and See Cha, Arizona State University*

Walls have ears; and they have voices too: positioning narratives in an art institution, *Karen Lesley Tobias-Green, Leeds College of Art and Sheffield Hallam University*

Autoethnography: Pieces of my Heart: A film on intercommunal cultural spaces of Chicago gang 1131246 epidemic

4:00-5:20

(Session Organizer) Yvette D Castañeda, University of Illinois at Urbana-Champaign,

211 Feminist Qualitative Research IV

4:00-5:20

Chair: Mick Brewer, Southern Illinois University Carbondale

Perceptions of Gender Identity among Undergraduate Students in the Midwest, *Ashleigh N. Bingham, Ball State University*

Case Study Method in Chinese Women's Studies, *Qiu Jifang, Nanjing University*

Transgender Eminence: Caitlyn Jenner and the Effects of Mass-Media Representations of Trans Embodiment, *Mick Brewer, Southern Illinois University Carbondale*

Heroines in everyday life, *Debra K Askelson, Dr. Karyn Mitchell PhD, ND*

284 Indigenous Research: Success and Challenges in Implementing Indigenous Methodologies

4:00-5:20

Chair: Patrick Lewis,

Methodological reflections on an indigenous mental health literature review in Colombia, *Sergio Cristancho, Universidad de Antioquia, Dora María Hernández, Universidad de Antioquia, Eliana Montoya, Universidad de Antioquia, Marcela López, Universidad de Antioquia, Marcela Valencia, Universidad CES, and Oscar Montero, ONIC*

Collaborative Creation: A Joint Journal Tracing a Qualitative Inquiry into Violence against Native Women, *Rebecca Morrow, University of Illinois, Urbana Champaign*

Wading through the Murky Waters: A Doctoral Student's Reflection on Research Engagement in Indian Country, *Amy Jule Prorock-Ernest, Virginia Commonwealth University*

Mite Achimowin (Heart-Talk): Decolonizing research methods and knowledge through Indigenous, community-based digital storytelling, *Lorena Sekwan Fontaine, University of Winnipeg, Annette Schultz, University of Manitoba, Roberta Stout, National Collaborating Centre for Aboriginal Health, Kathi Avery-Kinew, Nanaandawewigim FNHSSM, Wendy McNab, Nanaandawewigim FNHSSM, Mary Jane McCallum, University of Winnipeg, and Lisa Forbes, University of Winnipeg*

Student-Athlete Activism in Sport: A Performance

1113574 Ethnography

4:00-5:20

(Session Organizer) Nancy E. Spencer, Bowling Green State University; (Discussant) Matt Adamson, University of Illinois at Urbana-Champaign; (Discussant) Sasha E. Allgayer, Bowling Green State University; (Discussant) Nameka Bates, University of Illinois at Urbana-Champaign; (Discussant) Letisha Brown, University of Texas; (Discussant) Yvette Castaneda, University of Illinois at Urbana-Champaign; (Discussant) Matthew Haugen, University of Illinois; (Discussant) Chelsea Kaunert, Bowling Green State University; (Discussant) Ryan King White, Towson University; (Discussant) Yannick Kluch, Bowling Green State University; (Discussant) Bob Rinehart, University of Waikato; (Discussant) Theresa A. Walton-Fisette, Kent State University,

Psychology: Critical Considerations of the Hoffman Report: Consequences, lessons learned and the work

1131144 ahead

4:00-5:20

Chair: !@#&

Heather Adams, Trauma & Change Research Group, USA

APA's Ethic Crisis, Guantanamo Bay and the Tuskegee Experiments, *Heather Adams, Trauma & Change Research Group, USA*

How Small Groups of Psychologists have Challenged Moral Drift in the Corporate Giant, APA, *Mary Pelton-Cooper, Northern Michigan University*

Concerns and suggestions offered by the American Middle East and North Africa (MENA) Psychological Network, *Mona Ibrahim, Concordia College*

An Alternative Orientation for Decision Making Processes within APA, *ken gergen, Swarthmore College*

Implications for Training our Next Generation of Psychologists, *Cynthia Langtiw, Chicago Professional School of Psychology*

Reflections on Unfolding Emotional Turmoil and Questioning, *Mary Gergen, Penn State University*

Saturday, May 21st

1114212 Plenary: The Work of Writing

8:00-9:20

(Session Organizer) Ronald Pelias, Southern Illinois University, Carbondale; (Discussant) Jonathan Wyatt, School of Health in Social Science University of Edinburgh; (Discussant) Tami Spry, St. Cloud State University; (Discussant) Ken Gale, Plymouth University,

Coalition for Critical Qualitative Inquiry: Colorizing Research: Qualitatively Diverse Paths and Professional

1113570 Portraits

8:00-9:20

(Session Organizer) Bennyce Edna Hamilton, Miami University Regionals; (Discussant) Vonzell Agosto, University of South Florida; (Discussant) Ysaye Maria Barnwell, Retired Faculty Howard University, singer, composer, author; (Discussant) Jolene A. Lane, Teachers College Columbia University; (Discussant) Amanda Schear, Withrow High School; Capella University,

1113114 Arts-Based Research for Social Change

8:00-9:20

Chair: Allison Ray, Texas Woman's University

Quilting/cARTography as Representation of Hunger on a College Campus, *Allison Ray, Texas Woman's University*

Awakenings: Singing and Identity Work, *miroslav pavle manovski, Independent Scholar*

Fracking the Neighborhood: Performing Pain in the Natural Gas Fields, *Jessica Smartt Gullion, Texas Woman's University*

1113545 Teaching Anti-Racism in Charleston, South Carolina

8:00-9:20

Chair: K. Nicola Williams, University of Michigan (PhD, 2003)

Teaching Anti-Racism in Charleston, South Carolina: An Ethnodrama, *K. Nicola Williams, University of Michigan (PhD, 2003)*, and *Charles Vanover, University of South Florida*

Starting from the Beginning: Using Inquiry Theatre Methods to Develop the Ethnodrama “Teaching Anti-Racism in Charleston, South Carolina”, *Charles Vanover, University of South Florida*, and *K. Nicola Williams, University of Michigan (PhD, 2003)*

Discussant, *Ruth Nicole Brown, University of Illinois at Urbana-Champaign*

270 Coalition for Critical Qualitative Inquiry2: Researching for and with Participants

8:00-9:20

Chair: Iccha Basnyat, National University of Singapore

Respecting their power and story: Using Photovoice to privilege participants as co-researchers, *Ann M Bennett, Kennesaw State University*

Collaborative Practices and Co-Production of Research Narratives, *Luciana Kind, Pontifical Catholic University of Minas Gerais - Brazil*, and *Rosineide Cordeiro, Universidade Federal de Pernambuco - UFPE*

Accessing low-income migrant workers in a difficult context: Ethical, moral, and practical challenges, *Lisa Reber, Arizona State University*

Whose knowledge matters?: The challenges of speaking for the marginalized as neoliberal forms of knowledge, *Iccha Basnyat, National University of Singapore*

1111844 Teaching Post-qualitative Inquiry Upward: How to Educate Your Doctoral Committee Methodologically

8:00-9:20

Chair: Roubollah Aghasaleh, The University of Georgia

“There Are Going To Be Words, Right?”: Negotiating Institutional Viability in Post-Qualitative Research, *James Woglom, Humboldt State University*

Two Proscriptions for Greater Methodological Mobility: (Per)forming Postqualitative Inquiry, *Brian Kumm, The University of Georgia*

Those Who (Want to) Understand: A Reader's Guide to Post-qualitative Inquiry Proposals, *Rouhollah Aghasaleh, The University of Georgia*

"Let's all stay calm and do some science [education]": Guiding your dissertation committee toward acceptance of a postqualitative informed inquiry, *Logan Leslie, University of West Georgia*

Digital Tools: Examining the Learning and Teaching of 1112770 Qualitative Research Methodology in On-Line Contexts

8:00-9:20

Chair: Trena Paulus, University of Georgia

1. Teaching and Learning Qualitative Research at a Distance, *Trena Paulus, University of Georgia, Kathryn Roulston, University of Georgia, Kathleen deMarrais, University of Georgia, and Elizabeth Pope, University of Georgia*

2. Learning about Qualitative Research Online: Students' Perspectives, *Elizabeth Pope, University of Georgia, Trena Paulus, University of Georgia, Kathryn Roulston, University of Georgia, and Kathleen deMarrais, University of Georgia*

3. Learning to Teach Qualitative Methods Online: Faculty Perspectives, *Kathryn Roulston, University of Georgia, Kathleen deMarrais, University of Georgia, and Elizabeth Pope, University of Georgia*

Learning On-Line: Student Voices, *Sabrina Tindal Cherry, University of Georgia - College of Public Health, Steacy Chad, University of Geography, Department of Geography, and Iris Michele Saltiel, Columbus State University*

256 Arts-Based Research: Art-Making, Museums, and Interdisciplinary Research

8:00-9:20

Chair: Merrie Koester, University of South Carolina Center for Science Education

Teaching Science through Drawing: Engaging the Student Who Lags Behind in Language and Literacy Development, *Merrie Koester, University of South Carolina Center for Science Education*

Discovering Phenomenological Understandings Through Art-Making As a Form of Phenomenological Reflection, *Erika Goble, NorQuest College*

Multimodal Literacy Design: Portraits of Three Secondary Teachers at a Performing Arts School. *Cecelia J. Price, University of North Texas, Cecelia Joyce Price, University of North Texas*

Arts-Based Historical Inquiry: Museum Education and Curriculum Development, *Lori M. West, University of Illinois at Urbana-Champaign*

**Indigenous Research: Pimosayta (learning to walk
1113133 together)**

8:00-9:20

Chair: Patrick J Lewis, University of Regina

Pimosayta, Patrick J Lewis, University of Regina

Pimosayta, Joseph Naytowhow, University of Regina

Pimosayta, Karen Wallace, Art Therapy & Counselling Private Practice

1113495 Working it Out

9:30-10:50

(Session Organizer) *Barbara Dennis, Indiana University; (Session Organizer) Meagan Call-Cummings, Indiana University,*

**Plenary: New Empiricisms/New Materialisms in Social
1112071 Science Inquiry #1**

9:30-10:50

Chair: Elizabeth St.Pierre, The University of Georgia

Intra-Active Subject Formation--With Friends and Violent Video Games, Dorte Marie Sondergaard, Danish School of Education-Aarhus University

The New Materialism in Qualitative Inquiry: Are the Philosophies of Deleuze and Barad Compatible?, Serge F. Hein, Virginia Tech

In(tra)fusions: Kitchen Research Practices and Collaborative Writing, *Dagmar Alexander, University of Edinburgh, and Jonathan Wyatt, School of Health in Social Science University of Edinburgh*

Deleuze, Concept Formation, and the Habit of Short Hand Inquiry, *Christopher M. Schulte, The Pennsylvania State University*

Plenary: Celebrating 50 Years of “Social Construction 1112800 of Reality”

9:30-10:50

Chair: ken gergen, Swarthmore College

The Reconstruction of Social Construction, *ken gergen, Swarthmore College*

Constructing the Significance of Berger and Luckmann's The Social Construction of Reality, *John Johnson, Arizona State University*

Social Construction, Communicative Construction, Discursive Construction. The Legacy of Berger & Luckmann in German Sociology, *Reiner Keller, University of Augsburg, Germany*

Social Construction from Postcolonial Thinking: What about Berger and Luckmann's legacy in Spanish speaking world?, *cesar antonio cisneros-puebla, UAM Iztapalapa*

Methods festival and moments of realisms; Pedagogies 1110508 for the 21st. century plenary symposium I

9:30-10:50

Chair: Anne Beate Reinertsen, Queen Maud University College

Process quality in organizations and professional moaning, *Anne Beate Reinertsen, Queen Maud University College*

Mum's Dancing, *Lise Hovik, Queen Maud University College*

SkyLight: the Global Science Opera, *Oded Ben-Horin, Stord Haugesund University College, and Gunhild A. Rolfsnes, Stord Haugesund University College, Norway*

Neoliberal Disruptions: Qualitative Encounters with 1113108 Sites of Social Struggle

9:30-10:50

Chair: Kelley Frances Fenelon, Vanderbilt University

Academics Alongside a Politics from Below, *Jyoti Gupta, Vanderbilt University*

Advocating for Queer Youth: From Creating Safety to Challenging Heteronormativity in Schools, *Leah Roberts, Vanderbilt University*

Confronting Constrained Participation in Participatory Research, *Amie Thurber, Vanderbilt University*

Cheap Equality: LGBT Inclusion as Neoliberal Expansion?, *Kelley Frances Fenelon, Vanderbilt University*

Simple Economics, Gentrification, Remnants of the Past, or Something Else? A Disco, *Tessa Ann Eidelman, Vanderbilt University*

1113223 Post--Qualitative Mo(ve)ments I: Curations

9:30-10:50

Chair: Susan Nordstrom, University of Memphis

Curatorial Impulses: Mo(ve)ment of Living Aesthetic Analysis, *Brooke Hofsess, Appalachian State University, and Jaye Thiel, University of Tennessee, Knoxville*

Why U Do Dis., *Antti Paakkari, University of Helsinki*

Black Girls' Digital Becomings: Digital Worlds and Curated Selves, *Asilia Franklin, University of Oregon*

Mo(ve)ments in Memorywork (Re)production, *Teija Tuulikki Rantala, University of Helsinki, Faculty of Arts*

Perturbing Possibilities in the Post Qualitative Regime, *Jinting Wu, Faculty of Education, University of Macau, Paul William Eaton, Educational Leadership, Sam Houston State University, Maria F. G. Wallace, Curriculum and Instruction, Louisiana State University, Shaofei Han, Curriculum and Instruction, Louisiana State University, and David Robinson--Morris, Educational Leadership, Research, & Counseling Louisiana State University*

1112180 Deschool the ICQI

9:30-10:50

Chair: Allison Lester, University of Cincinnati

(Session Organizer) Robert Alan Wight, University of Cincinnati; (Chair) Allison Lester, University of Cincinnati,

167 Reconceptualizing Collaboration

9:30-10:50

Chair: David Charles Lundie, Liverpool Hope University

Outsider witnessing as research method: Treaty of Waitangi partnership in academic work and leadership, *Kathie Crocket, University of Waikato, and Elmarie Kotze, University of Waikato*

Believing in MAGIC: Creating a caring graduate intellectual community, *Kate McCormick, Indiana University, Jean Graves, Indiana University, Crystal Howell, Indiana University, Allie M. Weiss, Indiana University, and Libba Willcox, Indiana University*

The Governance of Values and the Value of Governance in English Education under the Rhetoric of 'Protecting Frontline Services', *David Charles Lundie, Liverpool Hope University*

Cultivating (Com)passion in the Academy: A Calling. A Vow. A Plea. A Manifesto., *Kristen Blinne, SUNY Oneonta*

Appraising the elements of the interpreter/researcher relationship: A reflexive qualitative exploration, *Supriya Baily, George Mason University*

1113329 Water Epistemology: An Ecology of Knowledge?

9:30-10:50

Chair: Denisse Roca-Servat, Universidad Pontificia Bolivariana

The Thought of Water: Is a new epistemology possible? The State of the Question, *Polina Golovátina-Mora, Universidad Pontificia Bolivariana*

Towards an intercultural interpretation of the human right to water, *Lieselotte Viaene, Human Rights Centre, Ghent University, Belgium*

Political epistemologies: categories of governance in water-related knowledge production in North Bihar, India, *Luisa Cortesi, School of Forestry and Environmental Studies, Yale University*

Epistemologies of Water in Peru and Colombia: contesting the natural resource extraction paradigm, *Denisse Roca-Servat, Universidad Pontificia Bolivariana*

Coalition for Critical Qualitative Inquiry: Developing Radical Empathy and Dignity-based Practice for 1114334 Educators of African American Students

9:30-10:50

Chair: Danielle Apugo, UW-Milwaukee

Examining Urban School Ethics of Care, *Danielle Apugo, UW-Milwaukee*

Developing Dignity-Based Outcomes for Urban Education, *Monique Liston, UW-Milwaukee*

163 Duoethnography

9:30-10:50

Chair: Gloria Wilson, Middle Tennessee State University

32 Shades of “WE”: Slam Poetry as Performance Duoethnography, *Gloria Wilson, Middle Tennessee State University, and Sara Scott Shields, Florida State University*

The Path to Becoming Methodological Generalists: A Duo-Ethnography, *Elizabeth Wetzler, Northcentral University, and Linnea Rademaker, Northcentral University*

Duoethnography as a Transformative Method of Teacher-Student Engagement, *Ashley Michelle Yopp, Texas A&M University, and Breanne Marie Warhol, Texas A&M University*

Working for cultural change with accountability: The story of Centro de Estudos em Atenção Farmacêutica, Brazil, *Djenane Ramalho-de-Oliveira, Universidade Federal de Minas Gerais, and Mateus Rodrigues Alves, Universidade Federal de Minas Gerais*

104 Autoethnography: Dissertation Research

9:30-10:50

Chair: Susanne Becker, Ludwig-Maximilians-University Munich

The dilemmas of doing and writing an autoethnography, *Susanne Becker, Ludwig-Maximilians-University Munich*

ICQI, I'm your #1 Fan!, *Genevieve Harris, Linfield College*

Preparing for Impact: An Autoethnographic Examination of Preparation for Inquiry into Campus Tragedy, *Nathaniel Cradit, Michigan State University*

Duality, Positionality, and Stance: Workplace Dissertation Research as Preparation for Practice-based Research, *Robin Throne, Northcentral University, Linda K. Bowlin, Southeastern University, and Steven A. Buckner, Northcentral University*

Constructively Confused (?): A Doctoral Student's Narrative in Search of Theory, *Liaquat Channa, BUIITEMS, Quetta*

189 The International In Education I

9:30-10:50

Chair: Emily Mathis, University of Oregon

Making Meaning of Internationalization in Higher Education, *Emily Mathis, University of Oregon, and Nia DeYounge, University of Massachusetts Boston*

Talking about Shame, Empathy, and Resilience, *Julia Osso, University of Manitoba*

Digital Qualitative Research: Stories from the Field (School), *Jerry Hinbest, Vancouver Island University*

Exploring Academic Socialization and Identity of Chinese Undergraduate Students in the U.S., *wei zuo, University of Washington*

Conversations and Dialogues in Curriculum Studies, *Silvia Teresa Morelli Gasó, Universidad Nacional de Rosario*

271 Coalition for Critical Qualitative Inquiry: Innovative Inquiries: Sounds, Constellations, and Mappings

9:30-10:50

Chair: Margaret Sylvia Barrett, The University of Queensland

Ethical and ecologically valid approaches to assessing music participation and engagement in early learning and development, *Margaret Sylvia Barrett, The University of Queensland*

Reclaiming the Constellation of Inquiry; Quantitative, Qualitative and Mixed Methods as Not-Yet Become and Not-Yet Consciousness, *Zulfukar Ozdogan, Indiana University*

Metaphors of Mapping for Qualitative Inquiry, *Shannon C Gleason, Washington State University, and Nicole C Ferry, Washington State University*

149 Phenomenological Approaches to Qualitative Inquiry I

9:30-10:50

Chair: Anthony Kwame Harrison, Virginia Tech

Bringing a Phenomenon to Life Through Dialogue: The Phenomenology of the Phenomenological Interview, *Erika Goble, NorQuest College, Yin Yin, University of Alberta, Catherine Adams, University of Alberta, and Francisco Vargas Madriz, University of Alberta*

Phenomenological Interviews at a Distance: Reflexivity and Rapport Building, *Dan W Royer, Ball State University*

Ethnographic Comportment as a Phenomenological Framework for Research Design, *Anthony Kwame Harrison, Virginia Tech*

Complicating Theoretical Reading in Doctoral Work, *Tiffany Jacobs, Georgia State University, Kayla Myers, Georgia State University, Sarah Catherine Bridges-Rhoads, Georgia State University, and Hilary E. Hughes, University of Georgia*

113 Autoethnography: Education I

9:30-10:50

Chair: miroslav pavle manovski, Independent Scholar

Habits Inside Music Education: An Arts-Based and Autoethnographic Inquiry, *miroslav pavle manovski, Independent Scholar*

Children as Outliers: School Bullying in an Audit Culture, *Genevieve Harris, Linfield College*

Avatar as place of education, *Janet Handwerk, Oklahoma State University*

The Limitations of Love, Niceness and Care: Teaching Whiteness in High School Intervention Programs, *Spirit Brooks, University of Oregon*

128 Autoethnography: Technology

9:30-10:50

Chair: Angela J Stefanski, Ball State University

Marking Our Journeys: A Multi-genre, Digital Duoethnography of Early Career Teacher Educators, *Angela J Stefanski, Ball State University, Amy Leitze, Ball State University, and Veronica Fife-Demski, Ball State University*

Wireless (Dis)connections: The Leaky World of Internet Pornography, *Fiona Murray, University of Edinburgh*

El Marie's Love Notes: What We Can Learn About Persistence in a Gaming Environment, *Karen M Hansen-Morgan, Ball State University*

Auto-Archaeology and Computer-Mediated Relationships, *Jimmie Manning, Northern Illinois University*

Changing Perspectives: Can E-Learning Teach Classroom Instruction?, *Dian Walster, Wayne State University*

**Recently published methodological guidance
1111603 (suggestion for panel, needs co-presenters)**

9:30-10:50

Chair: Mieke Heyvaert, KU Leuven

Systematically reviewing literature: mixed method research synthesis, *Mieke Heyvaert, KU Leuven, Karin Hannes, Faculty of Social Sciences, and Patrick Onghena, KU Leuven*

**(dis)Connections with/between/within bodies in (e)
1128637 motion**

9:30-10:50

Chair: Jason Laurendeau, University of Lethbridge

“You don’t need any of that stuff”: (Re)stor(y)ing my(nd/) body, *Jason Laurendeau, University of Lethbridge*

A Palimpsestic Exploration of the Sociality of the Body, *Jasmine Saler, University of Lethbridge*

Qualitative Research without Methods, *Jim Denison, University of Alberta, and Pirkko Markula, University of Alberta*

Connecting with the Force of the Moving Body, *Pirkko Markula, University of Alberta, and Marianne Clark, University of British Columbia*

158 Education: Reflections on Teaching IV

9:30-10:50

Chair: Mustafa Serkan Günbatır, Yüzüncü Yıl University

Pre-service Teachers’ Readiness for Online Learning, *Mustafa Serkan Günbatır, Yüzüncü Yıl University*

Learning to Cope: Teacher Candidates with Reading Aversions Navigate Education, *Karen Kleppe Graham, The University of Georgia, and Chelsey Bablmann Bollinger, The University of Georgia*

Alternative Route to Licensure Teacher Candidates' Perceptions of Equitable Teaching Practices, *Jori Beck, University of Nevada, Las Vegas, Christina Santoyo, University of Nevada, Las Vegas, Chyllis Scott, University of Nevada, Las Vegas, and Derek Riddle, University of Nevada, Las Vegas*

Awareness of Social Studies Teacher Candidates on Refugees in Turkey, *Bulent Tarman, Gazi University, and davut gürel, Bartin University*

152 International Perspectives on Critical Pedagogy I

9:30-10:50

Chair: Janet Kesterson Isbell, Tennessee Technological University

Philosophy of Liberation a Contribution from Latin America to Understand the Effects of Globalization Forces in the Nursing Practice, *Maria del Pilar Camargo Plazas, Queen's University*

International Graduate Students' Perspectives on Plagiarism in Academic Writing, *Janet Kesterson Isbell, Tennessee Technological University, Jayati Chaudhuri, California State University, Amrita Madray, Adelphi University, and Deborah L. Schaeffer, California State University*

Language Revitalization in Indigenous Schools and National Language Policies. Is There Space to Reconcile?, *Ana Maria Benton Zavala, Te Puna Wananga, Faculty of Education, University of Auckland*

Analyzing newspaper articles on 'Chinese international students' through critical discourse analysis, *Eunhae Cho, Chung-Ang University, and Dongil Shin, Chung-Ang University*

Neoliberalism Will Not Spare our Public Education Classroom: The Struggle for Ethical Allies for Emancipatory Rebuilding of School Communities, *Carmen Ocón, Worcester State University*

185 Narratives Of Professional Identities

9:30-10:50

Chair: Mateus Inquiry Yumarnamto, Indiana University

Live Histories, Critical Events and Professional Identity Formation of Five Indonesian English Teachers: A Narrative Inquiry, *Mateus Inquiry Yumarnamto, Indiana University*

African-American Voices: On Becoming a Physician in 2015, *Jeanne L Koehler, Southern Illinois University School of Medicine, Wendi El-Amin, Southern Illinois University School of Medicine, April McNeill, Southern Illinois University School of Medicine, Monique Philpotts, Southern Illinois University School of Medicine, and Andrea Iyekepolo, Southern Illinois University School of Medicine*

You, Me, and Us?: “Shades of Chineseness”, *Jia Liang, Kansas State University*

Narratives of the Nontraditional: Stories of Engineering Education from a Road Less Traveled, *Angela Minichiello, Utah State University*

Teachers’ Narratives about Instructional Leadership for Science and Mathematics in South Africa, *Loyiso Currell Jita, University of the Free State*

**Arts-Based Research: Social Semiotic Approach
Towards Meaning-Making Between Art-making and
1113508 Writing for Dyslexic College Art Students**

9:30-10:50

(Session Organizer) Brian Bulfer, Teachers College,

**Negotiating Contested Identities Through Shame Guilt
1113537 and Stigma**

9:30-10:50

Chair: Carol Rambo, University of Memphis

Atheist Individuals and Identity Formation Processes, *Degan Hubbard, Department of Sociology, University of Memphis*

Self-Injury in Social Media, *Brittany E. Presson, Department of Sociology, University of Missouri*

“Awled Amreeka:” Children of America, *Heather Jendoubi, Department of Sociology, University of Memphis*

The Great Charter School Experiment, *Cat Maroon, University of Memphis*

279 **Digital Tools: Visual Data and Visualizing Data**

9:30-10:50

Chair: Christian McKay, Indiana University, School of Informatics and Computing

Attempting to Understand Role, Position, and Significance of Visuals Within Multimodal Ensembles, *OLGA GOULD, SUNY, University at Buffalo*

Getting the Most Out Of Qualitative Data : Techniques for managing analytic complexity using media data, *David K. Woods, University of Wisconsin Madison, Wisconsin Center for Education Research*

End Effector: Post-Human Actors and Materiality in the Network of Educational Technocracy, *Christian McKay, Indiana University, School of Informatics and Computing*

It is More than One Beautiful Quote: Building a Visual Web of Meaning, *Michelle Salmona, SocioCultural Research Consultants, Eli Lieber, University of California, Los Angeles, and Dan Kaczynski, Central Michigan University*

What is the visualization QDA Software is looking for?, *cesar antonio cisneros-puebla, UAM Iztapalapa*

Collaboration Is as Collaboration Does: Initial Musing 1113009 on Traces Across the Collaborative Sites Network

9:30-10:50

Chair: cesar antonio cisneros-puebla, UAM Iztapalapa

Human rights and global solidarity: Challenges for QI, *cesar antonio cisneros-puebla, UAM Iztapalapa*

Resistance for Change, *Ellis Hurd, Illinois State University*

People, not Numbers, *Anne Ryen, University of Agder*

Networked Scholarship: A Scoping Review of Researcher Personal Learning Networks, *Jeffrey M. Keefer, New York University / UMASS Boston*

Critical Autoethnography: Researching in Vulnerable Global Communities, *Gresilda A. Tilley-Lubbs, Virginia Tech*

Communicative Methodology and Social Impact, *Aitor Gomez, TBD*

**Arts-Based Research: Uses of Music, Performance, and
Tech in Arts-Based Research**

9:30-10:50

Chair: William K Rawlins, School of Communication Studies, Ohio University

Recovering Notes on Aging: A Musical Performance Autoethnography of Surviving Wisdom in 60s Songs, *William K Rawlins, School of Communication Studies, Ohio University*

Music and Me: A Study of Self in Musical Performance and Education, *Wenche Bruun Lien, Stord/Haugesund University College, Norway, and Magne Espeland, Stord Haugesund University College*

Provoking paradigmatic polyphony, *Kathryn Ann Ricketts, University of Regina, and Vicki Lynn Kelly, Simon Fraser University*

High and low tech tools for 21st century art education, *Sohee Koo, Teachers College, Columbia University*

**Autoethnography: PreService Teacher Outsiders:
Cisgender Latina, Cisgender Gay White Male, and
1112410 Cisgender Black Gay Male Autoethnographies**

9:30-10:50

Chair: Ana Rivera-Delgado, Central Connecticut State University

“This is the First Book I Have Read by a Non-White Person”: Experiences of a Latina in Majority White Teacher Preparation Program, *Ana Rivera-Delgado, Central Connecticut State University*

“But You are So Fun!”: Microaggressions of Being Gay in a Female Dominated Program, *Michael Anthony Iarrapino, Central Connecticut State University*

“I’m Black and Gay, How Do I Handle Questions of My Sexuality with Students and Parents?”: Questions Not Addressed in Straight Dominated Teacher Preparation Program, *Christopher Jones, Friend*

As a Gay Man, I Empathize With You: Autoethnography of a Former Elementary School Teacher Turned Professor Working Closely with Subaltern Preservice Teachers, *Michael D Bartone, Central Connecticut State University*

Commodification of Identities: Gender, Race and 1112873 Educational Leadership

9:30-10:50

Chair: Katherine Lewis, Texas State University

Commodifying Transgender Identities: Transcending the Neoliberal Agenda, *Katherine Lewis, Texas State University, and Susan M Croteau, Texas State University*

Race and Education in America, *Alfreda Bryson, Texas State University*

Speaking for the Transgender Community: Should we put Transgender people on Display?, *Brandon L. Beck, Texas State University*

Taking a Selfie: Examining the Commodification and Consumption of Identity in Educational Leadership, *Tanya Alyson Long, Texas State University*

285 Indigenous Research: Research as Ceremony

9:30-10:50

Chair: H. Monty Montgomery,

Yarning is far more than a Research Method, *Stuart Allan Barlo, Southern Cross University*

Bringing spirit into method: nahiykohk-pimohtewin (walking in balance just right), *Joseph Naytowhow, Independent Artist & University of Saskatchewan, M.J. Barrett, University of Saskatchewan, and Marie Lovrod, University of Saskatchewan*

Developing a Doctorate in Indigenous Philosophies, *Shawn Wilson, Southern Cross University*

The treasures of Indigenous knowledges: Voices living through our words, *Alfonso Montero, Jr., Lewis University, and Abunya Msughter Moses, Lewis University*

300 Psychology: Home & Belonging

9:30-10:50

Chair: Jane Elizabeth Mary Callaghan, University of Northampton

Children's accounts of domestic violence: Agency, Resistance, Resilience, *Jane Elizabeth Mary Callaghan, University of Northampton, Joanne Helen Alexander, University of Northampton, and Lisa Chiara Fellin, University of East London*

Voices of Belonging, Voices of Alienation: Listening for Home, *Lori E Koelsch, Duquesne University, Elizabeth Brown, Duquesne University, and Susan G Goldberg, Duquesne University*

Evaluating the Homeless Court in Salt Lake City, Utah, *Emogene Elizabeth Hennick, University of Utah and Utah Department of Corrections*

The Category "Belonging" in Qualitative Research with Groups in Crisis and Social Conflict Situations, *SUSANA KRAMER DE MESQUITA OLIVEIRA, Universidade Federal do Ceará - Brazil*

295 Psychology: Family, Children and Education

9:30-10:50

Chair: Shakira Shanese Thomas, University of Memphis

Family Reintegration After Parent Military Deployment: The Child Dependents Perspectives, *Natasha Ramos-Ayala, University of Puerto Rico, and Samuel Colon, University of Puerto Rico*

Language Learning in Different Social Milieus. A mixed methods psychological investigation., *Mechthild Kiegelmann, Karlsruhe University of Education, Germany*

Let Them Play, Let Them Learn?: The Beginning of the Educational Divide, *Shakira Shanese Thomas, University of Memphis*

307 Directions in Digital Tools I

9:30-10:50

Chair: Roshani Rajbanshi, New Mexico State University

Learning through Technology in Student-Centered Approach, *Roshani Rajbanshi, New Mexico State University, and Margarita Ruiz, New Mexico State University*

A qualitative analysis of pre-service teachers' use of Information and Communication Technologies to teach science during teaching practice, *Thuthukile Jita, University of the Free State*

Information and Communication Technologies (ICT) for English Language Teaching process in the university context, South America, *Villafuerte Saulo Alberto, Universidad Laica Eloy Alfaro de Manabí, Jorge Antonio Corral, Universidad Laica Eloy Alfaro de Manabí, and Eder A Intriago, University of Laica Eloy Alfaro de Manabí*

Exploring Animations to Overcome Gender Barriers in Agriculture Learning, *Julia Bello-Bravo, UIUC, and Anne Namatsi Lutomia, University of Illinois, Urbana-Champaign*

Plenary: New Empiricisms/New Materialisms in Social 1112093 Science Inquiry # 2

11:00-12:20

Chair: Alecia Youngblood Jackson, Appalachian State University

From think-power to thing-power: Where childhood 'things' 'speak to children', *Marek Tesar, University of Auckland, New Zealand*

Towards a biosocial ethics of material-affective assemblages: The role of chemistry in new empiricism, *Elizabeth de Freitas, Manchester Metropolitan University*

Mapping Space Time Entanglements in Qualitative Inquiry, *Lisa Mazzei, University of Oregon*

Knowing-in-Walking: The 'Politics of Clean' in the Campus Space of Appearance, *Carol A Taylor, Sheffield Hallam University*

Plenary: The marketisation of research: Implications for 1112626 Qualitative Inquiry

11:00-12:20

Chair: Yvonna S Lincoln, Texas A&M University

Fracking the Faculty: The Privatization of Public Knowledge, *Yvonna S Lincoln, Texas A&M University*

Publishing in the Neo-Liberal Universe and University, *Mitch Allen, Mills College*

The Research Market Place: Putting a “+” in our thinking and why this matters,
Julianne Cheek, Ostfold University College

**Methodsfestival and moments of realisms; Pedagogies
1112380 for the 21st.century II**

11:00-12:20

Chair: Marit Ulvund, Seanse Art Center/Volda University College, Norway

A room of one's own? Performing, writing and researching. A paper performance,
Marit Ulvund, Seanse Art Center/Volda University College, Norway

Autoethnographical writing and workplace safe spaces, *Merete Moe, Queen Maud University College, and Anne Beate Reinertsen, Queen Maud University College*

**Neoliberalism, Inquiry, and the Ethico-Aesthetic Turn in
1113083 Children's Creative Practices**

11:00-12:20

Chair: Christopher Mark Schulte, Penn State University

An Introduction: Neoliberalism, Inquiry, and the Ethico-Aesthetic Turn in
Children's Creative Practices, *Christopher Mark Schulte, Penn State University*

Transsubjective becomings and processual creativity in mother-daughter
entanglements, *Laura Traft-Prats, University of Wisconsin, Milwaukee*

Lurking in the midst: An aesthetic co-emergence of art, literacies, and children's
intellectual lives, *Jaye Thiel, University of Tennessee, Knoxville*

1113238 Post—Qualitative Mo(ve)ments II: Creations

11:00-12:20

Chair: Jasmine Ulmer, Wayne State University

Staying with Zombies and Gender, *Riikka Hobti, University of Helsinki*

Post-ing/ Post-cards/ Post Qual: Artful Entanglements in Becoming Differently,
Kelly Guyotte, University of Alabama

Flying beyond: Solidarity and Sámi multiplicities, *Hanna Ellen Guttorm, Sámi University College, Kautokeino*

Pilot, *Justin Hendricks, University of Florida*

Farming and More: What Animals Can Teach Us About 1113192 Qualitative Research

11:00-12:20

Chair: Karen M Hansen-Morgan, Ball State University

Follow the Herd: Steering the Literature and Researcher's Voice in Qualitative Research, *Kevin M Carey, Ball State University*

Chameleon: The Changing Skin of the Interview, *Aletta M Sanders, Ball State University*

Ruminants: Chewing the Cud of Data Collection, *Karen M Hansen-Morgan, Ball State University*

Cats: Transforming your Qualitative Research Voice from Meek Meow to Roar, *Miki D Hamstra, Ball State University*

144 Reconceptualizing Terror

11:00-12:20

Chair: Ji Young Shim, Pennsylvania State University

Terror and Manipulated Visual Culture, *Ji Young Shim, Pennsylvania State University*

Culture in between: Muslim American students' experiences in U.S. public schools, *Wesam M. Salem, The University of Memphis*

Terror Walks: Moving Subjects and States of Perception, *Alyssa D. Niccolini, Teachers College, Columbia University, and A. Jonathan Eakle, George Washington University*

Warring Wor(l)ds: Stories as Soft Weapons and Resources of Hope, *Tanya Halldórsdóttir, Canterbury Christ Church University*

11:00-12:20

Chair: Anne Teresa Ness, St. Catherine University

Perceptions of Spirituality of Yoga in Minnesota: Is it Traditional?, *Anne Teresa Ness, St. Catherine University, Karen Briles, St. Catherine University, and Patricia Mellang, deceased*

Learning from Convergence: Instruction Strategies from a Mind-Body Practice, *Tegan Reeves, The University of Memphis, and Katharina A. Azim, The University of Memphis*

Falling for Yoga to avoid falling: Falling in and out with our research assumptions!, *Luis Javier Bartos Perez, Bowling Green State University, and Geoffrey A Meek, Bowling Green State University*

A Formative Research Study Exploring Developmental Literacy Students' Motivation while Engaged in Mindfulness-Based Interventions, *Erika Koren Nielson, Texas State University*

264 **Coalition for Critical Qualitative Inquiry: Critical Pedagogies**

11:00-12:20

Chair: Esther Taj Clark, Tennessee Technological University

Pedagogies of sacrifices: A developmental engagement model to validate storytelling in higher education research, *Janet Rocha, UCLA*

It's not about Me. It's about We: Cultural Responsiveness through Literature, *Esther Taj Clark, Tennessee Technological University*

Teaching Without Borders: Active Centralized Empowerment. Janice Marie Collins, University of Illinois-Urbana-Champaign, *Janice Collins, University of Illinois, Urbana-Champaign*

Teaching Tough Topics, *Joy Marie Anderson, Arizona State University*

Curricularizing Hurricane Katrina, *David R Fisher, The University of South Florida*

196 Ethnographic Developments I

11:00-12:20

Chair: Laura Atkins, UIUC

Playing in the binaries of the child/adult, informant/researcher time space;
Dilemmas of Authority, *Janice Kroeger, Kent State University*

On Publishing an Auto-Ethnographic book: Creativity, Confidence,
Accountability, and Compromise., *Phiona Stanley, UNSW Australia*

Public Ethnography in a Disease Cluster Community, *Laura Atkins, UIUC*

121 Autoethnography: Spaces

11:00-12:20

Chair: Francisco Vivoni, Worcester State University

Travelling the Third Place: Conferences as Third Places, *David Purnell, Mercer University, and Deb Breede, Coastal Carolina University*

The Space Between: A Ruminarrative, *Donna Henson, Bond University-Australia*

A Journey Across Space: Texas, Ohio, and Places In-Between, *John Marc Cuellar, Ohio University*

Wandering in the Neoliberal City: Autoethnographic Interventions on the
Regulation of Public Life, *Francisco Vivoni, Worcester State University*

Tide Line, *DAGMAR JOHANNA ALEXANDER, UNIVERSITY OF EDINBURGH*

Intersectionality, Microaggressions, and Microaffirmations: Towards a Cultural
Praxis of Sport Coaching, *Brian Gearity, University of Denver, and Lynett HendersonMetzger, University of Denver*

190 The International In Education II

11:00-12:20

Chair: Adam Clark, Arizona State University

Perhaps Dimensions of Data: Exploring the Unknown, Hidden and Unseen., *Adam Clark, Arizona State University*

SALEACOM Network: Sharing Knowledge to Improve Most Disadvantage Groups' Learning, *aitor gomez, Universitat Rovira i Virgili, Maria Padros, Universitat de Barcelona, and Raul Barba, Universidad de Valladolid*

Multiple Case Study : the Impact of Cultural Adjustment on Academic Self-Efficacy of Chinese Visiting Scholar(CVS) at Midwest Research University, *Yage Guo, University of Nebraska-Lincoln, and Xianquan CHrystal Liu, University of Nebraska - Lincoln*

But We Don't see it as Environmental Education: A Case study, *Shahiba Ali, The University of the West Indies, and Jerome De Lisle, The University of the West Indies St Augustine*

272 Coalition for Critical Qualitative Inquiry: Critical Studies in Education

11:00-12:20

Chair: Oona Fontanella-Nothom, University of Missouri

“Critical Race Turning Points” Early childhood educators striving to de-center whiteness in their teaching., *Oona Fontanella-Nothom, University of Missouri*

Black Middle School Males and their Perceptions of a Suburban Community, *Corrie L. Theriault, Kennesaw State University*

Literacies and Racial Ideology in an Urban School in Cali-Colombia, *Beatriz Eugenia Guerrero Arias, Universidad del Valle*

Schooled encounters with the material., *Katrine Giaver, Oslo University College of Applied Science, and Hege Katrine Løberg, Oslo and Akershus University College of Applied Sciences*

“Making spaces and time for exploring and learning within Norwegian early years education”, *Hege Katrine Løberg, Oslo and Akershus University College of Applied Sciences, and Katrine Giaver, Oslo University College of Applied Science*

150 Phenomenological Approaches to Qualitative Inquiry II

11:00-12:20

Chair: Bradley A Gangnon, Capella University

Creative Aging: Voices of Aging Artists and Interviewers' Reflections, *Thecla Damianakis, University of Windsor, Ellen Ryan, McMaster University, Deirdre Dawson, Baycrest, University of Toronto, and Lynn McCleary, Brock University*

Using phenomenology to comprehend experiences about the use of medications: the construction of a methodological cascade, *Yone de Almeida Nascimento, Universidade Federal de Minas Gerais (UFMG), and Djenane Ramalho-de-Oliveira, Universidade Federal de Minas Gerais*

Qualitative Inquiry as Professional Practice: Autoethnography, Phenomenology, and Improving Teaching and Learning, *Bradley A Gangnon, Capella University*

First Grade Students' Perceptions About Their Preschool And Elementary School Experience, *Nefise Semra Erkan, Hacettepe University, Ilknur Tarman, Turgut Ozal University, Zeynep Seda Sanli, Zafer Preschool, Yekta Koşan, Hacettepe University, and Isil Omruuzun, Ankara-Polatlı Hatice Mevlut Yılmaz Middle School*

Assisting Students who Struggle Academically: Discerning between "Caring for" and "Caring about", *Elizabeth Diener, Oklahoma City University, Debra Barnett, Oklahoma City University, Ronak Barwari, Oklahoma City University, Marlene Lockridge, Oklahoma City University, Vicky Reith, Oklahoma City University, and Amy Richards, Oklahoma City University*

127 Autoethnography: Family II

11:00-12:20

Chair: Bailige Aodong, Sociology

Brothers Writing the Body Disordered OR How to be Brothers with Disorderly Bodies, *Derek Bolen, Angelo State University, and Zack Bolen, Saginaw Valley State University*

Track 2: Musical Reflections on the Post-Autoethnographic Experience, *Jessica Hennenfent, University of Georgia*

Filial Piety, Act Humanity and Virtue: Significance of the Structure of Social Action- Social Studies of Conducting Oneself, *Bailige Aodong, Sociology*

11:00-12:20

Chair: B Lee Murray, University of Saskatchewan

Could Single Motherhood be a Lifestyle Choice?, *B Lee Murray, University of Saskatchewan*

Mothering and the Politics of Food, *B Lee Murray, University of Saskatchewan*

Crying in Public: Disrupted Boundaries in the Experience of My Mother's Illness and Death, *Gertrude J Fraser, University of Virginia*

**Revealing Transgressive Spaces: Acts of Resistance to
1113017 Socially Constructed Realities in Academic Spaces**

11:00-12:20

Chair: Tedi Taylor Gordon, Athens State University

Navigating the School Environment: Skillful Encounters by High School Students in Academic and Transgressive Spaces, *Tedi Taylor Gordon, Athens State University*

Pushing through Accent Discrimination: Non-Native English Speaking Teachers' Negotiation of Language and Identity, *Josie Prado, University of Alabama-Birmingham, Suzanne Franks, University of Illinois Urbana-Champaign, and Alisha Wheeler, University of Alabama-Birmingham*

Unpacking 8th Graders Understandings of Social and Intellectual Privilege, *Amanda Branscombe, Athens State University*

Transgressive Traces within Digital Spaces, *Kevin Dupre, Athens State University*

The Road Less Traveled: A Journey from First-Generation College Student to College Professor, *Tina Sloan, Athens State University*

**Humanities Initiative: Body-Chair: The entangled
relationship between a girl, wheelchair and the
1101475 environment**

11:00-12:20

(Session Organizer) Lisa Marie Lacy, Arizona State University,

159 Education: Reflections on Teaching V

11:00-12:20

Chair: Judith Preissle, University of Georgia

Don't Forget Me: The Power of Being Remembered on a Teacher's Pedagogical Development, *Jeff Henning-Smith, Univ. of Minnesota - Twin Cities*

From Batman to The Walking Dead: How Using Comics In The Classroom Helped Bridge The Gap Between Instructor and Student, *Eric Bruce, Western Oregon University*

When Should Students Learn About the Holocaust? A Multi-Modal Qualitative Investigation, *Alexander Pope, Salisbury University*

Cutting Together Apart the Teaching Learning of a Disruptive Introductory Qualitative Research Course in the Neoliberal Academy, *Candace Kuby, University of Missouri, and Rebecca C. Aguayo, University of Missouri*

Dewey's Aesthetics and Qualitative Research, *Judith Preissle, University of Georgia, and Kathleen deMarrais, University of Georgia*

153 International Perspectives on Critical Pedagogy II

11:00-12:20

Chair: Kathryn McGinn Luet, Rowan University

BESA: on moral codes and boundary work - public sociology in the lecture hall., *Anne Ryen, University of Agder*

Educators' Perceptions of Linguistic Diversity: The Impact on Teaching Methodology, *Lavern Byfield, Southern Illinois University Carbondale, Crystal Shelby-Caffey, Southern Illinois University Carbondale, and Xiang Shen, Southern Illinois University Carbondale*

Is there a Madness to these Methods? Teaching Critical Pedagogy in an Era of Standardization, *Kathryn McGinn Luet, Rowan University*

The ethnography of a service-learning project: A 360 degree reflection, *Constance Carole Milbourne, Rhode Island College*

1131164 Transforming Narratives of Oppression and Resistance

11:00-12:20

Chair: Gil Richard Musolf, Central Michigan University

Toward a Structure-and-Agency Theory of Oppression and Resistance, *Gil Richard Musolf, Central Michigan University*

Dupes, Schemers, or Mothers? Making Sense of Worker Agency and Constraint, *Jillian Crocker, SUNY--Westbury*

Transforming Narratives of Health Oppression Through Aesthetic Collaborative Strategies, *Jill Taft-Kaufman, Central Michigan University*

Human Trafficking as Labor Requiring Revolutionary Social Action, *Bonnie Wright, Ferris State University*

1116471 Arts-Based Research: Beyond Methods: Lessons from the arts to qualitative research

11:00-12:20

Chair: Liora Bresler, University of Illinois

Cultivating aesthetic sensitivity in qualitative inquiry, *Liora Bresler, University of Illinois*

Exploring musical research sensibilities, *Eva Saether, Malmo Academy of Music, Lund University*

Lessons from artists for educational ethnography, *Tyler Denmead, University of Illinois*

Freedom from the rubric, *Robert E Stake, University of Illinois*

Musical reflections on time, silence and listening in qualitative research, *Koji Matsunobu, Hong Kong Institute of Education*

**Plenary: Neoliberalism and Efforts to Silence Dissent
and Academic Freedom: Case Studies Inside/Outside
1130613 the University**

11:00-12:20

Chair: Michelle Fine, CUNY

FOILED but not silenced: public intellectuals and the assault by corporate education reformers, *Michelle Fine, CUNY*

Slap Suits and Ethics Complaints: How Corporate Education Reformers Respond to Research They Do Not Like, *Julia Sass Rubin, Rutgers University-New Brunswick*

The Teacher's Authority and the Courage to Educate, *Guy Senese, Northern Arizona University*

"Why Didn't You Just Talk to Me?" Silencing Academic Freedom under the Neoliberal Discourse of New Public Management, *Carolynne J. White, Rutgers University-Newark*

**Digital Tools: Digital Tools for Qualitative Research SIG
1113100 Mashup: A Working Meeting**

11:00-12:20

(Session Organizer) Kristi Jackson, Queri,

1131172 Criticism of Thinking for Specific Quantitative Methods

11:00-12:20

Chair: Thomas Judd, United States Military Academy

The Best and Worst of Covariates: Limitations of Analysis of Covariance, *Thomas Judd, United States Military Academy*

Variables as Entities with Correlational Methods: Too Much Structural Similarity, *Charles Secolsky, Alternative Assessment Strategies*

The Chi Square Statistic: Unrealistic Building Blocks for Understanding Reality, *Buddy Fish, Jackson State University*

Story Analysis Is Not for the Quantitative Heart, *Jack Appleton, University of Malaysia*

Arts-Based Research: Creative Collaborative Experiences in the Arts

258

11:00-12:20

Chair: Geoff Bright, Education and Social Research Institute, Manchester Metropolitan University

Working in 'Ghost Labs': Developing a collaborative process/event space of communal knowledge activism, *Geoff Bright, Education and Social Research Institute, Manchester Metropolitan University, and Sarah McNicol, Education and Social Research Institute, Manchester Metropolitan University*

Finding Ourselves/Finding Each Other: The Potential for Visual Duoethnography in Developing Academic Relationships, *Jennifer Hamrock, Florida State University, and Sara Scott Shields, Florida State University*

The Producer and the Researcher, *Sunniva Skjoestad Hovde, DMMH*

Perspectives from Behind the Mask: The embodiment of duoethnography to deconstruct academic subjectivities, *Erica Sponberg, Kansas State University, and Alexander Wimmer, Kansas State University*

RE- Tweeting Citizenship, *Savneet Kaur Talwar, School of the Art Institute of Chicago*

145 LGBTQ Issues I

11:00-12:20

Chair: Alex Davenport, Southern Illinois University Carbondale

Brothers and Sisters on this Earth: Judy Bonds' Construction of Queer Motherhood, *Alex Davenport, Southern Illinois University Carbondale*

Freaks, Geeks, Queers (and Femslash): The Enduring Need for Queer Online Spaces, *Ashleigh N. Bingham, Ball State University, and Amanda O. Latz, Ball State University*

Mariah Carey Lyrics, a Tool For Black LGBT Acceptance and Tackling Oppression in Schools? YES!, *Michael D Bartone, Central Connecticut State University, and Michael Anthony Iarrapino, Central Connecticut State University*

286 Indigenous Research: Arts-Based Research

11:00-12:20

Chair: Jamie Singson,

Indigenous Painting and Print Portfolios: Collaborative Arts-Based Research, *Kryssi L Staikidis, Northern Illinois University*

Imagining Wellness with Indigenous Youth through Art-based Research, *Felice Yuen, Concordia University, Warren Linds, Concordia University, and Patti Ranahan, Concordia University*

Broken Windows, Broken Promises: Grief, Privilege, and Hope in the Mythical Post Racial, A Call and Response, *Martina Sharp-Grier, Stark State College, and Jennifer Martin, University of Mount Union*

Engaging Indigenous Youth through a Popular Theatre Activity to Mobilize Knowledge of Indigenous Peoples' Perspectives on Access to Healthcare Services, *Brenda L Cameron, University of Alberta Faculty of Nursing, Maria del Pilar Camargo Plazas, Queen's University, Lindsey Ruth Hunt, Doctoral Candidate University of Alberta, Krista Hungler, University of Alberta Faculty of Nursing, Anna Santos Salas, University of Alberta Faculty of Nursing, and R. Lisa Bourque Bearskin, Thompson Rivers University*

Psychology: My Story Matters: Empathically understanding the lives of youth who have been

1113413 identified as high-risk

11:00-12:20

(Session Organizer) Michael Frazier, University of West Georgia,

296 Psychology: Gender and Relationships

11:00-12:20

Chair: Zeinab Tavakol, Tebran University of Medical Sciences

Impact of Integrated Care on Individuals Struggling with Infertility and Pregnancy Loss, *Bridget Asempapa, Ohio University*

We Need To Talk: The Disclosure Process of Sexual Assault in Supportive Romantic Relationships, *Nicole M. Lozano, University of Nebraska - Lincoln*

Perception of the marital satisfaction among Iranian women: A Qualitative Study, *Zeinab Tavakol, Tehran University of Medical Sciences*

Throwing Like a Girl and Playing Like a Man: Performing Gender in Sport, *Jennifer R Hurst, Truman State University, and Nancy Daley-Moore, Truman State University*

308 Directions in Digital Tools II

11:00-12:20

Chair: David Sharrard Noffs, Columbia College Chicago

Multimodality and L2 literacy, *Min Wang, The University of Alabama*

Framework for analyzing collaborative knowledge construction in education, *Linda Leal, Universidad Pedagógica Nacional*

Postpositivism in Online Education: Is Big Data Driving the Teacher/Student Relationship Off a Cliff?, *David Sharrard Noffs, Columbia College Chicago*

1114428 Autoethnography: Plenary: Constructing a Post-University Life

1:00-2:20

Chair: Carolyn Ellis, University of South Florida

(Chair) Carolyn Ellis, University of South Florida; (Session Organizer) Carolyn Ellis, University of South Florida; (Chair) Art Bochner, University of South Florida; (Discussant) Ken Gergen, Swarthmore College; (Discussant) Ronald Pelias, Southern Illinois University, Carbondale; (Discussant) Mary Gergen, Penn State University; (Discussant) Mitch Allen, Mills College; (Discussant) Laurel Richardson, The Ohio State University,

1137066 Plenary: Secular Schools in a Religiously Saturated Era

1:00-2:20

(Session Organizer) Melanie Stonebanks, Bishop's University; (Chair) Michael Giardina, Florida State University,

Methodsfestival and moments of realisms; Pedagogies 1112618 for the 21st.century III

1:00-2:20

Chair: Anne Beate Reinertsen, Queen Maud University College

BESA: on moral codes and boundary work - public sociology in the lecture hall., *Anne Ryen, University of Agder*

Pikettytalk and infra-empiricism life descriptions; taking a serious interest in money, *Anne Beate Reinertsen, Queen Maud University College, and Noreen M Sugrue, University of Illinois Urbana Champaign*

Global Musicking; the dangerous difference, *Sunniva Skjoestad Hovde, DMMH*

1113420 Rethinking Qualitative Inquiry as Social Justice Activism

1:00-2:20

Chair: Sophy Cai, University of Illinois at Urbana-Champaign

Qualitative Inquiry as a Pedagogical Intervention: A Case of Integrating Poverty Studies in Business Research, Education, and Social Services, *Sophy Cai, University of Illinois at Urbana-Champaign*

Embracing an Activist Research Methodology by Decolonizing the 'Self', *Nancy Emilce Carvajal Medina, Washington State University*

Metamorphosis of Shame through Intercultural Experiences: A Critical Autoethnographical Study, *Sula You, The University of Oklahoma*

Qualitative Inquiry in Community's Response to Tragedy: Social Justice Activism as a Counteraction to Neoliberal Ideology, *Revital Zilonka, UNCG*

1113251 Post—Qualitative Mo(ve)ments III: Writings

1:00-2:20

Chair: Marek Tesar, University of Auckland, New Zealand

Ruminatus:What Can a Living Literature Review Do?, *Zofia Zaliwska, University of Toronto*

“Treat Writing as a Flow, Not a Code”: Literature Review as Rhizoanalysis, *Jennifer Bogdanich, University of Georgia*

Writing in Cramped Spaces: Doing Interdisciplinary Research In/between the Thousand Disciplinary Plateaus, *Marcelina Piotrowski, University of British Columbia*

Alienating Apparatuses: Encounters with the Dissertation Editor, *Courtney L. Rath, University of Oregon*

Cultivating Skepticism and Generosity in Science Education: An Autoethnographic Exploration of My Relationship with/in the Sciences, *Tristan Gleason, University of Oregon*

220 Spotlighted Papers I

1:00-2:20

Chair: Svend Brinkmann, Aalborg University, Dept. of Communication and Psychology

Nutcase, *Saville Ian Kushner, University of Auckland*

Stand firm: Anti-self-help as satirical cultural critique, *Svend Brinkmann, Aalborg University, Dept. of Communication and Psychology*

The Iterative Process of Faculty Self-Authorship: Cultural Influences on Faculty Values and Role Prioritization in a Biology Department, *Melissa M. Haswell, Davenport University*

288 Directions In Indigenous Research I

1:00-2:20

Chair: Raymond Charles Real Anicete, De La Salle-College of Saint Benilde

The Relationship of Filipino Muslims with their Filipino Christian Fellow-Community in Batangas City, Philippines, *Raymond Charles Real Anicete, De La Salle-College of Saint Benilde*

When it's better not to ask: Ethical Considerations when Interviewing Women Engaged in Transactional Sex Work, *Stavroula Kyriakakis, Adelphi University School of Social Work, and Sadie Goddard-Durant, Department of Psychology, University of Guelph*

How Teachers use Data in Early Childhood Centers across Trinidad and Tobago: Contradictions and Insights, *Sabeerah Abdul-Majied, School of Education, The University of the West Indies St Augustine, Jerome De Lisle, The University of the West Indies St Augustine, Rhoda Mohammed, Ministry of Education in Trinidad and Tobago, and Alicia Gayah-Batchasingh, School of Education, The University of the West Indies, St. Augustine*

Who is Seen? Exploring Stigma in the Context of Growing Neoliberalism in Healthcare., *Shrivridhi Shukla, School of Social Work, Rutgers, The State University of New Jersey*

Coalition for Critical Qualitative Inquiry: Why PSAs Matter: Translating Research and Digital Media
1115742 Production in Social Justice Education

1:00-2:20

Chair: Korina Jocson, University of Massachusetts Amherst

Toward New Texts and New Conversations: Digital Media Production in Social Justice Education, *Korina Jocson, University of Massachusetts Amherst*

Settler Colonialism in K-12 Curriculum, *Talia London, University of Massachusetts Amherst*

Critical Pedagogy and Culturally Responsive Approaches in Urban Education, *Joel Ariel Arce, University of Massachusetts Amherst*

Alternative Schooling and Supporting Racially Minoritized Youth, *Alberto Guerrero, University of Massachusetts Amherst*

224 Ethnographic Developments II

1:00-2:20

Chair: Kumar Ravi Priya, Indian Institute of Technology Kanpur

A Trioethnographic Methods Dérive: Educational Philosophies Indelibly Unflattening, *Amanda O. Latz, Ball State University, Ashleigh N. Bingham, Ball State University, and Jessika O. Griffin, Ball State University*

The eventful space of learning: Mobilities, nomadism and other tactical maneuvers, *Rachel Fendler, Florida State University*

Being Co-Sufferers and Co-Healers: Reflections of Being an Ethnographer of Disaster Survivors in India, *Kumar Ravi Priya, Indian Institute of Technology Kanpur*

118 Autoethnography: Sport

1:00-2:20

Chair: Na Ri Shin, University of Illinois at Urbana-Champaign

Lost in Translation, *Matthew Haugen, University of Illinois*

Sport, politics, and the US-South Korea relations in the neoliberal ground: A self-narrative approach, *Na Ri Shin, University of Illinois at Urbana-Champaign, and Doo-Jae Park, Eastern Illinois University*

Have You Met Fran? On Becoming a Member of a Crossfit Box, *Shaun Edmonds, University of Maryland College Park*

Continually Arriving at the Starting Point, *Anne Merrem, University of Alabama*

188 Conceptualizing Race

1:00-2:20

Chair: Wilfredo Alvarez, Northeastern Illinois University

Ethnographic Analysis of Latina/o Immigrant Janitors' Organizational Experiences: Implications for Social Identity Intersectionality Theory, *Wilfredo Alvarez, Northeastern Illinois University*

"The Other in Me:" Race, Teachers' Subjectivities, Social Justice in South
, *Mary Cartee, University of British Columbia*

Becoming Raced: Kenyan International Students' Experiences with Language and Race in the United States, *Rosemary N Nduati, Syracuse University*

The Problem with "The Problem of Whiteness": A Critical Discourse Analysis, *Tray Geiger, Arizona State University, and Jessica Holloway-Libell, Kansas State University*

When data repeats itself: Recasting member-checking in a new light, *Shameem Rakha, Washington State University*

Coalition for Critical Qualitative Inquiry: Critical Approaches to Language

273

1:00-2:20

Chair: Dongjing Kang,

Organizing for Languages Preservation, Community Enhancement, and Social Transformation in Kham Tibet: A Dialogical/Bakhtinian Ethnography, *William K Rawlins, School of Communication Studies, Ohio University, and Dongjing Kang, University of Colorado Denver*

Language of Classroom Instruction: A Case of How and Why Codeswitching Persist During Instruction, *Dr. Uju C Ukwuoma, Botswana International University of Science & Technology, and Lone Ketsitlile, Botswana International University of Science & Technology*

Democracy in the Classroom: Qualitative Inquiry into the Challenges of Teaching Adults Beginners ESL Class, *Bita Hazel Zakeri, Indiana University*

Oral History as an Ethnography of How Violence and Fear Have Changed Culture, *Paula Marie Dawidowicz, Walden University*

194 Reality, Realism, And The Real

1:00-2:20

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

What Is the Nature of “Reality,” Who Created It, and What Are Implications for Research, *Jim Scheurich, Indiana University - Indianapolis (IUPUI)*

Reflecting on Robert Stake’s journey from Realism to Constructivism, *Layane Thomas Mabasa, University of Limpopo*

Multiple Realities and Constructed Meanings: Identifying and Treating Rumor as Data, *Amy E Stich, Northern Illinois University, and Jodi Lampi, Northern Illinois University*

A Critical Realist Explanatory Framework relying on a Grammar-based Process Model, *Bruno Da Rocha Braga, Brasilia’s Federal Institute of Education, Science, and Technology*

Temporalities of research in a society of control: durations and urgencies of academic practice, *Claudia Lapping, UCL Institute of Education*

110 Autoethnography: Family I

1:00-2:20

Chair: Grace Ann Giorgio, UIUC

Singing Back the Gift of Refraction: Reflecting on the Results Given Back to Community after Ethnographic Fieldwork, *Laurelann Porter, Arizona State University*

Performing patriarchal family and its resistance in a neoliberal time, *Tim-yuet Ting, University of Illinois at Urbana-Champaign*

The Genres We Live By: An Autoethnographic Exploration of Family in Transition, *Grace Ann Giorgio, UIUC*

The Migration of a Smile, *Devika Chawla, Ohio University*

109 Autoethnography: Motherhood and Mothering II

1:00-2:20

Chair: B Lee Murray, University of Saskatchewan

Voices from within the Adoption Triangle, *B Lee Murray, University of Saskatchewan, and Kerri Kearney, Oklahoma State University*

Living a Family-Life with Neurofibromatosis Type 1: An Autoethnographic Report from a Mother, *Irene Caubo-Damen, VU medical center, Tineke Abma, VU medical center, Geert Van Hove, VUmc, Karen Schipper, VUmc, and Alice Schippers, Director at Disability Studies in the Netherlands (DSiN)*

Reconstructing Identity: The Everyday Management of Career and Non-Parent Identities, *Caryn Euting Medved, Baruch College*

Student Experiences of Qualitative Inquiry in a Community Psychology Graduate Program: 1112786 Opportunities, Challenges, and Resources

1:00-2:20

Chair: Amber N Castellon-Kraft, University of Illinois at Chicago

Synthesizing Alternative Qualitative Research Training Through the Master's Thesis Project, *Amber N Castellon-Kraft, University of Illinois at Chicago*

Considering Qualitative Inquiry: Challenges and Successes of Using Qualitative Methods to Reach Academic Milestones, *Lindsay Bynum, University of Illinois at Chicago*

Faculty Support for Qualitative Inquiry: a Graduate Student Perspective, *Sarah Gabriella Hernandez, University of Illinois Chicago*

Balancing Academic Requirements and Community Needs: A Qualitative Dissertation Project, *Ana G Genkova, University of Illinois-Chicago*

1112597 Researching in and through embodied encounters

1:00-2:20

Chair: Hanna Ellen Guttorm, Sámi University College, Kautokeino

Experimenting - Researching in and through embodied encounters, *Hanna Ellen Guttorm, Sámi University College, Kautokeino*

Reaching - Researching in and through embodied encounters, *Eeva Anttila, University of the Arts Helsinki*

Rotating - Researching in and through embodied encounters, *Anita Valkeemaki, University of the Arts Helsinki*

Wandering - Researching in and through embodied encounters, *Teija Loytonen, Aalto University*

160 Education: Reflections on Teaching VI

1:00-2:20

Chair: Elizabeth Isidro, Texas Tech University

An Examination of Teacher Implicit Bias and Teaching Practice, *Shani Kerr, University of Alabama*

Raising an Army: Considering Qualitative Training at the Middle School Level, *Glenn Allen Phillips, Southern Illinois University-Carbondale*

Rewriting Curriculum Through Aesthetics: A Teaching Experiment, *Elizabeth Isidro, Texas Tech University*

Teachers' emotions entangled with curriculum in Aotearoa New Zealand, *Alison Warren, Te Rito Maioha Early Childhood New Zealand*

[Re]imagining caring teacher-student relations in an accountability-driven era,
Shameem Rakha, Washington State University

154 International Perspectives on Critical Pedagogy III

1:00-2:20

Chair: Jessica Gilway, Appalachian State University

Listening to Adult Learners: Innovators and Struggling Innovators, *Bradley A Gangnon, Capella University*

A Life Defining Moment: Graduates Speak about Lasting Impacts of International Student Teaching, *Jessica Gilway, Appalachian State University, and Roma Angel, Appalachian State University*

Teachers' effectiveness through the eyes of their students: resistance against banal institutional regulations, *PABLO ENRIQUE ACOSTA ACOSTA, University of Cauca, YAZMIN DELGADILLO COLLAZOS, University of Cauca, and NELSY ALEXANDRA DELGADO BURBANO, University of Cauca*

Zero-tolerance: The Practice of Educational Suppression, *Dilber Celebi, Texas Tech University*

208 Uses Of The Narrative I

1:00-2:20

Chair: M. Beth Page, University of Victoria

A Qualitative Research Study: Leading with Heart, *M. Beth Page, University of Victoria*

Using narrative inquiry to explore learning motivation: Reflections of a researcher, *Irene Melabiotis, Western University*

Rendering Lives in Context: Using Portraiture as Methodology for Critical Life History Work, *Gloria Wilson, Middle Tennessee State University*

Arts-Based Research: Performative Dissertations: Arts-1110345 based Research in the Academy

1:00-2:20

Chair: Randee Lipson Lawrence, National Louis University

Giving Voice to the Fear, *Eniola T. L. Burton Smith, National Louis University*

“Estrellas Fugaces”: Using Performance Text to Encourage Latinas to Persist in Gaining Higher Education., *Maribel Lopez, National Louis University, and Joan Richards, National Louis University*

Storycatchers Theatre: An Investigation of Arts Educational Programming as Social Change Agent, *Wilson Cain III, National Louis University*

Mentoring Arts Based Dissertations: Joys and Challenges, *Randee Lipson Lawrence, National Louis University*

Radical Excavations of Narratives: A Post-Operational, Liminal, Arts-Based Analytical Approach to Qualitative 1112806 Inquiry

1:00-2:20

Chair: Kakali Bhattacharya, Kansas State University

Diving Deep into Data: Radical Acts of Excavation, Externalization, and Tracing Liminal Pathways, *Kakali Bhattacharya, Kansas State University*

Personal Iconography, Blurring Dualities, and Building Connections with an Arts-Based Analysis in Qualitative Inquiry, *Meaghan Cochrane, Kansas State University*

De/fragmenting Narratives: A Post-Operational Arts-Based Analytic Approach to Narrative Construction, Suppression, Fragmentation, Expansion, and Connection, *Paul Maxfield, Kansas State University*

Reflections, Comments, and Facilitation of Conversation, *Johnny Saldana, Arizona State University*

Decentering “Self-Reflexivity:” Autobiography and 1112978 Challenges of Posthumanism in Qualitative Research

1:00-2:20

Chair: Mary Newbery, Teachers College, Columbia University

Feminist and Posthumanist Autobiography as Dys-Temporal Re-Membering, *Mary Newbery, Teachers College, Columbia University*

Autobiographical Writings of an Art Encounter: Crafting Self-Reflexivity as a Deleuzian Assemblage, *Marie-France Berard, University of British Columbia*

Imprints of “Touching” Autobiographical Intra-Actions, *Maya Pindyck, Teachers College, Columbia University, and Kay Gordon, Teachers College, Columbia University*

The Ontological Subject: Material and Discursive Intra-actions and Implications for Self-Reflexive Research Practices, *Janet Miller, Teachers College Columbia University*

Discissant, *Wanda Pillow, University of Utah*

259 Arts-Based Research: Identity, Disability, and Poetry

1:00-2:20

Chair: Jillian Ford, Kennesaw State University

“Mental Illness” as a Diasporic Response to Contemporary Colonialism, *Jillian Ford, Kennesaw State University*

Hidden Disabilities that Affect: Affect Theory, Poetry and Oral History Interviews that (Un)Hide Disability, *Nicole Eugene, Ohio University*

“Lies for Learning”: The Poetics of Teaching with a Hidden Disability., *Nicole Eugene, Ohio University*

Concrete Research Poetry, *elisabeth lowenstein, midsized midwestern state university*

Power in Poetry: A Journey to Creative Representation of Qualitative Findings, *Jessie A Barnett, Center for Learning Innovation, University of Minnesota Rochester, and Jessica L Muilenburg, The University of Georgia*

Autoethnography: Taking Care: Stories of Sibling Caregiving in the Thick of, and Aftermath of Familial

1112651 Trauma

1:00-2:20

Chair: Amber Klee, University of South Florida

‘Till Death Do Us Together: A Systemic Approach to Sibling Relationships in the Aftermath of Parental Loss, *Tasha Rennels, Augustana University*

Mothering My Siblings, *Lisa Spinazola, University of South Florida*

Children, caregivers, and embodied, vulnerable beings., *Ashley Martinez, University of South Florida*

What Makes Me So Special?: A Story of Sibling Guilt and Undeserved Happiness, *Amber Klee, University of South Florida*

146 LGBTQ Issues II

1:00-2:20

Chair: Michael D Bartone, Central Connecticut State University

“My mother’s not gonna like me”: Life History of a Second-Generation West African Gay Male, *Michael D Bartone, Central Connecticut State University*

“You know this already, but...”: Negotiating Familiarity during Auto/Ethnographic Fieldwork, *Michael L. Forst, Southern Illinois University*

Towards a Diverse Vision of Aging: Negotiating Identity, *Ashley K. Flanagan, Recreation and Leisure Studies, University of Waterloo, Lisbeth A. Berbary, Recreation and Leisure Studies, University of Waterloo, and Sherry L. Dupuis, Recreation and Leisure Studies, University of Waterloo*

Post-qualitative Movements: from Work Past to Future Uncertainty, *Neil Carey, Manchester Metropolitan University*

287 Indigenous Research: Indigenous Methodologies in Education

1:00-2:20

Chair: Joseph Naytowhow,

Māori Undergraduate Qualitative Research Experience, *Pania Una Elizabeth Matthews, Te Wānanga o Āotearoa*

Examining the Positive effects of Culturally rich experiences of Initial Teacher Training student, *Pania Una Elizabeth Matthews, Te Wānanga o Āotearoa*

A Research Capacity Building Model for Pushing Indigenous Methodologies forward in Academia and in Practice, *Jennifer Nutton, School of Social Work, McGill University, Elizabeth Fast, Department of Applied Human Sciences, Concordia University, and Mireille De La Sablonnière-Griffin, School of Social Work, McGill University*

Flying with and beyond words: Learning and be(com)ing Sámi, *Hanna Ellen Guttorm, Sámi University College, Kautokeino*

1131260 Psychology: Deconstructing Self-Destruction through Ethnography of Improv for Social Anxiety Classes

1:00-2:20

Chair: ken gergen, Swarthmore College

(Session Organizer) Marianna Staroselsky, University of Chicago; (Discussant) Kevin Sparrow, Nothing Without a Company; (Chair) ken gergen, Swarthmore College,

297 Psychology: (re)Interpreting Differences, Boundaries, and Conflicts in International Contexts

1:00-2:20

Chair: Noomi Linde Matthiesen, Aalborg University

Mom, Dad and research object: The ethics of conducting research based on your own children's everyday life, *Noomi Linde Matthiesen, Aalborg University, and Thomas Szulevicz, Aalborg University*

"Aging is about being a child again!" Exploring Undergraduates' Attitudes on Aging through Drawing, *Chib-ling Liou, Kent State University at Stark*

Conflict Mediation as a World of Sense, *Maria Elisa Hernandez, Universidad Simon Bolivar / Universidad de Cadiz*

Confidentiality and Representation in the Study of Political Action: Ethical Reflections in Times of Hyper-productivity, *Carolina Muñoz-Proto, Pontificia Universidad Catolica de Valparaiso, and Stephanie M. Anderson, City University of New York*

309 The Humanities and Qualitative Research I

1:00-2:20

Using Sociocultural and Language Socialization Perspectives to Study Online Communication between Native and Non-native English Speakers., *Ahmed Kadhum Fahad, University of Cincinnati*

The Intersection of Critical Race Theory and Museums: The Educator's Role in Facilitating Dialogues on Race in Gallery Settings, *Hannah Heller, Teachers College, Columbia University*

Engineering Students' Needs in English for Specific Purposes, *Kaine Gulozer, Yildiz Technical University*

Teachers' Capacity as a Determining Factor Towards Effective Inclusionary Programs in Full Service Schools in South Africa, *Mahlapahlapana Johannes Themane, University of Limpopo*

Dalit Poverty and the Responsibility to Protect: Localizing Cosmopolitan Obligation, *Santosh Kumar, Department of Political Science, University of Delhi*

Autoethnography: Plenary: Moving, Tracing, and Tracking: Micro-Making in a Multi-Sited 1112617 Autoethnography

2:30-3:50

(Session Organizer) Stacy L Holman Jones, Monash University, Melbourne;
(Discussant) Jonathan Wyatt, School of Health in Social Science University of Edinburgh; (Discussant) Anne Harris, Monash University,

Plenary: Qualitative Inquiry in the neoliberal 1130831 accountability metrics scenario

2:30-3:50

Chair: aitor gomez, Universitat Rovira i Virgili

Qualitative Inquiry in the neoliberal accountability metrics scenario, *Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco*

Qualitative Inquiry in the neoliberal accountability metrics scenario, *Thomas Schwandt, University of Illinois at Urbana-Champaign*

Qualitative Inquiry in the neoliberal accountability metrics scenario, *Mitch Allen, Mills College*

Qualitative Inquiry in the neoliberal accountability metrics scenario, *karen Staller, University of Michigan*

Qualitative Inquiry in the neoliberal accountability metrics scenario, *Yvonna S Lincoln, Texas A&M University*

Qualitative Inquiry in the neoliberal accountability metrics scenario, *Julianne Cheek, Ostfold University College*

Methodsfestivals and moments of realisms; pedagogies 1099764 for the 21st.century IV

2:30-3:50

Chair: Marit Ulvund, Seanse Art Center/Volda University College, Norway

Echo Theatre – supporting performative and narrative competence through staging life stories, *Marit Ulvund, Seanse Art Center/Volda University College, Norway*

A Music Educator's Role in the Creative Science Classroom: An Auto-Ethnography, *Gunhild A. Rolfsnes, Stord Haugesund University College, Norway, and Oded Ben-Horin, Stord Haugesund University College*

Reviewing the Concept of Improvisation in Education as a Cross-curricular Concept: Irreconcilable Traditions or Emerging and Evolutionary Moments of Realism?, *Kari Holdhus, Stord-haugesund University College, Sissel Høisæter, Stord Haugesund University College, Kjellfrid Mæland, Stord Haugesund University College, Vigdis Vangsnes, Stord Haugesund University College, and Magne Espeland, Stord Haugesund University College*

2:30-3:50

Chair: Koeli Moitra Goel, UIUC

What Global South? Methodological reflections about researching in contemporary Chile, *Nicolas Schongut, Universidad Gabriela Mistral*

Teacher Education Reform as Political Theater: Modernization Dramas in Global Neoliberal Contexts, *Olena Aydarova, Arizona State University*

Critical Discourse Analysis on Global Talent and English proficiency represented in Korean newspapers, *KaHyun Kim, Chung-Ang University, and Dongil Shin, Chung-Ang University*

Building Brands: India's neoliberal Present and the Entrepreneur as Ideal Citizen, *Koeli Moitra Goel, UIUC*

1113274 Post--Qualitative Mo(ve)ments IV: Doings

2:30-3:50

Chair: Marc Higgins, University of British Columbia

Sublime Inquiry: A Look into a Post-Qualitative Dissertation in Progress, *Jessie Daniels, University of Georgia*

Pushing the Boundaries of Linguistic Landscape: Reading Internationalized University Space as an Entanglement of Material-Discursive Texts, *Emily Mathis, University of Oregon*

From Coeducation to Gender Segregation: Deconstructing Mo(ve)ment of Distraction, *Rouhollah Aghasaleh, The University of Georgia*

Academic Capitalism in Undergraduate Education: Neoliberalism as an Abstract Machine of Overcoding, *Laura Elizabeth Smithers, University of Oregon*

Refusal and "Post" Qualitative Inquiry, *Spirit Brooks, University of Oregon*

148 **Improvisation**

2:30-3:50

Chair: Marit Kulild, Hogskolen Stord/Haugesund, Norway

Improvisation as a Nexus in Pre- Teacher Education: A Source for Professionalization? *Marit Kulild, Hogskolen Stord/Haugesund, Norway, Marit Kulild, Hogskolen Stord/Haugesund, Norway*

Rehearsing Pedagogical Improvisation, *Oded Ben-Horin, Stord Haugesund University College*

Towards a Vertical and Dynamic Knowledge Construction for Building Improvisational Repertoires in Teaching?, *Magne Espeland, Stord Haugesund University College, Helga Aadland, Stord/Haugesund University College, and Sissel Høisæter, Stord Haugesund University College*

221 **Spotlighted Papers II**

2:30-3:50

Chair: Melissa Freeman, The University of Georgia

Evaluation as Hermeneutic Dialogue: Care as a Shared Enactment of the Responsibility to Understand, *Melissa Freeman, The University of Georgia*

Theory and Qualitative Research: How a Theoretical Framework Can Inform and Influence the Qualitative Research Process, *Jacqueline Knapke, University of Cincinnati, and Lisa M. Vaughn, Cincinnati Children's Hospital Medical Center*

A Dialectical Analysis of Stolen Valor Vigilantism, *Faith A Agostinone, Aurora University*

Examining Cyberbullying Bystander Behavior Using a Multiple Goals Perspective, *Sarah Jones, Arizona State University, and Matthew Savage, University of Kentucky*

289 **Directions In Indigenous Research II**

2:30-3:50

Chair: Thomas Christ, University of Bridgeport

Teaching Critical and Emancipatory Research: Three Techniques, *Thomas Christ, University of Bridgeport*

Introducing Thinking Tools for Improving Analysis of Qualitative Data by Students from Various Ethnic Groups., *Mira Karnieli, Oranim College of Education*

Towards the inclusion of Roma families in education, *aitor gomez, Universitat Rovira i Virgili, Maria Padros, Universitat de Barcelona, and Raul Barba, Universidad de Valladolid*

Coalition for Critical Qualitative Inquiry: Critical & Phenomenological Purview of the Social Reintegration 1115963 of Combat Veterans into American Society

2:30-3:50

Chair: MaryCatherine McDonald, College of the Holy Cross

From Skill Set to Symptoms – The Trauma of Diagnosis, *MaryCatherine McDonald, College of the Holy Cross*

Moral Injury: Inquisition of the unseen trauma of ‘invisible wounds’, *Richard LaFleur, The College of the Holy Cross*

Violence and Solidarity: The Cathartic Release of Archetypal Drives in Combat, *Gary Senecal, The College of the Holy Cross*

122 Autoethnography: The Bodily

2:30-3:50

Chair: Sophie Smailes, Manchester Metropolitan University

Fat woman seeks space to flounder and flow, *Sophie Smailes, Manchester Metropolitan University*

Branded by the nation: how Chavez got under our skin, *Ezequiel Korin, University of Georgia*

It Got Better: An Autoethnography of an (un)wounded, bullied body, *Sean Swenson, University of South Florida*

Caught Between Striving for and Resisting Cultural Standards of Beauty: An Autoethnographic Journey, *Lisa Spinazola, University of South Florida*

133 Critical Race Theory

2:30-3:50

Chair: Joanne Hall, University of Tennessee Knoxville

Racial Health Disparities: Stress-related Problems Emerging from Microaggressions, *Joanne Hall, University of Tennessee Knoxville*

Omar Little and Revolutionary Trickster Politics: Cultural Myths and Research Methods, *Andrew G Jenkins, University of North Carolina at Chapel Hill*

“Complaining” while abroad: How “microaggressions” forced students of color and working class students to self-segregate, *Peggy Shannon-Baker, University of Cincinnati*

Troubling Whiteness: Voice, Silence, Resistance, and Pedagogy, *Dalia Rodriguez, Syracuse University, and Camilla Bell, Syracuse University*

A Duoethnography of Disruption: Resisting Viscous Whiteness in Teacher Education, *Asilia Franklin, University of Oregon, and Courtney L. Rath, University of Oregon*

274 Coalition for Critical Qualitative Inquiry: Critical Ethnographies

2:30-3:50

Chair: Susan Linda Street, CIESAS-OCCIDENTE

Dual-sited Critical Ethnography: Neoliberal Constraints and Decolonial Possibilities in Education Research, *dinorah sánchez loza, University of California, Berkeley*

An Autoethnographic Approach to Emergent Participatory Epistemologies ‘on the Ground’; Convivial Activist Spirals and Community Networking in Mexico’s Urban Periphery, *Susan Linda Street, CIESAS-OCCIDENTE*

Breaking Even and Breaking Out: Life on the Professional Tennis Tour, *Matthew Haugen, University of Illinois, Edward Horne, University of Illinois, David Chung, University of Illinois, and Nuno Filipe Ribeiro, Department of Recreation, Sport & Tourism; University of Illinois at Urbana-Champaign*

Learning to Think Critically in the Healthcare Field: The Good, the Bad, and the Ugly, *Erika Lourenco de Freitas, Regis University School of Pharmacy, and Djenane Ramalho-de-Oliveira, Universidade Federal de Minas Gerais*

What's the Lived Reality? Global Health through Ethnography: Realizing Narratives of Being and Lived Experiences, Understanding Global Struggles, *Peter Lee, CUNY BROOKLYN COLLEGE*

Thinking with Theory: Thinking with Bell, Butler, Foucault, and Spivak

2:30-3:50

Chair: Alecia Youngblood Jackson, Appalachian State University

The Discursive Relationship Between Student Affairs and Academic Affairs: Using a Foucauldian Genealogy to Reveal Power Relations in Higher Education, *Aaron Voyles, University of Texas at Austin*

Outside In the Athletic Machine: Thinking with Butler and Spivak to Explore the Paradox of Academics and Athletics in Higher Education, *Star Brown, Appalachian State University*

Determined to Rise: Higher Education Attainment Narratives of African American Males, *Leslie McKesson, Appalachian State University*

Using Foucault to Analyze Testing and Accountability Technologies, *John Robinson, Appalachian State University*

114 Autoethnography: Education II

2:30-3:50

Chair: Gresilda A. Tilley-Lubbs, Virginia Tech

A Diagram of a Fragmented Mind, *Sungyong Ahn, Institute of Communications Research at UIUC*

They Killed Off Jay Gatsby and Kurt Cobain: Exploring Disposable Identities in an In[Ex]clusive Society, *Jacqueline Pruder St. Antoine, Eastern Michigan University*

If I Knew Then. . . ., *Gresilda A. Tilley-Lubbs, Virginia Tech*

(Re)learning to be. An autoethnography of studying abroad during the PhD, *Qiana Green, Michigan State University*

107 **Autoethnography: Queering Autoethnography I**

2:30-3:50

Chair: Ed Check, Texas Tech University

Written Out of Our Own Art Exhibition Catalog Essay: A Performance/A Response, *Ed Check, Texas Tech University, and Andres Peralta, Texas Tech University*

Physical marks of a “homosexualist” speech, *Gustavo Antonio Raimondi, Campinas State University (UNICAMP), Nelson Filice de Barros, Campinas State University (UNICAMP), and Flávia do Bonsucesso Teixeira, Federal University of Uberlândia (UFU)*

“I Gave All My Money to the Drag Queens”: An Autoethnographic Exploration of Gender and Drag, *Emily Vajjala, Southern Illinois University Carbondale*

Bona Polari as an Omi-Polone: An Autoethnography of Hidden Queer Lexicon, *Colin Whitworth, Southern Illinois University, Carbondale*

170 **Directions In Active Interviews**

2:30-3:50

Chair: Kathryn Roulston, University of Georgia

Difficult Discussions: Addressing sexual health in aging America, *Terra Rasmussen Lenox, University of Wisconsin-Milwaukee, and Jonathan Dellinger, University of Wisconsin-Milwaukee*

Understanding the evolution of special education teacher roles through oral history techniques, *Marilyn S Kaff, Kansas State University*

“I Just Wanna Ask What You’d Have Done”: Examining How Participants’ Advice Requests Shape Interviews, *Stephanie Anne Shelton, The University of Georgia*

Epistemics and Qualitative Interviewing, *Kathryn Roulston, University of Georgia*

Zen and the Art of Qualitative Interviewing, *Chris J Patti, Appalachian State University*

2:30-3:50

Chair: Mychelle Hadley Smith, Tarrant County College

Academic Language Equity in Higher Education, *Dorota Silber, TTU, and Abdellatif Al Sager, Tennessee Technological University*

Don't Choose C! Battling Standardization with Choice, Freedom, and High Expectations., *Mychelle Hadley Smith, Tarrant County College*

Self-reflection, Embodied Empathy and Social Action: Cultural Humility Through the Use of Art, *Aravindhnan Natarajan, University of Toledo, and Heather Murphy Sloane, University of Toledo*

An Educational Research in the Area of Special Education : Why Action Research?, *Guzin Karasu, Anadolu University, Yildiz Uzuner, Anadolu University, and Ayse Beral, Anadolu University*

Hearing-impaired University Students' Readiness for Graduation: Action Research for Solving Problems, *Zehranur Kaya, Anadolu University School for the Handicapped Instructor, Meltem Anay, Anadolu University, Yildiz Uzuner, Anadolu University, Guzin Karasu, Anadolu University, and Gokcen Abali, Anadolu University School for the Handicapped Instructor*

Pedagogies and Performances of Friendship: Foucault, 1112931 Ascesis and Qualitative Inquiry

2:30-3:50

Chair: Marek Tesar, University of Auckland, New Zealand

Constituting the Professional Self: Academic Friendships through a Foucauldian Lens, *Marek Tesar, University of Auckland, New Zealand*

A Duet: Singers-Researchers Modulating through Ascesis, *Joseph P Dunn, University of Memphis, and Susan Nordstrom, University of Memphis*

Gay Ascesis: Ethics of Strategic Disorientation and the Pedagogies of Friendship, *David Lee Carlson, Arizona State University*

Foucault, Ecology, Artistic Research, *Koskinen Anu, Theatre Academy of the University of Arts, Finland*

2:30-3:50

Chair: Sherri Rae Colby, Texas A&M University-Commerce

Establishing the Chaotic Synergy: An Exploration of Wide-Awakeness in a High School Visual Arts Course, *Rebecca Williams, Murray State University*

Counting to be Counted: Decision Spaces in United Nations Climate Negotiations, *Alex Davenport, Southern Illinois University Carbondale*

Applying Ricoeur's hermeneutics to data analysis: Poetic possibilities, *Sherri Rae Colby, Texas A&M University-Commerce, and Brett Bodily, North Lake College*

"It hasn't been that bad". Urban decline and the ambivalence of 'home' through the lens of poetic analysis, *Stacey Chad, University of Geography, Department of Geography*

1114279 Spotlight: Recognizing a Canadian West

2:30-3:50

Chair: Brian Rusted, University of Calgary

Ghosts and their Analysts: Writing and Reading Toward Something Like Justice for Murdered or Missing Indigenous Women, *Kara Granzow, University of Lethbridge, and Amber Dean, McMaster University*

What a Man: Portrayals of Masculinity and Race in Calgary Stampede Ephemera, *Susan Joudrey, Saint Mary's University*

Disrupting Colonial Narratives: Payepot's Moccasins Revisited, *Tobias Sperlich, University of Regina, and Lace Marie Brogden, University of Regina*

Intimacies of Rock: Ethnographic Considerations of Posthuman Performativity in Canada's Rocky Mountains, *Bryanne Young, Communications Studies*

Spotlight: New Methods: Analysis Of Empirical Materials

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2:30-3:50

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

Radical Reconstructions of the Imperial Project Known as Research, *Jim Scheurich, Indiana University - Indianapolis (IUPUI)*

Polyangulation as an attempt to revisit the Interpretive Zone, *Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Tatiana Salazar Patiño, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Tatiana Chiquito, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and Tyrone Steven Orrego, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Configurations and Affrctions - Post-humanist Qualitative Data Production in Classroom Studies, *Eva Reimers, Linköping University, Linnea Stenliden, Linköping University, Anna Bylund, Linköping university, Mathias Martinsson, Linköping University, Lars Wallner, Linköping University, and Katarina Elfström Pettersson, Linköping University*

Arts-Based Research: Art Methods and Methodologies in Practice

260

2:30-3:50

Chair: Jerry Lee Rosiek, University of Oregon

Arts Based Methods and the New Materialisms: Why they Need One Another, *Jerry Lee Rosiek, University of Oregon*

Appropriation Revisited: Remixing Creative Analytic Practices, *Brian Kumm, The University of Georgia, and Joseph A. Pate, Young Harris College*

Improvisational Philosophies and Strategies to Promote Individual and Social Change, *Nicole Buras, Triton Community College, and Matt Elwell, CSz Worldwide*

Teaching Qualitative Research Through Pop Culture: An Arts-Based Activity, *Adrienne Trier-Bieniek, Valencia College*

Qualitative Research Techniques in Design Studio, *Meltem Anay, Anadolu University*

Autoethnography: Sibling Identities: Narrativizing the Creation, Maintenance, and Disintegration of Sibling (Dis)Connection and Attempts at (Re)Defining What it

1112656 Means to be Sisters and Brothers.

2:30-3:50

Chair: Amber Klee, University of South Florida

Breeching our sibling code: A narrative of finally saying “I love you” for the first time to my sister as adults, *Jennifer Whalen, University of South Florida*

(Un)Defining Sibling Identities Through Silence, *Hannah Prince, University of South Florida*

Dead or Alive: Sibling Maintenance of a Deceased and an Absent Sibling, *David Purnell, Mercer University*

Wholly-Struggling: Searching for Half-Sibling Identity Long After Trauma, *Amber Klee, University of South Florida*

New feminist poststructuralisms and the neoliberal

1112010 university

2:30-3:50

Chair: Bronwyn Davies, University of Melbourne

Ethical challenges to neoliberal governmentality, *Bronwyn Davies, University of Melbourne*

Anthropocene’s children: diffractive possibilities of research in neoliberal universities, *Margaret Somerville, Western Sydney University*

: Putting ethical challenges to practice at work: Using poststructural theorising to interrupt business-as-usual in the university, *Lise Bird Claiborne, University of Waikato*

Indigenous Research: Reclaiming Place through 1115872 Indigenous Methodologies

2:30-3:50

Chair: ashley martinez, Colorado State University

Testimonio in the Prison Industrial Complex: Reclaiming Chicano Fathering,
ashley martinez, Colorado State University

Somali Refugee Women: An Ubuntu Perspective on Power and Culture in Fort
Morgan, *Namuyaba Temanju, Colorado State University*

Sense of Place: Towards An Indigenous African Methodology in Community-
based Conservation, *Octavius Jones, Colorado State University*

Exploring Relational Ways of Presenting Indigenous Research, *Caridad Souza,
Colorado State University*

301 Psychology: Discourse Analysis

2:30-3:50

Chair: Satu Venäläinen, University of Helsinki

Happiness and Resilience as Psychological Technologies for the Government of
Subjectivity in the Mexican Context, *Antar Martínez Guzmán, Universidad de
Colima*

Se faire soi. The construction of professional identity of young people in Valle
d'Aosta Region in Italy, *Angelo Benozzo, Università della Valle d'Aosta, and Federico
Sofritti, Università della Valle d'Aosta*

Affective-Discursive Analyzing of Negotiations of Womanhood with Women
Imprisoned for Violent Crimes, *Satu Venäläinen, University of Helsinki*

Positioning Theory and Social Justice: Understanding How Individuals Hold
Complex and Competing Perspectives around Sexual Orientation, *Christina
Wright, University of Michigan Health Systems*

298 Psychology: Nature and Mindfulness

2:30-3:50

Chair: Rachel Arianna Leipow, University of Illinois, Urbana-Champaign

Save the Humans: Rehabilitating Reductionist, Anthropocentric Views of Petkeeping With Ecopsychology. *Kay Chai, Duquesne University, Kay Yu Yuan Chai, Duquesne University*

Understanding Experiences of Individuals Engaging in Buddhist Practices, *Rachel Arianna Leipow, University of Illinois, Urbana-Champaign, Nathan Todd, University of Illinois at Urbana-Champaign, Wendy Heller, University of Illinois at Urbana-Champaign, and Michael Kral, Wayne State University*

310 The Humanities and Qualitative Research II

2:30-3:50

Defining Community Through Research, *Alexander Pope, Salisbury University*

The Ethics of Care and Environmental Sustainability: An Alternative Approach to Global Ethics, *Manuu Singh, University of Delhi*

Student Empowerment and Math Education, *Karie Christine Brown-Tess, University of Illinois Urbana-Champaign*

Keeping Watch: Care of the Self and Apple's keynote presentations of the Apple Watch, *Nicole Eugene, Ohio University*

Moral Wandering in the English Language Arts Classroom, *Elizabeth Anne Murray, University of Alabama*

**Plenary: Qualitative Inquiry: Yesterday, Today and
1136977 Tomorrow**

4:00-5:20

(Session Organizer) Arthur P. Bochner, University of South Florida; (Chair) Tony E Adams, Northeastern Illinois University; (Discussant) Mary Gergen, Penn State University; (Discussant) ken gergen, Swarthmore College; (Discussant) Carolyn Ellis, University of South Florida; (Discussant) Arthur P. Bochner, University of South Florida,

**Plenary: Indigenous research ethics for social
1130795 transformation in Neoliberal times**

4:00-5:20

Chair: Patrick J Lewis, University of Regina

Indigenous research ethics for social transformation in Neoliberal times, *Shawn Wilson, Southern Cross University*

Indigenous research ethics for social transformation in Neoliberal times, *Marcelo Diversi, Washington State University*

Indigenous research ethics for social transformation in Neoliberal times, *Bob Rinehart, University of Waikato*

Indigenous research ethics for social transformation in Neoliberal times, *Margaret Kovach, University of Saskatchewan*

Indigenous research ethics for social transformation in Neoliberal times, *Phiona Stanley, UNSW Australia*

Indigenous research ethics for social transformation in Neoliberal times, *Roe Bubar, Colorado State University*

**Ka-blam! Sound Possibilities in Qualitative Theory and
1112996 Practice**

4:00-5:20

Chair: Boni Wozolek, Kent State University

“Sound off if you’re black enough!”: Narratives, Sounded Maps and Representation, *Boni Wozolek, Kent State University*

Ungovernable Geographies: Louis Moreau Gottschalk and the Bamboula Rhythm, *Reagan P. Mitchell, Louisiana State University*

Folk Phenomenology and the Offering of Water, *Sam Rocha, University of British Columbia*

Echoes, Repeats, and Codas: Articulating Waves of Everyday (in)Justice, *Walter S. Gershon, Kent State University*

Science Operas in the School and Therapeutic Contexts, *Oded Ben-Horin, Stord Haugesund University College, Kendra Ray, Drexel University, and Gunhild A. Rolfsnes, Stord Haugesund University College, Norway*

1131011 Riffing off Acts of Activism

4:00-5:20

Chair: Artemi I. Sakellariadis, Centre for Studies on Inclusive Education (CSIE)

Autoethnography, Activism, and Public Scholarship, *Tony E Adams, Northeastern Illinois University*

Mad Activism, Mad Research, Mad Studies, *Phil Smith, Eastern Michigan University, and Lzz Johnk, Eastern Michigan University*

An Activist Doing Research or a Researcher Engaged in Activism?, *Clara Juando, University of Toronto*

Equality: Making It Happen, *Artemi I. Sakellariadis, Centre for Studies on Inclusive Education (CSIE)*

141 Grounded Theory In Practice

4:00-5:20

Chair: Justin Peter Sutters, Southern Illinois University Edwardsville

Youth in Gangs: Using Constructivist Grounded Theory for Sensitive Research Topics and Vulnerable Populations, *Liza Berdychevsky, University of Illinois at Urbana-Champaign, Monika Stodolska, University of Illinois at Urbana-Champaign, and Kimberly Shinenew, University of Illinois at Urbana-Champaign*

Visualizing School Locale Codes in Pre-service Art Education Fieldwork, *Justin Peter Sutters, Southern Illinois University Edwardsville*

Using Inductive, Deductive, and Abductive Logic in Data Collection and Analysis, *Brianna Lynn Kennedy-Lewis, University of Florida, and Robert Thornberg, Linköping University*

African American and Latina/o Emergent Bilinguals as Ethnolinguistic Change Agents in a New Latino Community, *Eurydice Bauer, University of Illinois at Champaign-Urbana, and Soria Colomer, Oregon State University*

Senior students' reflections on English-medium Instruction and Junior Abroad experiences, *Ivy Haoyin Hsieh, Tamkang University Lanyang Campus*

1113268 Investigating the Interpretive Journey

4:00-5:20

Chair: Charles Vanover, University of South Florida

Questioning oneself: The role of doubt in the research process, *Charles Vanover, University of South Florida*

Coding the distances between research participants' understandings and researchers' understandings, *Paul Mihas, University of North Carolina*

Grounded theory coding to interpret research participants' views, *Kathy Charmaz, Sonoma State University*

Dramaturgical and value-based coding to create connections and fill in silences, *Jay Baglia, DePaul University*

Sort and Sift, Think and Shift: A toolkit to guide inductive treatment of data, *Raymond Maietta, ResearchTalk*

222 Spotlighted Papers III

4:00-5:20

Chair: Andrews Kimber, University of Illinois

The transmedia storytelling: An alternative way to understanding the human subjectivity: The case "Trapped", *Luis F Gonzalez, Universidad Santo Tomás*

The dance of caring in the teaching: Embodying care in the classroom, *Andrews Kimber, University of Illinois*

The Unofficial Student Affairs Leader: The Experiences of African American Student Leaders at Historically and Predominately White Universities, *Timothy Staples, Aurora University*

Influences on the Decision to Report Sexual Harassment: A Comparison of Two Cases, *Jeanne M. Lorentzen, Northern Michigan University*

265 Coalition for Critical Qualitative Inquiry: Critical Findings

4:00-5:20

Chair: Rajni Hira,

Experiences of Iranian Immigrant Women in the US: A Critical Qualitative Study, *Bita Hazel Zakeri, Indiana University*

Exploring Notion of Spirituality Using Grounded Theory : A Student's Perspective, *Reetesh Kumar Singh, University of Delhi, and Rajni Hira, University of Delhi*

An African Centered Approach to Evaluation Capacity Building, *Monique Liston, UW-Milwaukee*

Can Management Accounting be Meaningful in the Margins? A Proposal to Advance Interpretive and Critical Approaches in Management Accounting Research in Brazil, *Rosenerly Loureiro Lourenço, UFRJ, and Fernanda Filgueiras Sauerbronn, UFRJ*

142 Directions in Arts-Based Research

4:00-5:20

Chair: Sara Scott Shields, Florida State University

In Search of Home: Utilizing Contemplative Arts-Based Inquiry to Disrupt Neoliberalization of Homelessness in Schools, *Meaghan Cochrane, Kansas State University*

Bodies on the Move: Adventuring through Arts-Based Collective Autoethnography, *Sara Scott Shields, Florida State University, Kelly Guyotte, University of Alabama, Brooke Hofess, Appalachian State University, and Gloria Wilson, Middle Tennessee State University*

Designing Self for the Social Change: art-based research experience at Universidad Pontificia Bolivariana, Medellín, Colombia, *Polina Golovátina-Mora, Universidad Pontificia Bolivariana, and Hernando Blandon Gomez, Universidad Pontificia Bolivariana*

Creative Interthinking: Interthinking Creatively, *Richard Fay, The University of Manchester, Jane Andrews, The University of the West of England, Katja Frimberger, The University of Glasgow, and Gameli Tordzro, The University of Glasgow*

Map-Drawing in Qualitative Interviews: Opportunities and Challenges, *Amelia Green, Griffith University*

Critical Arts-Based Inquiry: Bioart, Biopoetics, and Ecoaesthetic Performances of Resistance Politics, *Susan Finley, Washington State University*

112 Autoethnography: The Gentrification (K)not

4:00-5:20

Chair: judith lombardi, Gentrification (k)NOT Project

The Gentrification (K)not Movie and Conversation, *judith lombardi, Gentrification (k)NOT Project*

123 Autoethnography: Education III

4:00-5:20

Chair: Elizabeth K. Jeffers, Georgia State University

The “Annihilation” of New Orleans Teachers: A Teacher’s Story, *Elizabeth K. Jeffers, Georgia State University*

“I Don’t Know Anymore”: Perceptions of safety, privilege and the struggle with maintaining safe spaces in the classroom., *Antonio Spikes, Southern Illinois University Carbondale*

Harnessing Students’ Critical Stories: A Cautionary Tale of University Funding for Pedagogy, *Carmella Braniger, Millikin University, and Brandon Oglesby Hensley, Millikin University*

Like a Phoenix Rising: The Pedagogy of Critically Reclaiming Education, *Margaret Ann Price, Texas Tech University, Sally Ann McMillan, Texas Tech University, and Reese Todd, Texas Tech*

116 **Autoethnography: Queering Autoethnography II**

4:00-5:20

Chair: Mollie Tinney, University of Alabama

A Ballad of Love and Liquor, *Mollie Tinney, University of Alabama*

Why Subjectivity Matters: Case Studies of Using Queer Autoethnography in Educational Research, *James Sheldon, University of Arizona*

“In Transit”: An Autoethnographic Exploration of Surveillance of Genderqueer Bodies, *Kerri Mesner, Arcadia University*

The Autoethnography of Sex Partying: Revisiting My Online Sex Party Diaries as a Researcher, *Pamela Pui Kwan Tsui, The University of Hong Kong*

Queering the Bible Belt: Duoethnography of Growing up Trans* and Lesbian in the Rural South, *Stephanie Anne Shelton, The University of Georgia, and Aryah O. S. Lester, Trans Miami*

174 **Directions in Institutional Ethnography**

4:00-5:20

Chair: Boni Wozolek, Kent State University

Tales of/on Ms Wigum’s class - An ethnographic perspective of Grade 4 student resistance, *Rowena Constance Kalloo, The University of the West Indies*

“Uncovering Inequalities: Mapping Out the Reproduction of Power relations Through an Institutional Ethnography of Financial Aid”, *Victoria A Hill, University of Washington-Tacoma Campus*

Resisting Place, Gaining Space: The Everyday of Being Black in a Predominantly White School, *Boni Wozolek, Kent State University*

Shifting Narratives of ‘Student’ in Late Neoliberalism: Critical Qualitative Methods and forming Resistance, *Frank Vernon, University of Wisconsin - Madison*

Disciplinary Technologies of Market Fundamentalism in Health Care, *David Haldane Lee, NYC College of Technology*

162 Education: Reflections on Teaching VIII

4:00-5:20

Chair: Sevgi AYDIN, yuzuncu Yil University

The connection between students' astronomy knowledge and their attitudes toward astronomy course., *Behzat Bektasli, Hacettepe University*

Examination of problem solving skills of learners from different levels of education in chemistry, *Sevgi AYDIN, yuzuncu Yil University*

Navigating the Fringes of Collegiate High School Education: Compensatory Education vs. Pay-for-Credit Education, *Mychelle Hadley Smith, Tarrant County College*

Kenyan Teachers' Perspectives on Language and Literacy in Kenyan Schools, *Rosemary N Nduati, Syracuse University*

Communicative Competence in English as a Foreign Language Classroom: Hindrances and Perspectives, *Esther Some-Guiebre, University of Koudougou - Burkina Faso*

Pedagogy in the Basic Course: Instructor narratives of 1112897 positive and negative teaching experiences

4:00-5:20

Chair: Jennifer Whalen, University of South Florida

(Session Organizer) Jennifer Whalen, University of South Florida; (Chair) Jennifer Whalen, University of South Florida; (Discussant) Jennifer Whalen, University of South Florida; (Discussant) Nicholas Riggs, University of South Florida; (Discussant) Lisa Spinazola, University of South Florida; (Discussant) Sean Swenson, University of South Florida; (Discussant) David Haldane Lee, NYC College of Technology,

Using Thick, Rich Description of Narrative Inquiry in 1112574 Research

4:00-5:20

(Session Organizer) Sabrina Tindal Cherry, University of Georgia - College of Public Health; (Session Organizer) Iris Michele Saltiel, Columbus State University,

1102216 The emergent intracorporeal subjects of writing

4:00-5:20

Chair: Bronwyn Davies, University of Melbourne

Animating ancestors: family letters, aesthetics and imagination, *Bronwyn Davies, University of Melbourne*

W/B/rought to life, *Jonathan Wyatt, School of Health in Social Science University of Edinburgh*

Travels with my Mother: Re-animating an Imperceptible Relationship, *Lise Bird Claiborne, University of Waikato*

'After the humidity and stillness of yesterday...': Drifting, reading, writing self and others, travelling in otherwhens and otherwheres, *Susanne Gannon, Western Sydney University*

202 New Methods: Analysis Of Empirical Materials II

4:00-5:20

Chair: Line Revsbæk, SDU Design Research, Department of Entrepreneurship and Relationship Management

Reading our participants' voices: Data analysis into the recordings and beyond the transcripts, *Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Maryori Giraldo, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, María Alejandr Gómez, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and Carla Pulgarín, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Analyzing through Resonant Experience: Becoming the One to Understand the Other, *Line Revsbæk, SDU Design Research, Department of Entrepreneurship and Relationship Management*

Positionality for Sociocultural Power Analysis in Qualitative Research, *Mitsunori Misawa, The University of Memphis*

1131101 Autoethnography: The Upside of Radical Negativity

4:00-5:20

Chair: Desiree D Rowe, Towson University

(Chair) Desiree D Rowe, Towson University; (Session Organizer) Alison Fisher Bodkin, James Madison University; (Discussant) Alex Davenport, Southern Illinois University Carbondale; (Discussant) Jackie Carroll, Boston College,

Indigenous Research: Weechi metuwe mitowin: Games of presence as Indigenous Research Methodology in an Outdoor Tipi Arts Camp with Indigenous youth in

1115793 Saskatchewan

4:00-5:20

Chair: Warren LInds, Concordia University

Weechi metuwe mitowin: Games of presence as Indigenous Research Methodology in an Outdoor Tipi Arts Camp with Indigenous youth in Saskatchewan, *Warren LInds, Concordia University*

Weechi metuwe mitowin: Games of presence as Indigenous Research Methodology in an Outdoor Tipi Arts Camp with Indigenous youth in Saskatchewan, *Dustin Brass, First Nations University of Canada*

Weechi metuwe mitowin: Games of presence as Indigenous Research Methodology in an Outdoor Tipi Arts Camp with Indigenous youth in Saskatchewan, *Linda Goulet, First Nations University*

Weechi metuwe mitowin: Games of presence as Indigenous Research Methodology in an Outdoor Tipi Arts Camp with Indigenous youth in Saskatchewan, *Cassandra Wajuntah, Indigenous Peoples' Health Research Centre (IPHRC)*

302 Psychology: Reflecting on & Difracting This Year's and Future SIGs in Qualitative Psychology

4:00-5:20

**Disruption, Dialogue & Mutual Influence in the
University: A Definitional Ceremony (Conversation
Roundtable)**

311

4:00-5:20

Chair: paul rhodes, University of Sydney

Disruption, Dialogue & Mutual Influence in the University: A Definitional Ceremony (Conversation Roundtable), *paul rhodes, University of Sydney, and Cynthia Langtiu, Chicago Professional School of Psychology*

A DAY IN TURKISH (ADIT) QI2016 CONFERENCE MEETING

Theme:

*“Qualitative Inquiry, Community Empowerment
and Educational Research in Turkey.”*

Organized by

Turkish Educational Research Association & Canakkale Onsekiz Mart
University

Sponsored by

International Association of Educators,
International Association of Qualitative Inquiry &
Canakkale Dusunce Platformu

General ADIT Schedule

Friday, May 20th, 2016

Time	ADIT Opening Ceremony Activity - Presenter
09:00-09:10	<i>Welcoming Remarks: Qualitative Inquiry, Community Empowerment and Educational Research in Turkey</i> by Dr. Mustafa Yunus Eryaman: President of Turkish Educational Research Association (EAB)
09:10-09:15	<i>The Impact of Turkish Educational Research Association on Educational Research in Turkey</i> , by Dr. Enver Yolcu: Vice President of EAB & Dr. Necati Cerrahoglu: General Secretary of EAB
09:15-09:20	<i>The Role of Canakkale Think-Tank Platform(CADUP) in Community Empowerment</i> by Dr. Metehan Uzun: General Coordinator of Canakkale Dusunce Platformu
09:20-9:35	<i>The Quality Assurance in Higher Education in Turkey: The COMU Case</i> by Dr. Yucel Acer: Rector of Canakkale Onsekiz Mart University

9:35 – 9:50	<i>Activities of Turkish Parliament on Community Empowerment and Education in Turkey</i> by Bulent Turan: Member of the Parliament of Turkey
9:50 – 10:00	<i>A case-based evaluation of the educational policies of Canakkale, Turkey</i> by Hamza Erkal, Governor of Canakkale, Turkey
10:00 – 15:00	ADIT Panel Sessions

ADIT Panel Sessions

10:00 – 11:15: ADIT Panel Session-1

Chair: Mustafa Yunus Eryaman, Canakkale Onsekiz Mart University

Istanbul Beloved: Becoming Research in the Bound Unity of Others

Sonya Turkman, University of Georgia

Gathering Qualitative Data from Young Children: Theory to Practice

Senil Unlu Cetin, Baskent University

Preservice Primary Teachers' Mathematical Knowledge in Teaching for Length Measurement

Sumeyra Dogan Coskun, Gazi University & Mine Isiksal, Middle East Technical University

Cognitive process and knowledge dimensions in classroom practices of English language teachers

Mehmet Kanuk, Mevlana University, and Seyat Polat, Mevlana University

A Mixed Method Analysis of the Effects of a Multiple-Discipline Art Education Management on 7th Grade Students' Art Creativity

Enver Yolcu, Canakkale Onsekiz Mart University

11:15 – 12:30 ADIT Panel Session-2

Chair: Berrin Akman, Hacettepe University

Determining the preschool children's pre-knowledge about "light" concept

Gonca Uludag, Hacettepe University & Cigdem Sahin,

Comparison of Preschool Education Programs in Turkey

Fethi Turan, Mevlana University & Seyat Polat, Mevlana University

The Effect of Inquiry Based Activities about Health Topics on Preschool Children

Elif Celebi Oncu, Kocaeli University

Body image perception and body dissatisfaction of preschool children

Esra Ünlüer, University of Kocaeli, and Hande Usba, University of Arel

The Metaphor Study About Anti-Bias Education Programs

Berrin Akman, Hacettepe University, Nilufer Kuru, Hacettepe University, Yekta Koçan, Hacettepe University, Aysel Korkmaz, Hacettepe University, and Abdulhamit Karademir, Hacettepe University

12:30 – 13:45 ADIT Panel Session-3

Chair: Hakan Dedeoğlu, Hacettepe University

What can Analogical Cases Spectrums Tell Us? Identifying the Properties

Serkan Yılmaz, Hacettepe University

Is qualitative research ever theory free?

Serife Akbogur, Canakkale Onsekiz Mart University

Yazılı Anlatım Dersini Alan Öğrencilerin Söz Varlığı

Mahir Kalfa, Education

Investigation of Preservice Teachers' Speech Anxiety with Different Points of View

Fatih Kana, Canakkale Onsekiz Mart University

Developing Critical and Creative Thinking Skills of Elementary School Students' Using Children's Books about War

Hakan Dedeoğlu & Duygu Sarmusak Selçuk

“Herkes için Spor” Bađlamında Yerel Yönetimler

Huseyin Gumus, Afyon Kocatepe University; Omur F. Karakullukcu, Ministry of National Education & Bilal Okudan, Ministry of Youth and Sport

13:45 – 15:00 ADIT Panel Session-4

Chair: Salih Zeki Genc, Canakkale Onsekiz Mart University

Examination of the Swimming Exercises According to the Effect of Physically Disabled Individuals’ Life Satisfaction Levels

Unal Turkcapar, Sutcu Imam University & Mehmet Gunay, Gazi University

A Participatory Action Research Study of a Community-based Museum Education Program

Martina Riedler, Canakkale Onsekiz Mart University

A critical evaluation of evidence informed educational research in Turkey

Mustafa Yunus Eryaman, Canakkale Onsekiz Mart University

Primary School Teachers’ Views Towards Lifelong Learning

Salih Zeki Genc, Canakkale Onsekiz Mart University

Turkish aspect of developing UEFA criteria against racist and discriminative approaches *Necati Cerrahoglu, Canakkale Onsekiz Mart University*

Coalition for Critical Qualitative Inquiry

Wednesday, May 18, 2016

8:25 am **WELCOME AND INTRODUCTIONS**, Gaile S. Cannella

8:30 – 10:00 am

Mathias Urban, University of Roehampton, Chairperson

How Not to Run Out of Steam: Critical Qualitative Inquiry, Research Activism and Collective Attempts at Making a Difference

Responding to Bruno Latour's (2004) wake up call – that we urgently need to turn our attention to *matters of concern* – we want to offer a space for exploration of, and action towards, critical activism. Picking up on previous CCQI sessions we want to explore possibilities for establishing more systematic connections between our individual and local research experiences/'findings' and a global political discourse with/out compromising our ethical and onto-epistemological stance(s). Can we imagine coming together, from our various locations and positions, to build a global qualitative research knowledge(s) base that can stand up to the large-scale quantitative research initiatives that tend to be seen as the only acceptable way to provide 'evidence' for policy making? *Matters of fact* require radical pluralisation of perspectives in order to work out *matters of concern*. This, paradoxically, requires collective action. We are challenged to position ourselves, as researchers, global citizens and human beings. The session aims at creating a space for a joint exploration of these issues and related questions. The discussion will be informed by initial positionings from three different geo-geographical-political perspectives:

The Art of Muddling Through: How do we distil policy-making or the act of policy from critical qualitative research?

Carlos Pavao, Texas A&M University-College Station, USA

Transforming the Communication Gap between Indigenous and Western Worldviews: Opportunities, Challenges & Pathways Forward

Petra Buergelt, Lawurrpa Maypilma, Galathi Dhurrkay,
Julia McPhee, Simon Moss, Anne Lowell, & Janet
Helmer, Charles Darwin University, AUS

**From Evidence-based Policy Making to Radical Social
Invention – What role for critical qualitative inquiry?**
Mathias Urban, University of Roehampton, UK

10:00 – 10:15 am **BREAK**

10:15 – 11:45 am

David Carlson, Arizona State University, Chairperson

**Live from the Margins: Critical Qualitative Science in
Motion**

The purpose of this session is to explore the relationship between critical qualitative inquiry and the ontologies, epistemologies, and axiologies of marginalized populations. Papers explore the question, “What are the basic revolutionary changes to beliefs regarding reality, conceptualizations of research as construct, and roles and purposes of the researcher that make possible diverse forms, and even contestations, of critical qualitative inquiry?” (Cannella, 2015, p. 13). Papers employ methodological and theoretical approaches that expand our current and historical notions of qualitative research and ones that put forth the voices, experiences, and ways of knowing of marginalized people.

**Undocuqueer: Sociopolitical identity at the Margins of
LGBTQ and Undocumented**

Jesus Cisneros, Central Arkansas University, USA

**Beyond the Trappings of Consciousness: Contemplative,
Post-Oppositional Methodological Possibilities In Qualitative
Inquiry**

Kakali Bhattacharya, Kansas State University, USA

**Sounding Social Justice: The Politics and Possibilities for
Sensuous Methodologies**

Walter Gershon, Kent State University, USA

Theorizing twisted normativity (through flash mobs)

Mirka Koro-Ljungberg, Arizona State University, Teija Loytonen, Aalto University, Joshua Cruz, Arizona State University, USA and NOR

11:45 – 1:00 LUNCH Break

1:00 – 2:30 pm

Mirka Koro-Ljungberg, Arizona State University, Chairperson

Seeking Justice in the Critical

Critical qualitative scholarship offers humble grounds and many unforeseen possibilities to seek and promote justice, critical global engagement, and diverse epistemologies. This dialogical and interactive panel session highlights four important areas of critical qualitative inquiry namely decentering the human, rethinking methodologies, working through the philosophical, and meeting the other as a question of ethics. Presenters will share their critical qualitative research practices and provide examples of how justice can be addressed through research foci, methods, theories, and ethics.

Meeting the Other: An Ethic of Hope

Norman Denzin, University of Illinois, USA

Rethinking the Methodological

Maggie MacLure, Manchester Metropolitan University, UK

Philosophy as a Method for Justice and Critical Qualitative Inquiry

Marek Tesar, University of Auckland, NZ

Decentering the Human with Children of the Anthropocene

Margaret Somerville, Western Sydney University, AUS

2:30 – 3:15 Business Meeting, Planning for 2017

Wednesday 18th

Global Qualitative Health Research

Time/ Session title	Paper
8am Welcome	Morse/Denzin
8.20am- 9.00	Keynote address: New forms of connoisseurs in the research marketplace: why this matters for qualitative health research. <i>Julianne Cheek, Ostfold University College</i> Chair: Janice Morse
9.00- 9.40am	The Consequences of Conducting Critical Qualitative Health Research under Neoliberal Institutional Policies, <i>Martyna A. Janjua, University of Toronto, Denise Gastaldo, University of Toronto, and Amy Bender, University of Toronto</i>
9.50- 11.10am	Clinical applications of Qualitative inquiry Chair: <i>Lauren Clark</i>
	Tracing the Discourse on Incidental Findings in Modern Medicine. A Situational Analysis, <i>John-Arne Skolbekken, Department of Social Work and Health Science, Norwegian University of Science and Technology (NTNU)</i>
	What changes when our focus is the patient and not us?, <i>Djenane Ramalho- de-Oliveira, Universidade Federal de Minas Gerais, and Linda Strand, Medication Management Systems</i>
	A Case Study of a Child with Autism: Promoting Social Engagement in an Inclusive Setting, <i>Emine YILDIRIM, Mrs., and Hannah Schertz, Ms.</i>

	“Mental Illness” as a Diasporic Response to Contemporary Colonialism, <i>Jillian Ford, Kennesaw State University</i>
	Unwrinkling barriers to aging in the community: Using focus groups to find what is causing the stress wrinkles, <i>Constance Carole Milbourne, Rhode Island College, and Marianne Raimondo, Rhode Island College</i>
11.10-12.15 (4)	Teaching Qualitative Health Research Chair: Massimiliano Tarozzi
	The Qualitative Cafe: An open forum for qualitative discourse, <i>Jennifer Averill, University of New Mexico</i>
	Teaching Qualitative Research to health professionals, <i>Luca Ghirotto, University of Bologna</i>
	Teaching Qualitative Methods in International Contexts, <i>Francesca Rapanà, Francesca Rapanà, and Massimiliano Tarozzi, University of Bologna</i>
	An Ethical Framework for Qualitative Health Inquiry, <i>Lyusyena Kirakosyan, Virginia Tech Institute for Policy and Governance</i>
1.0-2.20pm	Qualitative health Research Methods Chair: Jennifer Avril
	Use of Meta-Synthesis Research to Generate Theory for Practice, <i>Deborah Finfgeld-Connett, Sinclair School of Nursing, University of Missouri</i>
	FRAMEWORK FOR MODEL CASE DEVELOPMENT: The Albertina Sisulu Way, <i>Marie Hastings-Tolsma, Baylor University, and Charlene Downing, University of Johannesburg</i>
	Using the framework method in typology development and grounded theory refinement in health services research, <i>Laurie Goldsmith, Simon Fraser University</i>

	What's the Lived Reality? Global Health through Ethnography: Realizing Narratives of Being and Lived Experiences, Understanding Global Struggles, <i>Peter Lee, CUNY BROOKLYN COLLEGE</i>
	Using Photos to Explore Leisure among People with COPD, <i>Rebecca Genoe, University of Regina</i>
2.20-3.40	Clinical issues Chair: Denise Gastaldo
	Immersing Self in Medication Reasoning – A Theoretical Framework of Parental Medication Behavior, <i>Phuong Nguyen, ESCP Europe</i>
	Different role players experiences of aggression in Youth Centers in the Western Cape, South Africa, <i>MARIE POGGENPOEL, UNIVERSITY OF JOHANNESBURG, and CPH MYBURGH, UNIVERSITY OF JOHANNESBURG</i>
	Younger Women with Breast Cancer and Treatment Decision-Making: Rethinking Patient Involvement and Empowerment, <i>Karrie Snyder, Northwestern, and Alexandra Tate, UCLA</i>
	The Emotional Psychologist – A critical account of the psychologist's emotion in the therapeutic relationship, <i>Helen Van Der Merwe, The University of Auckland</i>
	Nursing Theory – meeting patients' or economical needs?, <i>Bente Hoeck, University of Southern Denmark, and Charlotte Delmar, University of Aarhus</i>
3.40-3.50pm stretch break	
3.50-5.30pm	Critical issues in Qualitative Health Research Chair: Marie Poggenpoel
	Medication as a Social Prosthesis <i>Terrie Vann-Ward, University of Utah</i>

	The Characteristics and Components of Apologizing for Error in Healthcare, <i>Marie Prothero, University of Utah</i>
	Where has all the culture gone? <i>Janice Morse, University of Utah</i>
	Respect as a Critical Issue for Qualitative Researchers Working across the Ability Spectrum using Community-Based Participatory Research. <i>Lauren Clark, University of Utah</i>
	Qualitative research in Practice 1 178 11-12.20 Friday Chair: Deborah Finfgeld-Connett
	The best and worst of times: Reflections from a qualitative health services researcher, <i>Laurie Goldsmith, Simon Fraser University</i>
	Learning from the letters: how can we create school-based programs that cultivate mindfulness in children?, <i>Julianne Cheek, Ostfold University College, David Lipschitz, University of Utah, Elizabeth Abrams, Sonoma State University, David Vago, Harvard Medical School, and Yoshio Nakamura, University of Utah</i>
	How clerks are professionally socialized: Visual ethnography in operation rooms, <i>Sheila Shu-Ling Huang, Kaohsiung Medical University</i>

	The challenges that qualitative research evidence to the medical team: when you really understand Chagas disease from those that are affected., <i>Andrea Avaria, Universidad Alberto Hurtado Chile</i>
	Knowledge Moves across Borders: How Migrant Traditional Chinese Medical Practitioners Contextualize Their Practices in Canada, <i>Yixi Lu, University of Saskatchewan, and Louise Racine, University of Saskatchewan</i>
	Qualitative research in Practice 11 179 Friday 1.00-2.20pm Chair: Jennifer Avril
	Women's Experiences of Depression in India: A Meta-Synthesis, <i>Anindita Bhattacharya, Columbia University School of Social Work</i>
	Gluten, Iridology and Wellness, <i>Debra K Askelson, Dr. Karyn Mitchell PhD, ND</i>
	Newborn Screening Ethics and Technologies Through the Lens of Biomedicalization: A Situational Analysis, <i>Sarah Beth Evans-Jordan, Norwegian University of Science and Technology (NTNU), Department of Social Work and Health Science</i>
	Why are we doing this? Social Work practice with Indigenous peoples in the North of Chile, <i>Vanessa Jara-Labarthe, University of Tarapaca, and Viviana Villarroel, University of Tarapaca</i>

	Performing Jill: Research and Healing, <i>April Munson, Kennesaw State University</i>
	Qualitative research in Practice 111 180 Friday 2.30-3.50 Chair: Bente Hoeck
	Learning to Think Critically in the Healthcare Field: The Good, the Bad, and the Ugly, <i>Erika Lourenco de Freitas, Regis University School of Pharmacy, and Djenane Ramalho-de-Oliveira, Universidade Federal de Minas Gerais</i>
	Internalized Stigma of Dentistry Students Against HIV/AIDS, <i>John Harold Estrada-Montoya, School of Dentistry, Universidad Nacional de Colombia, Andrés Leonardo Pantoja-Neira, Universidad Nacional de Colombia, and Luis Alberto Sánchez-Alfaro, Corporación Universitaria Iberoamericana</i>
	Symbolic Capital of Colombian Dentistry Students: Analysis from the Perspective of Pierre Bourdieu., <i>John Harold Estrada-Montoya, School of Dentistry, Universidad Nacional de Colombia, and Gerver Andrés Loaiza- Sierra, Universidad Nacional de Colombia</i>
	Imagining Wellness with Indigenous Youth through Art-based Research, <i>Felice Yuen, Concordia University, Warren Linds, Concordia University, and Patti Ranahan, Concordia University</i>

QI2016

Twelfth International Congress of Qualitative Inquiry (www.icqi.org)

Special Interest Groups: SIG in Spanish and Portuguese (ADISP)

11ª edición de ADISP, del 18 al 19 de mayo de 2016
Urbana-Champaign, Illinois, EE.UU.

Lo nuevo y lo viejo en investigación cualitativa: hacia una mirada cualitativa en tiempos neoliberales.

PROGRAMA DE ACTIVIDADES

Miércoles 18 de Mayo

8.00 Acreditaciones

8.45 Conferencia inaugural

“La trayectoria histórica de la sociología cualitativa en España (la influencia de Ibañez) y una aplicación del análisis de discurso a la realidad de los partidos emergentes en el nuevo escenario político español.” Prof. María Antonia Arias. Universidad de Santiago de Compostela (España)

PROGRAMA SESIONES DE TRABAJO POR MESAS TEMÁTICAS

MIÉRCOLES 18 DE MAYO
HORA 9.30 a 10.50

Mesa 1. Investigación cualitativa en salud:
Coordinadora: Oriana Rivera

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112331

“A origem social do ato de adoecer”: registros emocionais portugueses sobre o cancro
Cícero Alves Neto, Universidade Federal de Uberlândia
ciceroalves@prove.ufu.br

A comunicação oral deste ensaio contempla, na linha temática da “origem social do ato de adoecer”, investigar os registros emocionais vivenciados por autores portugueses sobre o câncer (cancro), por intermédio de publicações socializantes da convivência com o problema de saúde. Assim, a proposta de trabalho desta pesquisa é compreender, na origem social do ato de adoecer, a conexão entre o sistema emocional e o câncer (ou cancro) dos portadores da patologia. Em especial, a intenção é apreender as mensagens subliminares que os pacientes registraram nos registros memorialistas publicados em forma de livro acerca do problema vivenciado, ou seja, qual a origem emocional do sofrimento patológico.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1130780

El dolor del cuerpo, la incertidumbre y los servicios de salud

Addis-Abeba Salinas-Urbina, Universidad Autonoma Metropolitana
Xochimilco
asalinas@correo.xoc.uam.mx

Narrar el dolor del cuerpo, como una forma de expresar y evidenciar las carencias de los servicios de salud, se convierte en una necesidad personal y en una reflexión respecto a la atención que se brinda en las instituciones de salud a la población.

Todo inicia con una sensación, sí percatarse de que un dedo del pie derecho existe, generalmente no damos cuenta de ello, posteriormente dolor, el cual día a día limita la vida cotidiana. La visita al médico anuncia una cirugía de columna, ante ello incredulidad, miedo y

negación. La duda existencial surge porque la atención privada, ante las limitaciones del sector público, se ha convertido en una opción. Sin embargo, lo privado se asocia con la venta de un producto más que con el bienestar de las personas. Aquí se narra cómo la incertidumbre, respecto a un diagnóstico, impactó mi vida más allá del intenso dolor físico.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112498

Aproximaciones culturales a la enfermedad social del VIH-SIDA

Abdiel Eugenio Morales, Universidad Tecnológica de Tecamachalco
SEP-Puebla
mex1eugenio@gmail.com

Con el objetivo de identificar la representación social (RS) del VIH en dos grupos poblacionales, se exploró la actitud que hay hacia el VIH y la información que circula acerca de éste y su campo de representación. A través de la metodología de la Teoría de las Representaciones Sociales (TRS) como forma de pensamiento social y práctico que da lugar a un saber del sentido común y que genera vínculos de comunicación con el conocimiento científico. Los hallazgos cualitativos indicaron que la dimensión informativa incluye la asociación entre sexo, enfermedad y muerte; las actitudes integran a la protección; el campo de representación del VIH integra conceptos vinculados al temor a la infección, su prevención y transmisión. Por tanto, constituye un pensamiento social en el que convergen e interactúan elementos de orden científico y de sentido común, como creencias, mitos, miedos, los cuales contribuyen a definir su práctica social.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112514

Significados socioculturales del VIH desde las representaciones sociales

Ismael Genis Catalán, Universidad Autónoma del Estado de Morelos
genis.phd@gmail.com

La Teoría de las Representaciones Sociales (TRS) constituyen una forma de pensamiento social y práctico que originan el saber del sentido común y que genera vínculos de comunicación con el conocimiento científico a partir de los hechos de la vida cotidiana. MÉTODO. Con el objetivo de identificar la representación social (RS) del VIH se exploró la actitud que existe en dos grupos poblacionales, a través de de la actitud, el campo de representación y la información. RESULTADOS.

Los hallazgos cualitativos sugieren que la dimensión informativa incluye la asociación entre sexo, enfermedad y muerte; las actitudes desde la protección; el campo de representación se caracteriza por conceptos vinculados al temor a la infección, su prevención y transmisión. Por tanto, en la representación social del VIH interactúan elementos de orden científico y de sentido común, como creencias, mitos, miedos, los cuales contribuyen a definir su prácticas sociales.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113185

Situación de la adherencia al tratamiento antituberculosis en Lima y Callao-PERU 2014

Oriana Rivera, César Vallejo University at Lima Peru, and César Antonio Boniilla, Sna Martín de Porras University at Lima Peru
orianariveraucv@gmail.com;cesarbon@yahoo.es

La falta de adherencia al tratamiento, es considerada un obstáculo para el control de la tuberculosis en el Perú, en tal razón el estudio estuvo orientado a contribuir y explicar el problema desde el punto de vista de los actores, a través de comportamientos, percepciones y valoraciones. Para lo cual se realizaron entrevistas a profundidad y grupos focales, en pacientes con tuberculosis sensible y tuberculosis multidrogorresistente en tratamiento o que habían egresado como abandonos o curados; además de personal de salud; agentes comunitarios; familiares de pacientes y organizaciones de afectados.

Los hallazgos se agruparon en i) Conocimientos, actitudes y conductas frente a la enfermedad, el abandono y la adherencia ii) Percepción de los roles que cumplen los actores y las expectativas existentes iii) Identificación de causas, condicionantes y/o factores que favorecen o impiden la adherencia.

Mesa 2. Investigación cualitativa en ámbitos organizacionales:

COORDINADORA: Isabel Cristina Rivera

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112290

Corazonando la economía. Reflexiones en torno a los aprendizajes para una nueva economía

Isabel Cristina Rivera Lozada, teacher
irivera@unicauca.edu.co

Corazonando la economía. Reflexiones en torno a los aprendizajes para una nueva economía, es una propuesta que busca pensar acerca de los principios y postulados epistemológicos que hacen parte del core del plan de estudios del programa de economía actual, así como las consecuencias que esta formación tiene en las injusticias sociales de la sociedad contemporánea y la debacle sobre el medio ambiente. Con base en estos resultados, propongo una mirada a la sabiduría propia del pensamiento ancestral americano para repensar formas otras de aprender e interrelacionarnos desde la perspectiva económica. Es una apuesta por decolonizar el pensamiento y quehacer de la economía, centrado en las relaciones comunitarias y los postulados del buen vivir para disonar un interrelacionamiento ontológico diverso.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112087

Las comunidades interpretativas en el trabajo de campo de la etnometodología económica

Nicolás Exequel Gómez, Escuela de Sociología, Facultad de Ciencias Sociales, Universidad Central de Chile
nicolas.gomez@uccentral.cl

La presentación tiene dos objetivos. Primero, describir los procedimientos que permitieron comprender una cultura económica ágrafa que se produce en el medio social urbano. Segundo, indicar las técnicas y los análisis donde se observaron ejercicios de co-construcción de conocimiento sobre las relaciones que mantienen a esa forma económica.

Los argumentos son resultados de un estudio de casos orientado por la teoría fundamentada, realizado entre 2013 y 2015, sobre la vida económica que forjan 50 organizaciones que administran un emprendimiento asociativo de trabajo autogestionado en la comuna de Huechuraba en Santiago de Chile, la investigación fue financiada por FONDECYT Iniciación en la Investigación, n° PROV.: 11130329. Entre sus conclusiones se encuentra: la ampliación en la concepción de entrevista, debido a las etapas por donde pasa el diálogo entre quienes co-construyen conocimiento, y se reconocen las cualidades de las interacciones donde sus integrantes arriban a consensos operativos inherentes a sus comunidad efectiva.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113704

Contabilidad Pública ¿instrumento de gobierno neoliberal de las poblaciones?

Carmen Alejandra Ocampo Salazar, Asistente
cocampo2@eafit.edu.co

El New Public Management permitió el traslado de prácticas contables del ámbito privado al público, ese cambio en la racionalidad política del Estado posibilita comprender la contabilidad como un instrumento de gobierno neoliberal de las poblaciones. En el análisis se muestra que en ese traslado la gestión pública no opera de la misma forma, porque se da un cambio cualitativo en el uso de una práctica que es privada dentro de un escenario que tiene otra racionalidad, contexto y forma organizacional. Desde una perspectiva foucaultiana, se estudian hitos de la transformación de la sociedad Occidental para identificar procesos y fenómenos que se generaron y ocasionaron cambios de un Estado de Bienestar a un Estado Neoliberal, allí se reconoce que la contabilidad constituye un instrumento de gobierno que permite articular concepciones y discurso del neoliberalismo en las poblaciones, tales como: espíritu empresarial, empleabilidad, endeudamiento, riesgo, innovación, competitividad, eficiencia, entre otros.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1110915

La relevancia de la percepción social en los grandes proyectos: la visión ciudadana del Proyecto Esclusas de San Antonio – Salto (Uruguay)

Alejandro Noboa, Universidad de la República (Uruguay)
anoboa@unorte.edu.uy

El estudio da cuenta de la mirada cualitativa que los pobladores de las distintas regiones y ciudades afectadas por el Proyecto Esclusas de San Antonio construyen sobre los futuros impactos de este proyecto. El transporte de mercadería entre regiones y con el mundo, viabiliza producciones hasta ahora no rentables y mejora las existentes debido a la reducción del coste del flete, como también y por otro lado los posibles impactos socioambientales, culturales y territoriales de dicho proyecto emergen como una barrera a su implementación. Fenómeno que no es exclusivo de este lugar del mundo sino que el propio desarrollo capitalista lleva consigo la expansión cada vez más la expansión de las infraestructuras de gran porte en todas partes del planeta. El mencionado Proyecto propone salvar la navegabilidad del Río Uruguay hacia el norte de Salto utilizando el Arroyo San Antonio

afluente del Uruguay y que corre paralelo a este.

Mesa 3. Investigación cualitativa en contextos comunitarios y educativos:

COORDINADOR: Raúl Collazos

Individual Paper: Spanish or Portuguese Submissions

Paper ID Number: 1113418

De beneficiarios a jóvenes protagonistas, tránsito en la construcción de una educación rural incluyente. Federación Nacional de Cafeteros de Colombia

Addis Raúl Collazos, Federación Nacional de Cafeteros de Colombia, Comité Cauca
tierravivaraulco@gmail.com

El Cauca ha sido una de las regiones con mayores niveles de violencia armada en Colombia, son los y las jóvenes los mayores afectados de esta situación. Los espacios de participación de ellos y ellas son de carácter decorativo en la familia, escuela, comunidad e instituciones del estado. El programa formativo se sustenta en la teoría de cambio: Todas las instituciones son susceptibles de cambiar, en este caso para impulsar el protagonismo y la actoría social juvenil, promoviendo la pregunta sobre el por qué de las situaciones adversas y las formas para superar la adversidad. Es el camino para pasar de beneficiarios de las instituciones a protagonistas de sus vidas

Individual Paper: Spanish or Portuguese Submissions

Paper ID Number: 1111181

Educación y género: desafíos en tiempos neoliberales

Juliana Arboleda Penagos, estudiante
jarboledapenagos@gmail.com

Ante el evidente desconocimiento e invisibilidad de la posición social de género y la masculinidad, “la mujer en la educación” emerge como una problemática científica, que debe ser abordado desde la investigación cualitativa. Es en este sentido, que se asume la inclusión de la mujer en la educación (específicamente en la educación superior), desde el empoderamiento de género y los estereotipos que se han construido alrededor de las masculinidades en los espacios educativos. Una investigación en este sentido, no puede dejar de lado la posición

social de la mujer estudiante y la concepción que se emplea sobre los estereotipos socioculturales y cómo son abordados desde las dinámicas sociales al interior de los escenarios formales de educación. Por lo tanto, se resalta la necesidad de identificar las representaciones que se tienen de la mujer y el hombre y su posición dentro del ambiente académico en la universidad

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113492

Diagnóstico de las Brechas de Género de las hijas e hijos de jornaleros agrícolas migrantes

Esteban García Hernández, Unidad para la Igualdad de Género. SECyD, and Ricardo García Ramírez, Unidad para la Igualdad de Género
estebangarcia_h@yahoo.com; ricardogarcia97@hotmail.com

Este diagnóstico es una tarea que la Unidad para la Igualdad de Género presenta en el marco del proyecto federal Fortalecimiento de la Política de Igualdad de Género en el Sector Educativo. Su objetivo principal es identificar y delimitar posibles situaciones de inequidad en la educación que se brinda a niñas, niños y adolescentes pertenecientes a familias de jornaleros agrícolas migrantes. El estudio se basa en entrevistas realizadas a alumnos y alumnas de educación básica de cuatro centros escolares, ubicados en tres regiones agrícolas del estado de Chihuahua, México, durante los meses de mayo y junio del 2015. El análisis realizado fue de tipo inductivo y focalizado en las diferencias entre niñas y niños para acceder, asistir, aprender y concluir la educación básica. Los resultados del diagnóstico muestran además de brechas de género, una incorporación temprana al trabajo y escasas posibilidades de atención educativa para este grupo poblacional.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1130261

Entrevista Narrativa y Fotovoz como Herramientas Metodológicas para la Investigación Social desde una Perspectiva Feminista

Antar Martínez Guzmán, Universidad de Colima
antarmar@gmail.com

Los abordajes narrativos de investigación ofrecen importantes herramientas metodológicas para el reconocimiento de la subjetividad y de la agencia de las personas participantes en el ámbito de la investigación social. Esta presentación pretende mostrar la forma en

que la metodología de la fotovoz puede complementar, enriquecer y expandir la investigación narrativa en los estudios psicosociales. Se argumenta que el uso de la fotovoz promueve mayor participación de los sujetos involucrados en la construcción de conocimiento, así como la generación de conocimiento a partir de una perspectiva situada y encarnada. De manera particular, se discute la manera en que las técnicas de la entrevista narrativa y la fotovoz en combinación pueden resultar especialmente útiles para la investigación social desde una perspectiva feminista. Dicha composición es ilustrada con un proyecto de investigación sobre formas de acción social de mujeres activistas en el contexto mexicano.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1099891

La función educativa de la mujer menonita hacia una transformación social

Patricia Islas Salinas, Universidad Autónoma de Ciudad Juárez División Cuauhtémoc, and Claudia Teresa Dominguez Chavira, Universidad Autónoma de Ciudad Juárez División Cuauhtémoc. paty.islas@outlook.com;claudia.dominguez@uacj.mx

Este estudio aborda el rol de la mujer como educadora en salud entre sus iguales a partir de la educación formal pero antiinstitucional guiada por el conflicto causado por la dualidad de realidades, por un lado la cuestión mítica religiosa y por otro la demanda de aprendizajes en el área de salud y género en busca de la autonomía de la crítica del ser. El diseño metodológico se basa en la etnografía y fenomenología, tomando como referencia la historia oral, para describir la transformación paulatina de la realidad social a través de la intervención de la mujer menonita desde la otredad.

Mesa 4. Investigación cualitativa e interdisciplinaria:

COORDINADORA: Elizabeth Aguirre Armendáriz

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112388

La investigación cualitativa y la comprensión de sentido

jose ruben c, Universidad Autónoma de Manizales
jorca53@gmail.com

Esta ponencia surge de la reflexión que suscitan algunas experiencias de investigación cualitativa, que nos invitan a proponer algunas claridades acerca del significado, la pertinencia y el sentido que debe orientar estas formas de hacer investigación.

Se revisan algunas miradas acerca de la investigación social incluidas las denominadas cualitativas, que podemos considerar tradicionales, en especial cuando estas se enfocan desde la metodología y se orientan a satisfacer intereses explicativos de la realidad. Por ello, se plantea la necesidad de invitar a los investigadores del campo social, para que trasciendan la explicación. En ese sentido, se propone un enfoque que produzca conocimiento científico sobre tópicos relacionados con las prácticas sociales y políticas, orientado hacia la comprensión del sentido de los comportamientos humanos.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112596

Estudio de Caso: el estándar de oro de investigación evaluativa

Saville Ian Kushner, University of Auckland
s.kushner@auckland.ac.nz

Muy fuerte es la voz que llama para ver los métodos aleatorizados como el estándar de oro. Los criterios son políticos, pero son criaturas de una política instrumental: la huida de complejidad; la aserción de verdades objetivas; la facilitación de control de datos; y el hacer materialista la experiencia. Pero una política más sería contaría con criterios más funcionales: la transparencia de procesos por los cuales una política esté traducida en acción - la contextualización; identificación de las palancas de cambio; entendimiento, no solo del hecho de causalidad, sino de la explicación de la misma; el desmascaramiento de conflictos entre agrupaciones de valores e intereses; el percibir mejor el juego de contingencia de relaciones dinámicas entre personal, organización y recursos. Estos son las características del estudio de caso las cuales elaboraré con ejemplares en esta presentación.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113886

Investigación Cualitativa y el Otro. Didascalos, Phronesis, Poiesis, y Cambio Social

Consuelo Chapela, Universidad Autónoma Metropolitana Xochimilco
conich@correo.xoc.uam.mx

La investigación cualitativa crítica está comprometida con el Otro, con el cambio y la justicia social, lo que requiere de nosotros como investigadores labor de didascalos ¿Qué tanto logramos este compromiso en nuestro quehacer de investigar? En este trabajo presento un instrumento para reflexionar sobre la realidad de lo que hacemos en nuestro quehacer cotidiano de investigación.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113209

Manipulación ambiental, temática poco visibilizada en las agendas ambientales: Una autoetnografía

Elizabeth Aguirre-Armendariz, Universidad Autónoma de Ciudad Juárez
eaguirrea@yahoo.com.mx

Exploro a través de una autoetnografía y desde una perspectiva constructorista, algunas de las implicaciones de las soluciones propuestas por la Geoingeniería, tales como la responsabilidad gubernamental en la autorización de investigaciones, sus posibles efectos en la población, intereses económico-políticos-bélicos que se traslucen en sus orígenes. Pese a que la investigación y desarrollo de estrategias de modificación ambiental intencional fue reconocida en el año 1976 en la Convención sobre la prohibición de utilizar técnicas de modificación ambiental con fines militares u otros fines hostiles, firmada por la Asamblea General de la ONU. Se le ha dado escasa difusión al desarrollo e implicaciones de disciplinas como la Geoingeniería, desde la que se proponen soluciones tecnológicas de manipulación ambiental, que no están interesadas en atender las fuentes de los problemas, y que incluso pueden considerarse peligrosas.

PROGRAMA SESIONES DE TRABAJO POR MESAS TEMÁTICAS

MIÉRCOLES 18 DE MAYO
HORA 11.00 a 12.20

Mesa 1. Investigación cualitativa en salud:
COORDINADOR: Josue Eugenio Pérez

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112500

Dimensiones semánticas de la calidad de vida en pacientes con Parkinson

Josue Eugenio Pérez, Universidad Tecnológica de Tecamachalco, SEP-Puebla
jep2015ins@gmail.com

Se realizó una investigación desde una perspectiva fenomenológica

con enfoque reflexivo para describir el significado psicosocial que experimentan las mujeres con enfermedad de Parkinson. Fueron entrevistadas 22 mujeres hospitalizadas en los Institutos Nacionales de Salud. El análisis de contenido reveló siete componentes semánticos cualitativos: el olvido del cuerpo; la desesperanza aprendida; la capacidad de seguir adelante; las memorias corporales y/o recuerdos emocionales; sentir alegría por estar con la familia; la sensación de la paz y armonía; y la consciencia plena de su vida actual. Los resultados ayudarán a promover el bienestar psicológico de las mujeres con enfermedad de Parkinson y proporcionar herramientas psicosociales para los cuidadores familiares que viven la experiencia de la adversidad, el riesgo y la vulnerabilidad como resultado de la enfermedad.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112570

Los significados familiares de la enfermedad crónica en los niños

Jorge Francisco Franco Rocha, Universidad Autónoma del Estado de Morelos, México.
jorfranc1phd@gmail.com

Se ha documentado que la enfermedad crónica pediátrica implica adversidad, riesgo y vulnerabilidad para las familias, por ello, es necesario que las familias y los cuidadores adquieran un funcionamiento autónomo saludable. Se realizó una entrevista semiestructurada dirigida a 21 padres y madres de niños hospitalizados. El guión de entrevista exploró el ambiente familiar, la cohesión - adaptabilidad, problemas en las reglas - expresión de sentimientos y la hostilidad percibida. Los resultados indicaron que a pesar de la etiología de la enfermedad del niño surgen problemas relacionados con el funcionamiento familiar, los roles y el sistema familiar, en los niños y hermanos del paciente; que la enfermedad crónica tiene efectos en la calidad de vida de vida del cuidador primario y en la salud familiar principalmente en la adaptabilidad y en la cohesión de sus miembros. Los entrevistados reportaron tener algunas necesidades económicas, mentales, emocionales, físicas, sociales y recreativas.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112589

Las dimensiones del funcionamiento familiar ante la enfermedad crónica

Alex Geovani Villarreal Flores, Universidad Stratford
alex21phd@gmail.com

INTRODUCCIÓN. Existe evidencia de que la enfermedad crónica pediátrica implica adversidad, riesgo y vulnerabilidad para las familias, por ello, es necesario que las familias y los cuidadores adquieran un funcionamiento autónomo saludable. **MÉTODO.** Se realizó un estudio comprensivo e interpretativo dirigida a 18 padres y madres de niños hospitalizados. El guión de entrevista exploró el ambiente familiar, la cohesión-adaptabilidad, problemas en las reglas-expresión de sentimientos y la hostilidad percibida. **RESULTADOS.** Los hallazgos sugieren que a pesar de la etiología de la enfermedad del niño surgen problemas relacionados con el funcionamiento familiar, los roles y el sistema familiar, en los niños y hermanos del paciente; que la enfermedad crónica tiene efectos en la calidad de vida de vida del cuidador primario, en la salud familiar principalmente en la adaptabilidad y en la cohesión de sus miembros. Estos hallazgos permitirán desarrollar procesos intervención con familias.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112880

Estigma e preconceito em relatos de pessoas acometidas pela tuberculose em uma favela no Rio de Janeiro - Brasil

Marcio Luiz Mello, Fundação Oswaldo Cruz - Fiocruz, Anna Cristina Carvalho, Fundação Oswaldo Cruz, Lúcia Maria Oliveira, Fundação Oswaldo Cruz, Marisa Augusta Oliveira, Fundação Oswaldo Cruz, Valeria Trajano, Fundação Oswaldo Cruz, and Tania Cremonini Araújo-Jorge, Laboratório de Inovações em Terapia, Ensino e Bioprodutos (LITEB) - Instituto Oswaldo Cruz – Fiocruz.
mlbmello@gmail.com;anna.cristina@ioc.fiocruz.br;lmpo@hucff.ufrj.br;marisa.saude@yahoo.com.br;trajano@ioc.fiocruz.br

Este trabalho é resultado de um estudo qualitativo baseado em entrevistas, por meio de história oral de vida de indivíduos em tratamento para tuberculose. Teve como objetivo conhecer o universo do adoecimento em tuberculose, considerando as crenças, valores e contextos dos pacientes, com o propósito de fornecer subsídios para a produção de estratégias educativas, visando a redução do abandono do tratamento. A análise das entrevistas revelou a tuberculose como doença cotidiana e comum, por vezes banalizada, tanto em sua importância, quanto em seus sintomas; o que tem contribuído para retardar seu diagnóstico e dificultar seu tratamento. Foram relatados casos de pacientes que, com medo da estigmatização, esconderam a doença de colegas de trabalho e até mesmo de familiares; e outros que se sentiram segregados, sejam por seus próprios familiares, sejam por seus colegas de trabalho.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112903

Exclusión Social por Enfermedad Crónica Terminal

Veronica Teresa Guerra Guerrero, Universidad Catolica del Maule
vtgg7@hotmail.com

La exclusión social, que afecta a grupos específicos a quienes se les niega la oportunidad de participar en la sociedad, es también vivida por las personas que tienen una enfermedad crónica terminal y que están en hemodiálisis. Mediante un enfoque fenomenológico y entrevistas en profundidad se encontró que las personas en hemodiálisis sufren exclusión social en su vida personal y laboral. Las personas que tienen una enfermedad crónica terminal son además un grupo vulnerable. Los participantes de esta investigación describieron que son estigmatizados por la sociedad en general y por la comunidad que proporciona cuidados en salud. Este artículo explora la exclusión social que viven las personas en Chile, como un determinante social que afecta la calidad de vida, el acceso a la salud y trabajo mientras tienen una enfermedad crónica terminal.

Mesa 2. Investigación cualitativa en ámbitos organizacionales:
COORDINADORA: Mónica Ayala

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112237

Estudio de caso: Análisis de la gestión de una organización desde la Reputación Corporativa - Liderazgo

manuel peña zevallos, no
federicozp@utadeo.edu.co

El presente estudio de caso busca describir los eventos y decisiones que caracterizaron la gestión de una unidad académica en una universidad colombiana; la cual se analizará e interpretará desde un enfoque de Reputación Corporativa (RC), con énfasis en la dimensión “Visión y Liderazgo”. Este análisis e interpretación se hará también desde definiciones y conceptos afines a este intangible. La RC se entiende como la percepción que los stakeholders tienen de la organización, que los llevan a tomar decisiones favorables/desfavorables en su relación con la organización y que pueden afectar su generación de valor. Se destaca

la importancia de la RC dado que, aunque una gestión no le haga un reconocimiento explícito en la organización, esta se encontrará presente en su identidad e imagen, las cuales se verán afectadas por la toma de decisiones en la organización lo cual, a su vez, afectará la generación de valor y su sostenibilidad.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112473

El hombre duro: narrativas del cuerpo en el trabajo en cerveceros de la frontera norte mexicana

Monica Ayala, UABC
mayala94@uabc.edu.mx

La masculinidad hegemónica se ha articulado particularmente en el cuerpo de los varones como un cuerpo duro o hard body. En el trabajo operativo su relevancia es aún mayor. En el presente estudio se analizan las narrativas sobre el cuerpo en el trabajo en dos generaciones de trabajadores cerveceros de la frontera norte mexicana. Se analiza particularmente cómo los cambios en la tecnología y en los corporativos derivados del neoliberalismo, han modificado las narraciones del cuerpo de hombre y el trabajo. En la primera generación, las narrativas giran en torno a la fuerza física como central para el desempeño del trabajo y en la segunda generación, hay una paulatina transición de la fuerza en el cuerpo a la fuerza en la mente a través de la toma de decisiones y la fortaleza emocional.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113073

Trayectoria y familia. Relatos biográficos de trabajadores en la Provincia de Buenos Aires. Argentina.

Guillermina Alejandra Comas, Instituto de Investigaciones Gino Germani. Universidad de Buenos Aires, and Juan Ignacio Bonfiglio, Observatorio de la Deuda Social. Universidad Católica Argentina
comasgui@gmail.com;jbonfiglio@gmail.com

La ponencia presenta un estudio sobre las condiciones de vida de trabajadores pobres desde el enfoque biográfico. A partir de la realización de entrevistas, se identificaron diversas formas de organización entre su recorrido laboral y las estrategias familiares de reproducción de sus grupos domésticos. Esas reconstrucciones marcan

diferentes procesos de articulación con la historia laboral y familiar y con las expectativas sobre el futuro.

El rol asumido por el trabajador y el momento del ciclo vital, influyen en la articulación con otros eventos vitales de la vida familiar, donde se despliegan arreglos domésticos que jerarquizan diferentes recursos. Se realizaron entrevistas en profundidad durante el año 2014 a trabajadores jefes de hogar residentes en la Provincia de Buenos Aires, Argentina.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112887

Cuando emprender (no) es una opción. Factores de género en los procesos de emprendimiento femenino.

Magdalena Suárez – Ortega, UNIVERSIDAD DE SEVILLA
msuarez@us.es

Este trabajo se basa en el Proyecto I+D “Diseño de la carrera y gestión del talento emprendedor”, presentado en el Plan Estatal 2013-2016, Ministerio de Economía y Competitividad. Se desarrolla a partir de un estudio mediante entrevistas autobiográficas. Nos centramos en describir y analizar las trayectorias de mujeres emprendedoras profundizando en distintos estadios del proceso. Se analizan los factores de género vinculados al diseño de proyectos emprendedores femeninos, desde las experiencias subjetivas en emprendimiento por necesidad y por vocación. Se comparan trayectorias, lo que permite conocer qué factores limitan la gestión de carreras emprendedoras y qué otros pueden estar en la base de una estrategia motivacional en este sentido. Este trabajo también presenta el poder de las mujeres para cambiar contextos sociolaborales desde procesos de transformación personal.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112795

Discursividad Hegemonica de los Candidatos Electos en Quito y Guayaquil durante el 2014 en Ecuador

Estefanía Luzuriaga, Universidad Casa Grande, and Ingrid Rios, Universidad Casa Grande. estefanaluzuriaga@gmail.com; irios@casagrande.edu.ec

El presente estudio explora las representaciones sociales que se construyeron en el discurso de los políticos, Jaime Nebot y Mauricio Rodas, durante el periodo de campana electoral 2014 en Ecuador.

La metodología utilizada fue un análisis contenido en su vertiente cualitativa, que propuso una mirada analítica intermedia alejada de los principios naturalistas de investigación. Se dividió en dos momentos: primero el conteo de frecuencias que respondieron a las categorías analíticas construidas por medio del marco teórico, y segundo el análisis de contingencia que busca una comprensión meta textual del corpus de la muestra seleccionada. Para la recolección de los discursos se utilizó las entrevistas televisadas de los candidatos y sus spots de la campaña. Así se identificó las representaciones con mayor presencia en los discursos de los políticos, las que se convirtieron en discursividades hegemónicas durante este periodo.

Mesa 3. Investigación cualitativa en contextos comunitarios y educativos:

COORDINADOR: Francisco Mendoza

Individual Paper: Spanish or Portuguese Submissions

Paper ID Number: 1112527

Universidad y conducta suicida: El valor de la consulta a la memoria

Magnolia del Pilar Ballesteros, Universidad Santo Tomás, and Saúl Franco, Universidad Santo Tomás. pilarballk@gmail.com;saulfranco@hotmail.com

Esta investigación responde a los objetivos de analizar como un todo las respuestas institucionales a la conducta suicida de estudiantes de cinco universidades de Bogotá, según los enfoques predominantes; los lineamientos de la Política Nacional de Salud Mental y los planes establecidos para su abordaje; los lineamientos de la APIS; y a partir de estos, formular recomendaciones para la acción basadas en la “evidencia”. Se trata de un estudio cualitativo de tipo exploratorio-descriptivo basado en la consulta a la memoria sobre las respuestas y propuestas institucionales. Los resultados permiten señalar que se requiere un enfoque estratégico muy amplio, las acciones desarrolladas por las universidades se relacionan con el abordaje de los DSSS en las dimensiones económica, pedagógica, académica, social, psicológica, familiar y vocacional en pro de la integración académica y social de los estudiantes.

Individual Paper: Spanish or Portuguese Submissions

Paper ID Number: 1112588

Necesidades de convivencia y articulación en los Establecimientos

María Elena Rivas, Ponente, and Lourdes Regina Díaz, Ponente
maraelenarivas@gmail.com;nenarivasarens@hotmail.com

Este artículo científico es resultado de una investigación educativa diagnóstica in situ sobre la situación de articulación y convivencia en 18 Instituciones Educativas de básica y media del departamento Tolima-Colombia de estratos socioeconómicos 1 y 2, que determinó la necesidad de mejoramiento convivencial, procesos de continuidad e inserción de los estudiantes en el sistema educativo colombiano de nivel terciario, universitario y para el alistamiento al trabajo en sus contextos. Estos resultados se hallaron a través de la elaboración, aplicación y análisis cualitativo de los instrumentos de investigación: entrevista, encuesta y observación directa. Las categorías de análisis fueron Articulación, Convivencia, PEI y Políticas públicas como objeto de observación, indagación y comprobación contextual. Propósito: consolidar un modelo de articulación para 18 instituciones educativas del departamento del Tolima, orientado a solucionar las problemáticas presentadas y brindar posibilidades de continuidad escolar en el sistema educativo colombiano y proporcionarles oportunidades de inserción al campo laboral.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112818

Prácticas Educativas de Escuelas ubicadas en Contextos Vulnerables: El caso de Chihuahua en México

Ramón Leonardo Hernández Collazo, Centro Chihuahuense de Estudios de Posgrado, Sara Torres-Hernández, Centro Chihuahuense de Estudios de Posgrado, and Pedro Rubio Molina, Escuela Normal Superior del Estado de Chihuahua
rlhcollazo@msn.com;xary0327@hotmail.com;perumo@gmail.com

Se trata de un estudio interinstitucional e internacional destinado a indagar acerca de “qué y cómo aprenden los estudiantes en contextos de vulnerabilidad”. El objetivo de la investigación fue describir e identificar las formas de afrontar los procesos de vulnerabilidad en escuelas ubicadas en contextos socialmente adversos. El estudio se focaliza en una escuela secundaria situada en una comunidad reconocida socialmente por sus niveles de violencia e inseguridad en la ciudad de Chihuahua. La investigación se ubica en un paradigma cualitativo, es un estudio de casos múltiples, el análisis de la información siguió un procedimiento inductivo sustentado en la teoría fundamentada. Dentro

de los resultados más relevantes se identifica como la vulnerabilidad del contexto afecta de manera importante la vida y organización de las escuelas, lo cual se ve reflejado en la práctica docente y en los procesos de convivencia que se gestan al interior de las instituciones.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1122722

Construcción del sentido de los datos cualitativos en investigaciones educativas

Francisco Samuel Mendoza Moreira, Universidad Laica Eloy Alfaro de Manabí
fmendozax89@gmail.com

El análisis de datos en investigación cualitativa debe proveer al investigador de una lectura crítica de la realidad que permita la comprensión del objeto de estudio que persigue la investigación y el sentido que el investigador pretende generar de los datos interpretados. De esta forma, el presente artículo persigue difundir herramientas de análisis categorial que alinean la información de manera que permiten la construcción de nuevas visiones de la ciencia para su abordaje curricular y/o metodológico. Se construye de la narrativa de bitácoras de información que recogen las diferentes experiencias para el uso de datos cualitativos de manera efectiva generando productos útiles a la academia y a la ciencia educativa.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112832

Estigmatización: factores que construyen una identidad negativa en Niños, Niñas y Adolescentes de las Instituciones de Educación Básica y Media del Ecuador

Isabel Amarilis Leal Maridueña, UNEMI, and Patricia Viloeta Gavilanes Yanes, UNEMI. amarilis_lealm@hotmail.com;pat_gav@hotmail.com

Los niños, que son estigmatizados por su procedencia étnica, el color de su piel o por ciertas “marcas” de clase pueden construir de sí mismos una identidad negativa, (Erikson, 2002). El objetivo de este trabajo es analizar los factores que predominan en la estigmatización social de niños, niñas y adolescentes, de las instituciones educativas de nivel básico y medio del área urbana del cantón Milagro, Guayas, Ecuador y de qué manera incide en la construcción de sus identidades. Se aplicó una investigación cuantitativa - cualitativa. El primero con la finalidad

establecer la cantidad de niños en esta situación y la parte cualitativa al hacer estudio con los informantes seleccionados de las entidades educativas para llevar a cabo las triangulaciones respectivas. Se propone un Plan de Intervención Psicológico y social enfocado en el principio de la no discriminación y el interés superior del niño, como lo plantea la UNICEF.

Mesa 4. Investigación cualitativa e interdisciplinariedad:
COORDINADORA: Andrea Avaria

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112686

Uma metodologia de rastreamento de processo alinhada ao modelo de gramáticas e à filosofia realista crítica

Bruno Da Rocha Braga, Brasília's Federal Institute of Education, Science, and Technology
bruno.rocha.braga@ifb.edu.br

Este artigo propõe uma abordagem metodológica pós-positivista para descrever a dinâmica de um fluxo de eventos sociais desenvolvidos sob estruturas sociais específicas, que se fundamenta nos pressupostos epistemológicos do realismo crítico. Esta filosofia da ciência sugere o estudo de caso como estratégia de pesquisa recomendada para explicar tais fenômenos sociais complexos, dinâmicos e sensíveis ao contexto. O método de rastreamento de processo para estudos de caso proposto utiliza um procedimento de análise qualitativa de seqüências e um modelo matemático discreto deduzido da Teoria das gramáticas. Ele descreve os padrões seqüenciais de eventos analiticamente com base nas proposições teóricas prévias e nas divergências empíricas observados com eles. A metodologia provê as modificações necessárias para o modelo inicial do fenômeno social para alcançar um maior nível de poder explicativo.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1111861

Aplicaciones de Sensibilidades Chicana/os a una Metodología Indígena, Poscolonial, y Anti-Neocolonial

Sarah Amira de la Garza, Arizona State University
delagarza@asu.edu

Este trabajo examina la praxis y la ideología de las metodologías indígenas, centrándose en la elaboración de la metodología propuesta por González (2000) en el ensayo, “Four Seasons of Ethnography: A Creation-Centered Ontology for Ethnography.” Especialmente se examina el reto poscolonial que existe desde el punto de vista y experiencia Chicano/a, enfrentando presupuestos de identidad esencialistas. Se propone la potencial de un indigenismo metodológico poscolonial y anti-neocolonial que se centra en una perspectiva epistemológica básica.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1131156

La vida cotidiana, más allá de la etnografía, más acá de la historia.
Reflexiones desde el hacer antropológico

Andrea Avaria, Universidad Alberto Hurtado Chile
andreaavaria@gmail.com

La etnografía permite situar, en el contexto multifactorial la experiencia migratoria. Recojo la etnografía como una metodología que; (1) permite construir historias (historias de vida y relatos de vida) a partir de las experiencias de las personas que viven la migración, sitúan al otro, como sujeto histórico en un relato cara a cara; y (2) la etnografía reconoce un contexto histórico, que es representado, significado y experimentado. En el trabajo etnográfico, la historia personal, tiene un marco nacional e internacional que modela la experiencia y que se refleja en la vida cotidiana de los sujetos, refuerza, cambia o resignifica sus experiencias, corporalidades, en tanto sujetos históricos y sociales. Revisare los marcos metodológicos desde los que hacemos y comunicamos la investigación social hacia una investigación social crítica del hacer investigativo en tiempos contemporáneos.

PROGRAMA SESIONES DE TRABAJO POR MESAS TEMÁTICAS

MIÉRCOLES 18 DE MAYO
HORA 1.00 a 2.20

Mesa 1. Investigación cualitativa en salud:

COORDINADOR: María-Eugenia Chávez-Arellano

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113351

Accesibilidad y prácticas alimentarias de personas con enfermedad renal crónica que acuden a hemodiálisis en San Luis Potosí

Nahivi Raquel Torres Briones, Universidad Autónoma de San Luis Potosí, and Eduardo Hernández-Ibarra, Universidad Autónoma de San Luis Potosí
brio.na@hotmail.com;eduardo_ibarra@hotmail.com

Las personas con enfermedad renal crónica (ERC) presentan dificultades importantes en el acceso a los alimentos para seguir adecuadamente los tratamientos nutricios, él mismo, es muy importante para evitar complicaciones, retardar el deterioro del funcionamiento renal y mantener un adecuado estado nutricional.

El objetivo es conocer las prácticas alimentarias y describir la accesibilidad a los alimentos de las personas con enfermedad renal crónica cuando acuden a hemodiálisis.

Se llevó a cabo un estudio cualitativo de diseño etnográfico en la ciudad de San Luis Potosí, México. Se entrevistaron 18 personas con ERC que acuden a terapia de hemodiálisis. Se realizó análisis de contenido dirigido. Dentro de los hallazgos, destacan, los elevados costos de traslados para acceder a las terapias, lo cual obliga a buscar alimentos baratos y cercanos a las unidades de hemodiálisis, los cuales resultan ser en su mayoría industrializados y no aptos para el consumo de esta población.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113347

La alimentación en la enfermedad renal crónica. La voz de quienes padecen y sus familiares

Eduardo Hernández-Ibarra, Universidad Autónoma de San Luis Potosí, Nahivi Raquel Torres Briones, Universidad Autónoma de San Luis Potosí, Maribel Cruz-Ortiz, Universidad Autónoma de San Luis Potosí, and Juliana Vestena-Zillmer, Universidade Federal de Pelotas
eduardo_ibarra@hotmail.com;brio.na@hotmail.com;eduardo.ibarra@uaslp.mx;marlynmarielos@gmail.com

Un asunto que aparece constantemente en el discurso de quienes padecen enfermedad renal crónica y están en tratamiento de hemodiálisis es el relacionado con la dieta, ya sea por las restricciones que deben adoptar o los estragos que les ocasiona no modificar o cambiar drásticamente sus hábitos alimenticios. Esta situación hace que

la dieta sea parte central del padecimiento y por lo tanto del manejo y el tratamiento.

Se realizó un estudio cualitativo con acercamiento etnográfico en San Luis Potosí, México. Se realizaron entrevistas semi estructuradas a 16 personas con enfermedad renal en tratamiento de hemodialisis y 22 cuidadores. Se realizó análisis de contenido temático.

Entre los hallazgos encontramos cinco temas que emergen de tales discursos: la búsqueda de atención nutricional, la fuente de la prescripción, las estrategias empleadas para obtener asesoría, la restricciones como eje del tratamiento nutricio y los efectos de las dietas.

Individual Paper: Spanish or Portuguese Submissions

Paper ID Number: 1112370

Experiencias de investigación cualitativa en el estudio de la cultura alimentaria en una comunidad indígena.

Maria Eugenia Chavez-Arellano, Universidad Autonoma Chapingo
sociologica57@gmail.com

Experiencias de investigación cualitativa en el estudio de la cultura alimentaria en una comunidad indígena.

María-Eugenia Chávez-Arellano
Universidad Autónoma Chapingo, México

En este trabajo analizo prácticas alimentarias en una comunidad indígena. Tradicional, criolla o globalizada, la alimentación es una expresión cultural. No existen patrones invariables de alimentación, se modifican continuamente al incorporar nuevos elementos que agradan y satisfacen a la gente. Usualmente el consumo de alimentos poco tiene que ver con su calidad nutricional, se justifica más por valores y creencias culturales.

Con base en la idea de que lo cultural está conformado por una serie de elementos que dan forma y sentido a las prácticas sociales, se atiende la parte fenomenológica de las acciones sociales (comportamientos alimentarios), para hallar el sentido que para la gente tiene, en un espacio y tiempo determinados, la elección y el consumo de productos alimentarios.

Mesa 2. Investigación cualitativa en ámbitos organizacionales:
COORDINADORA: Claudia Lagos

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112960

Una aproximación semiótica a los discursos de campaña de Mauricio Rodas en el año 2014

Estefanía Luzuriaga, Universidad Casa Grande, Ingrid Rios, Universidad Casa Grande, and Claudio Tomas Lobo, Universidad Nacional de San Luis
estefanialuzuriaga@gmail.com; irios@casagrande.edu.ec; claudio.t.lobo@gmail.com

En la elección municipal de Quito 2014, Mauricio Rodas irrumpe como nuevo actor social en la política quiteña, resultando electo, instaurando una nueva discursividad frente a la hegemonía discursiva Correista dominante desde el 2007. En este contexto, el objetivo del análisis apunta a explorar que estrategias, tópicos y retóricas enunciativas discursivas construye Mauricio Rodas. Partimos de los supuestos metodológicos de Eliseo Verón en discurso social y la teoría sociocrítica de Marc Angenot, entendiendo al discurso como ‘hecho social’ y anclado en condiciones sociales de producción. El corpus seleccionado fue entrevistas televisivas en la campaña electoral del 2014, dado que se considera relevante prestar atención a esta primera discursividad de Rodas, donde creemos se puede visualizar estas primeras marcas. Se espera los resultados den cuenta de las destinaciones a las que interpela Rodas y al sentido de lo quiteño emergente la semiótica discursiva.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113198

Representaciones sociales en el discurso de Rafael Correa durante la campaña electoral 2013.

Ingrid Cristina Rios, Universidad Casa Grande, and Estefanía Luzuriaga, Universidad Casa Grande
ingridriosrivera@gmail.com; estefanialuzuriaga@gmail.com

El presente estudio explora las representaciones sociales que se construyeron en el discurso de Rafael Correa, actual presidente del Ecuador, durante el periodo de campaña electoral 2013. La metodología utilizada fue un análisis de contenido en su vertiente cualitativa, que propuso una mirada analítica intermedia alejada de los principios naturalistas de investigación, dividida en dos momentos: (1) un conteo de frecuencias que respondieron a las categorías analíticas construidas por medio del marco teórico, y (2) el análisis de

contingencia que busco una comprensión meta - textual del corpus de la muestra seleccionada. Para la recolección de los discursos se utilizó las entrevistas televisadas del candidato y sus spots de la campaña. A partir de esto se identificaron las representaciones con mayor presencia en el discurso político, que pueden dar cuenta de las enunciaciones predominantes construidas durante el periodo de campaña.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113154

Periodismo de investigación en Chile: Una propuesta metodológica a la luz de la teoría de campo

Claudia Lagos, UIUC
clagoslira@gmail.com

El trabajo propone una metodología mixta para analizar el periodismo investigativo (PI) chileno en la post-dictadura (1990-2015) bajo la teoría de Bourdieu sobre campos.

RQs: ¿Cuáles son los bordes del subcampo del PI y cómo definirlos? ¿Qué indicadores miden el capital económico, social, cultural y simbólico del PI? ¿Cuáles son los mecanismos que el PI moviliza para evaluar, producir, circular y preservar su capital? ¿Cuáles son las marcas del habitus en el subcampo del PI y cómo son compartidas y transmitidas?

Se proponen mecanismos para indagar en la posición de los actores en el subcampo y, a su vez, en el campo periodístico; marcas para operacionalizar el capital cultural, social, simbólico y económico (objetivado, subjetivado e institucionalizado). Se asume un enfoque pragmático, con propósito complementario, ejecutado secuencialmente; el método cualitativo (entrevistas semi-estructuradas) tendrá un peso mayor que las encuestas y los datos cuantitativos recogidos, los que informarán la etapa cualitativa.

Mesa 3 A. Investigación cualitativa en contextos comunitarios y educativos:

COORDINADOR: Silvia Marcela Bernard

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112588

Necesidades de convivencia y articulación en los Establecimientos

María Elena Rivas, Ponente, and Lourdes Regina Díaz, Ponente
maraelenarivas@gmail.com;nenarivasarens@hotmail.com

Este artículo científico es resultado de una investigación educativa diagnóstica in situ sobre la situación de articulación y convivencia en 18 Instituciones Educativas de básica y media del departamento Tolima-Colombia de estratos socioeconómicos 1 y 2, que determinó la necesidad de mejoramiento convivencial, procesos de continuidad e inserción de los estudiantes en el sistema educativo colombiano de nivel terciario, universitario y para el alistamiento al trabajo en sus contextos. Estos resultados se hallaron a través de la elaboración, aplicación y análisis cualitativo de los instrumentos de investigación: entrevista, encuesta y observación directa. Las categorías de análisis fueron Articulación, Convivencia, PEI y Políticas públicas como objeto de observación, indagación y comprobación contextual. Propósito: consolidar un modelo de articulación para 18 instituciones educativas del departamento del Tolima, orientado a solucionar las problemáticas presentadas y brindar posibilidades de continuidad escolar en el sistema educativo colombiano y proporcionarles oportunidades de inserción al campo laboral.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112849

La autoetnografía como una estrategia pedagógica para dar voz a los estudiantes de sociología

Silvia Marcela Benard, Universidad Autonoma de Aguascalientes
smbenardc@gmail.com

Se abundará sobre el proceso de enseñar autoetnografía a estudiantes de sociología de nivel licenciatura y de cómo mediante esta estrategia de investigación de lo social, cultural y político a través de lo personal, se ha podido ir haciendo presente la voz de quien investiga. Para ello se parte de aquel argumento sostenido hace ya muchos años por Carol Rambo Ronai (1995) de que los sociólogos pretendemos dar voz a quien no la tiene y para ello acallamos la propia. Después se describe el proceso de un taller de investigación autoetnográfica por un año como materia optativa. Por último se presentan algunas conclusiones sobre el proceso que me ha llevado a concebir la docencia desde otro ángulo, tanto en la enseñanza de la sociología como una ciencia que genera conocimiento posicionado, como en la relación que se va construyendo entre estudiante y docente.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112972

‘Representaciones’ de la Indianidad y Paisaje Lingüístico. Efectos educativos

Ana Maria Benton Zavala, Te Puna Wananga, Faculty of Education,
University of Auckland. a.benton@auckland.ac.nz

En la construcción oficial de nación, los indígenas mexicanos han sido ‘representados’ por la comunidad dominante como origen glorioso de la identidad nacional, aunque sus demandas sean debatidas. Desde hace algunos años y a partir de su mayor activismo y visibilidad, estos grupos han generado ‘nuevas representaciones’ propias de la indianidad. En este contexto, una cooperativa indígena de la sierra de Puebla, ha ido originando sus propias representaciones en la región, compartiendo el sentido literal y simbólico de lo que para ellos representa ‘ser indígena’. Esta ponencia discutirá cómo interpretar el ‘paisaje lingüístico’ del lugar y de qué manera contribuyen estas ‘representaciones’ a modificar el proceso escolar local. Se evaluará hasta qué punto estas representaciones tienen potencial crítico y transformador

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113041

Sobredeterminación curricular en países de Latinoamérica. ¿Proyectos, contornos

Alicia De Alba, UNAM-IISUE
aliciadealba@gmail.com

En un mundo-mundos constituido en una fuerte tensión entre globalización y crisis estructural generalizada, cada guía se advierte una mayor dificultad para el establecimiento del vínculo proyecto social amplio y educativo – propuesta curricular, lo cual se encuentra inextricablemente unido a la relación currículum – sociedad. Esta situación nos lleva a asumir la tarea de analizar esta relación en el complejo y cambiante contexto social, cultural y político de los países latinoamericanos. Esta presentación consta del planteamiento general y el acercamiento a México, Argentina y Bolivia (tres énfasis diferentes)

El tema se aborda desde la perspectiva de la descolonización y la teoría del contacto cultural, algunos de los autores nodales para este análisis son Enrique Dussel (2015) y Alicia de Alba (2015)
2015 de Alba, Alicia Cultural contact and the Turn to the Subject

2015 Dussel, Enrique *Filosofías del Sur. Descolonización y Transmodernidad*

Mesa 3B. Investigación cualitativa en contextos comunitarios y educativos:

COORDINADORA: Esteban García

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113646

Reflexiones epistemológicas y metodológicas sobre el acompañamiento y la reconstrucción de trayectorias en comunidades rurales

Karla Yanin Rivera Flores, Universidad Autónoma de Nayarit, and Olivia María Garrafa Torres, Universidad Autónoma de Nayarit
kyrf73@gmail.com; bosquoli@hotmail.com

Este trabajo reflexiona sobre la experiencia de las autoras en tres comunidades rurales en Nayarit, México, donde hemos realizado trabajo de intervención comunitaria para el desarrollo rural con diversos resultados, lo cual nos permite un análisis sobre la construcción de conocimiento posible en y con las comunidades. La reconstrucción de la historia de éstas, junto con un trabajo de acompañamiento, nos ha permitido una comprensión de la construcción del sentido de pertenencia al espacio físico y social de los actores, especialmente al universo de significaciones y relaciones de su mundo productivo y organizacional, sin embargo también representa limitantes y desafíos por resolver en cuanto al tipo de conocimiento generado dentro de las propias comunidades y la utilidad para sus miembros.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1110657

Formación intercultural para la diversidad en tiempo neoliberal

Nestor Ivan Cortez Ochoa, Estudiante
nesstorcortez@hotmail.com

A propósito de los múltiples y veloces cambios que llegan con la contemporaneidad y los particulares fenómenos propios de la denominada globalización, rápidamente las instituciones educativas se transforman en escenarios donde conviven, dialogan y negocian complejos simbolismos con las “nuevas” comunidades académicas. Ante la presencia de estudiantes con diversos gustos, experiencias, expectativas, elecciones y formas de ver el mundo, los procesos

educativos se van quedando cortos, anacrónicos y de alguna manera obsoletos. En este sentido, proponer un modelo de formación intercultural para la diversidad, es una estrategia pedagógica que pretende transformar dinámicas didáctico-pedagógicas en la educación superior, pero dentro del contexto Latinoamericano. Para ello es necesario un análisis profundo que traiga consigo la comprensión de las diversas expresiones culturales, de género, sociales, los diferentes niveles de discapacidad, de percepción política, musical y religiosa entre otros.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1111014

La construcción de significados en torno a la investigación: la experiencia de estudiantes de Pedagogía y Comunicación

Ligia Garcia-Bejar, Universidad Panamericana
ligarcia@up.edu.mx

El objetivo de este artículo es hacer un estudio comparativo sobre los diferentes significados en torno a la investigación que tienen alumnos de las Escuelas de Pedagogía y Comunicación de la Universidad Panamericana, Campus Guadalajara previo a cursar la asignatura de Investigación y una vez que han experimentado un proceso de inmersión a la misma durante el 5to. semestre de su Licenciatura de Agosto a Noviembre de 2015. Las categorías analizadas son: la conceptualización general que cada estudiante tiene sobre la investigación, sus experiencias escolares previas en materias de investigación y su visión individual sobre un profesional de la investigación. Este artículo es resultado de la comparativa de dos momentos de análisis narrativos a 56 alumnos (27 de la Escuela de Pedagogía y 28 de la Escuela de Comunicación) con preguntas idénticas: el primero se realizó al inicio del semestre y el segundo al final.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113328

Cambiando paradigmas: proyectos de investigación con estudiantes subgraduados

Samuel Colon, Psychology
samuelcolon912@gmail.com

El contexto académico en la actualidad dificulta el desarrollo de proyectos investigación. En esta presentación pretendemos proponer

una alternativa para el desarrollo de proyectos de investigación cualitativos. Se expondrán tres experiencias educativas en las que se han desarrollado proyectos de investigación con estudiantes. Se expondrán las voces de estudiantes en el desarrollo de sus proyectos de investigación y los beneficios que han traído para su desarrollo académico y profesional. Se presentarán las reflexiones de profesores que hemos colaborado con esta experiencia educativa.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1111299

Retrato de una ‘Conferencia’ Quetzalteca: Una Exploración de la Flexibilidad Metodológica en Contextos de Investigación Latinoamericanos.

Phiona Stanley, UNSW Australia
phiona.stanley@unsw.edu.au

Estoy en Quetzaltenango, Guatemala, preparando ‘la Conferencia’, que es lo que ahora llamamos el grupo de enfoque en el que iba a preguntar a los estudiantes internacionales sobre sus experiencias de estudiar español aquí. Mi ‘focus group’ ha sido escrito en la pizarra de eventos, donde se ha convertido en la altanería titulada ‘Conferencia sobre la interculturalidad’. En el último momento, el director me pide presentarla en español tanto como en inglés, para que los profesores pueden involucrarse también. Le digo ¿cómo no?, sonriendo, aunque preocupada. Y ahora, en la aula, llegan los estudiantes, y siguen llegando, hasta 40 personas, maestros guatemaltecos y estudiantes estadounidenses. Entonces: no será un focus group exactamente. Pero la sesión es bastante útil para mi investigación. En pintar este retrato del evento, quiero explorar el tema de hacer investigaciones en contextos impredecibles e interculturales, y subrayar la importancia de la flexibilidad metodológica en contextos Latinoamericanos.

PROGRAMA SESIONES DE TRABAJO POR MESAS TEMÁTICAS

MIÉRCOLES 18 DE MAYO
HORA 2.30 a 3.50

Mesa 1. Investigación cualitativa en salud:
COORDINADORA: Patricia Mastache-Villalobos

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112733

Gestion en Salud Publica: aportes desde Latinoamerica

Deisy Jeannette Arrubla, Maestria de Salud Publica, Universidad Santo Tomas, Magnolia del Pilar Ballesteros, Universidad Santo Tomás, and Esneider Pesca Polanco, Facultad de Economía, Universidad Santo Tomas

djarrublas@gmail.com;pilarballk@gmail.com;esneiderpesca@usantotomas.edu.co

La ponencia presenta resultados parciales del proyecto de investigación sobre marcos epistemico-teoricos sobre gestión en salud pública en latinoamerica en el periodo 1990-2014. Se señalan los aportes de los trabajos empíricos que se inscriben en corrientes críticas de las propuestas hegemónicas que han acompañado las reformas neoliberales de los sistemas de Seguridad social iniciadas en America Latina a finales de 1988. Se realizo búsqueda en bases de datos como Jstor, Medline, Hinary. Incluye un proceso reflexivo de los investigadores haciendo uso de diario de campo, lo cual ha permitido una mejor discusión de las posturas relacionadas con derecho a la salud y gestión en salud pública. También se señalan las categorías emergentes ordenadas en aspectos como: derecho a la salud y justicia social sanitaria; gestion en salud publica y participación ciudadana, y la subjetividad de los investigadores en el proceso.

Individual Paper: Spanish or Portuguese Submissions

Paper ID Number: 1112941

Contexto Historico en el Analisis de las Politicas para el Envejecimiento

Deisy Jeannette Arrubla, Maestria de Salud Publica, Universidad Santo Tomas

djarrublas@gmail.com

La ponencia retoma el marco teórico-metodológico de la tesis doctoral Asistencialismo y vejez en épocas neoliberales: Caso Colombia, para discutir el lugar analítico del contexto histórico en el análisis de la política social para el envejecimiento en sociedades con mínimas coberturas de sistemas de seguridad social. Se propone que el contexto situado es un mediador en la explicación que permite comprender configuraciones concretas de la política. Se analiza el lugar que este tiene en algunas posturas: interpretativas y críticas, así como las fronteras y límites. Se señalan las posibles combinaciones de técnicas de información para la construcción del contexto y de los espacios de micropoder social generados por las políticas de focalización, donde se

reproduce la vida cotidiana de los sujetos.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1131161

Incentivos a la productividad y efectos en la salud en académicos(as)
universitarias

María Patricia Reséndiz, Universidad Autónoma de Ciudad Juárez
patresendi@hotmail.com

Desde algunas décadas, las Instituciones de Educación Superior en México, incorporaron la política de evaluación y productividad. Partiendo de ello, se presentan las dificultades y complejidades para el trabajo de investigación sobre la política de incentivos al desempeño académico y los riesgos y repercusiones que incorporó en esta población. El método planteado fue mixto y tanto para el levantamiento de la información cuantitativa como cualitativa, uno de los primeros problemas a sortear fue la reticencia de los posibles informantes, a expresar cuestiones institucionales sobre las condiciones y exigencias laborales a que estaban expuestos. Desde la perspectiva de la institución, hubo problemas para acceder a la información que serviría de insumo para la investigación, a pesar de haberse autorizado. Se exploraron los autoconceptos de salud y los significados de los estímulos económicos que han llevado a la des-homologación salarial que llega a alcanzar hasta un 60% del total de los ingresos.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113642

Pluralismo Terapéutico entre Biomédicos de la Ciudad de Querétaro,
México

Patricia Mastache-Villalobos, Universidad Nacional Autónoma de México, and Javier Eduardo García de Alba-García, Instituto Mexicano del Seguro Social
patymastache@gmail.com;javier.garciaal@imss.gob.mx

Se inicia una línea de investigación que pretende contribuir al conocimiento del fenómeno del pluralismo terapéutico entre algunos biomédicos en la Ciudad de Querétaro, México y mostrar qué es lo que está surgiendo en términos de construcción de otras formas de atención médica. El objetivo general de este estudio es analizar los

motivos por los cuales algunos biomédicos están practicando pluralismo terapéutico durante su asistencia profesional al proceso salud/enfermedad. Los resultados sugieren que los biomédicos que practican pluralismo terapéutico entre la biomedicina y las Medicinas Integrativas/ Complementarias/Alternativas (MICA), han resignificado sus saberes sobre la práctica biomédica adquirida durante su preparación académica, debido a insatisfacciones profesionales y posiblemente a intereses socio-económicos, con el fin de generar otros saberes médicos más cercanos a sus expectativas personales.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1115834

Proceso de atención de enfermería en fractura de cadera sometida a reducción interna con fijadores externos

Karla Isabel Zerna, UNIVERSIDAD DE GUAYAQUIL, Evelyn Adriana Rugel, UNIVERSIDAD DE GUAYAQUIL, and Jessenia Stefania Zerna Leal, Universidad Estatal de Guayaquil
karla.zl@hotmail.com; earz98@gmail.com; jessenia_palabra@hotmail.com

El presente estudio de caso se realizó en un adulto mayor en estado crítico con diagnóstico médico de convalecencia con fractura pertrocantérea, atendida en la sala Santa Teresa. Se utilizó el Modelo Conceptual de Virginia Henderson aplicado a los pacientes con tracción musculoesquelética en miembros inferiores en el caso elegido, esta provee una serie de resultados en cuanto a la alteración de la mayoría de las necesidades básicas de estos pacientes debiendo ser aplicado en la Atención de Enfermería sirviendo como herramienta indispensable para facilitar los cuidados, complementándolo con la valoración neurológica. La metodología establecida fue con la NANDA en la emisión de diagnósticos, la clasificación de los resultados de Enfermería (NOC), la Clasificación de las Intervenciones de Enfermería (NIC) para la planificación del cuidado. Utilizando la red de razonamiento clínico para la resolución del caso, según el modelo AREA (Análisis de Resultados del Estado Actual), propuesto por Pesut.

Mesa 3. Investigación cualitativa en contextos comunitarios y educativos:

COORDINADOR: Luis Felipe González Gutiérrez

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112975

Experiencia de sí y dispositivos pedagógicos para comprender las prácticas docentes

Patricia Judith Moreno, Universidad de la Salle
patmoreno@unisalle.edu.co

Se presenta la investigación narrativa desde el análisis de 48 relatos sobre prácticas docentes siguiendo los aportes teóricos de Jorge Larrosa (1995) a propósito de la relación entre tecnologías del yo y educación. Se presenta la comprensión de la “experiencia de sí” y “dispositivos pedagógicos” y enseguida se analizan las prácticas docentes reconocidas en los relatos de profesores, estudiantes, orientadoras y madres. Los relatos serían una suerte de “doble”, un espejo, un modo de exteriorización del sujeto en el discurso, pero que, a la vez, serían más bien “una interiorización del afuera” según lo refiere Larrosa (1995) citando a Deleuze. Así, los relatos son analizados desde cinco dimensiones: 1. Dimensión óptica 2. Dimensión discursiva. 3. Dimensión jurídica. 4. Dimensión narrativa. 5. Dimensión práctica, que corresponden a las preguntas ¿cómo me veo? ¿cómo me expreso?, ¿cómo me juzgo?, ¿cómo me narro? Y ¿cómo me domino?

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113344

Los maestros de enseñanza básica en México y su práctica pedagógica

Magda Garcia, Universidad Autónoma de Nuevo León
magda.garciaq@uanl.mx

La generación de ambientes para el aprendizaje en las escuelas públicas mexicanas rebasa la presencia de docentes aislados, la escuela es un proyecto colectivo con un rumbo social, que requiere estructura intelectual y material, programas inteligentes y procesos de participación creativa, crítica y exigente de diversos actores, no sólo los docentes. Nuestro objetivo fue indagar acerca del docente y su vida cotidiana a través del recuerdo estimulado por medio de videos sobre su interacción en el aula en centros educativos ubicados al norte de México. Las categorías analizadas parten de las Representaciones Sociales desde donde podemos construir un puente entre lo que nos encontramos empíricamente y el análisis de la teoría. No existiendo categorías previas se definieron empíricamente y se seleccionaron las que aquí se presentan:

- Los libros de Texto Gratuitos y las representaciones colectivas
- La importancia del espacio aúlico
- El significado de las Tic en la función docente

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113142

Constitución de Subjetividad y Educación matemática: una mirada arqueológica

Carlos Alberto Garzón, Docente investigador
cgarzon99@hotmail.com

Se explora en este documento la relación compleja entre las matemáticas escolares en Colombia y la constitución de subjetividad en el periodo histórico 1995- 2013. Se Utiliza como herramienta de investigación la Arqueología. Se muestra el papel central de la educación matemática en la construcción del sujeto normalizado y acorde con las pretensiones del mercado neoliberal. Se cuestiona el uso corriente –naturalizado- de las matemáticas escolares como elemento sustancial de las políticas internacionales para el desarrollo.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112451

Ser Criança através da Música: Caminhos e Possibilidades na Ação Criativa em sala de aula

Ana Veloso, CIPEM/INET-md - Escola Superior de Educação do Porto, Instituto Politécnico do Porto
anaveloso@ese.ipp.pt

A presente comunicação apresenta-se como uma reflexão sobre as práticas por mim utilizadas, enquanto professora e investigadora, ao longo de diversos projetos de criação musical desenvolvidos com crianças do 1º Ciclo do Ensino Básico em Portugal. O seu principal objetivo é analisar as características comuns a essas mesmas práticas que se revelaram potenciadoras de trajetos assentes no crescimento pessoal e social das crianças, e no desenvolvimento da sua imaginação e espírito crítico. Enquadrada claramente dentro de um paradigma qualitativo e da pedagogia crítica procurarei evocar pontos de encontro, de diálogo, e de novas reflexões, entre professores e investigadores, bem como toda uma discussão que se quer urgente acerca do lugar da música e das artes nos currículos das nossas escolas.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113381

Narrativas transmedia y construccionismo social: experiencias para la construcción de nuevas subjetividades

Luis F Gonzalez, Universidad Santo Tomás
luisgonzalez@usantotomas.edu.co

El objetivo de esta ponencia es reflexionar sobre los aportes de las narrativas transmedia y los alcances metateóricos del construccionismo social, a partir de un ejercicio realizado con estudiantes de psicología, de la Universidad Santo Tomás. La investigación lleva por título: Comprensión del uso y apropiaciones de las TIC del Programa de Psicología en la comunidad universitaria de la USTA y su objetivo implica comprender el uso de diferentes TIC en la manera como se comprende el rol del psicólogo colombiano y sus relaciones con la academia. Se realizó un ejercicio transmedia, de construcción colectiva de historias, con una metodología cualitativa (Análisis categorial). Se concluye la eficacia de esta estrategia al contar historias, para la simulación de experiencias de la vida cotidiana y la formación de futuros psicólogos en Colombia.

PROGRAMA SESIONES DE TRABAJO POR MESAS ESPECIALES

MIERCOLES 18 DE MAYO
HORA 2.30 a 3.50

Panel: Spanish or Portuguese Submissions
Panel ID Number: 1131098

El contexto empresarial y su relación con el perfil de los administradores formados en instituciones de educación superior. ies, región sabana del caribe colombiano

(Session Organizer) Francia Helena Prieto Baldovino, Corporacion Universitaria del Caribe. francia.prieto@cecar.edu.co

Se pretende dar a conocer la relación del contexto empresarial al momento de diseñar las propuestas curriculares de los programas de administración, teniendo en cuenta la alta demanda, convirtiéndose en una problemática que ha trascendido de las discusiones en los espacios académicos enfrentándose al desconocimiento sobre el perfil de los

egresados, y al verdadero sentido de los estudios profesionales de administración.

En tanto, la dinámica que ha permeado el programa de administración perfila algunos problemas asociados entre los cuales se encuentra: La vasta difusión por parte de las instituciones de educación universitaria, la poca pertinencia social, y la invisibilidad del sector público desde el currículo. En el actual contexto, las IES siguen en deuda con este rol, llevándonos a explorar, cómo se han diseñado y rediseñado las propuestas curriculares en las instituciones de educación superior, buscando la relación y respuesta a las necesidades endógenas de la región Caribe Colombiana.

Panel: Spanish or Portuguese Submissions

Panel ID Number: 1131107

La práctica docente en los programas de administración de empresas: caso instituciones de educación superior, ciudad de sincelejo, caribe colombiano

(Session Organizer) Francia Helena Prieto Baldovino, Corporacion Universitaria del Caribe. francia.prieto@cecar.edu.co

El presente estudio se centra en la ciudad de Sincelejo, Colombia. En esta ciudad ofrecen el programa de Administración de Empresas siete Instituciones de Educación Superior (IES) en la modalidad presencial y a distancia. Se detecta que algunos estudiantes de estas IES matriculados en los últimos semestres, muestran debilidad tanto en el manejo de conceptos administrativos como en el desarrollo de las competencias generales y específicas del programa. La problemática existente es notoria en la mayoría de las IES de esta subregión; esto hace que el proceso de enseñanza sea evaluado en las instituciones donde se ofrece el programa, a fin de buscar la adecuación en el perfil de los egresados, el cual es definido en el plan de estudios y conocido por estudiantes, docentes, egresados y empresarios, pero que a la hora de egresar la realidad muestra diferencias, existiendo un choque entre el perfil ocupacional y la realidad empresarial de la zona.

PROGRAMA SESIONES DE TRABAJO POR MESAS TEMÁTICAS

MIÉRCOLES 18 DE MAYO

HORA 4.00 a 5.20

Mesa 1. Investigación cualitativa en salud:

COORDINADORA: Margarita Poblete

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1130836

Percepción de Duelo y Muerte en estudiantes de Enfermería

Margarita Carmen Poblete Troncoso, Universidad Católica del Maule
margaritapo@gmail.com

La enfermera es el profesional encargada de los cuidados de las personas, es en esta etapa final de la vida en que además de competencias cognitivas, procedimentales y actitudinales se requiera de una profunda formación humana y valorica para afrontar este proceso
Objetivo: Conocer la percepción de los estudiantes de enfermería de la Universidad Católica del Maule frente al duelo y la muerte.

El estudio se enmarca bajo el paradigma cualitativo es descriptivo e interpretativo se utilizó el método fenomenológico con el propósito de obtener un acercamiento a las percepciones de los estudiantes. La información se obtiene a través de reflexiones grupales entrevistas semiestructurada en estudiantes del cuarto y séptimo semestre de la carrera.

Los resultados revelan que los estudiantes en sus reflexiones grupales e individuales emergen vivencias de pérdidas de seres queridos, así como de sus pacientes en que se generan emociones de angustia, impotencia tristeza, y temor.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1131195

Vitalidad emocional en cuidadores familiares de niños con enfermedades crónicas

Filiberto Toledano-Toledano, Hospital Infantil de México Federico Gómez, and Laurie D. McCubbin, University of Louisville, KY, USA
yosoyfiliunam@gmail.com;laurie.mccubbin@louisville.edu

La vitalidad emocional del cuidador familiar es un proceso que favorece la capacidad de adaptarse positivamente y persistir con éxito en los roles del cuidado, pues contribuye al bienestar y a su calidad de vida (Toledano-Toledano, 2015). Participaron 42 cuidadores de niños en condiciones crónicas complejas, mediante entrevista temática se exploró la calidad de vida, el bienestar y la vitalidad durante las tareas de cuidado. Un análisis de contenido reveló 4 dimensiones asociadas a la vitalidad emocional, la primera es que la experiencia del cuidado es gratificante y benéfica para el cuidador pues contribuye al bienestar,

una segunda dimensión es la vivencia de emociones positivas, humor y satisfacción durante el cuidado, la tercera dimensión sugiere la oportunidad de generar nuevas habilidades sociocognitivas como resultado del cuidado, y la cuarta dimensión se refiere a la gestión de la respuesta resiliente a través del apoyo social percibido, expresivo e instrumental.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1131207

Dimensiones semánticas del funcionamiento familiar ante la enfermedad crónica

Filiberto Toledano-Toledano, Hospital Infantil de México Federico Gómez, and Laurie D. McCubbin, University of Louisville, KY, USA
yosoyfiliunam@gmail.com;laurie.mccubbin@louisville.edu

La enfermedad crónica pediátrica implica adversidad, riesgo y vulnerabilidad para las familias, por ello, es necesario que las familias y los cuidadores adquieran un funcionamiento autónomo saludable que les permita trascender el evento adverso (Toledano-Toledano, 2015). Se realizó una entrevista semiestructurada dirigida a 16 padres y madres de niños hospitalizados. El guión de entrevista exploró el ambiente familiar, la cohesión-adaptabilidad, problemas en las reglas-expresión de sentimientos y la hostilidad percibida. Los resultados indicaron que a pesar de la etiología de la enfermedad, surgen problemas relacionados con el funcionamiento familiar, los roles, las reglas y las prácticas de crianza en los niños y hermanos del paciente; que la cronicidad pediátrica tiene efectos en el desgaste del cuidador, el ambiente familiar y los cambios en el ciclo de vida de las familias. Los entrevistados reportaron vulnerabilidad en los procesos familiares y en los vínculos afectivos que amenazan el bienestar familiar.

Mesa 3. Investigación cualitativa en contextos comunitarios y educativos:
COORDINADORA: Edith Cohernour

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113571

The MOOCs as emerging shape of learning in Knowledge societies.
Hermeneutic analysis on two digital tools: Scoop.it and ResearchGate.

Julio Rojas, Universidad Santo Tomás
mesa.julio@gmail.com

Many ways of culture and society have been modified with the coming to the Knowledge societies paradigm. The Cyberculture citizenship is showing a citizen with expressions both organization and involvement. Those issues are integrating both environments physics and digital. The social and cultural organizations shape and features are reticulated. In this way, the main unit of analysis is the social network, where person and collectivity alternate your hierarchy. The knowledge and its ways of acquisition, transmission and production, reflect also the rizomatic order of our time. The learning is the best metaphor to define the knowledge. This work show this context through of hermeneutic analysis experience about the MOOCs (Massive Open Online Courses), like emergent shapes of learning on knowledge societies, in two academic communities who have defined this phenomena through two digital tools: Scoop.it and ResearchGate.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113477

Infoentretenimiento Transmedia para la Movilización Social Aplicados al Acuerdo de Paz Colombiano

Luis Eduardo Gomez, Universidad de Antioquia - Universidad Eafit, and Juan David Correa, Universidad Eafit
luisedugo@gmail.com;juandavidcorrea0@gmail.com

Juan Correa Maestría en Comunicacion Transmedia, Universidad Eafit.
Luis Gomez Facultad de Comunicaciones, Universidad de Antioquia,
Maestría en Comunicacion Transmedia, Universidad Eafit.

La propuesta de investigacion gira en torno al uso de modelos de infoentretenimiento y de las narrativas transmedia para generar procesos de comunicacion bajo contenidos emocionales desde el drama y el humor, buscando explicar los 6 puntos de acuerdo logrados entre el Gobierno Nacional y la guerrilla de las FARC (reforma agraria integral, participacion en politica, narcotrafico y cultivos ilicitos, sometimiento a la justicia, acuerdo definitivo sobre victimas, e implementacion, verificacion y refrendacion). El objetivo es que haya una adecuada apropiacion del discurso por parte de quienes estan y no estan a favor del acuerdo y que, manteniendo una posicion critica frente al mismo, entren en el dialogo que permita una construccion colaborativa del postconflicto.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113479

Educar para el mercado en tiempos de neoliberalismo. Las apuestas de desarrollo en el siglo XXI en la ciudad de Medellín (Colombia)

John Fernando Macias-Prada, Universidad Eafit
jfmacias@outlook.com

Esta ponencia presenta los resultados de una investigación en curso sobre la formación de ciudadanos emprendedores en la ciudad de Medellín (Colombia). Esta ciudad se encuentra transitando por un proceso de recuperación social, económica, cultural y política desde hace unos 20 años, como medio para superar las secuelas de la violencia y narcotráfico vividos en la década de los ochentas; esto ha implicado una profunda alineación con principios neoliberales que hoy reclaman la formación de unos ciudadanos orientados al mercado, cuya gestión de su vida personal y colectiva pase por reivindicar los principios del mercado y la creación de empresa. Esta investigación da cuenta de algunos resultados del trabajo de campo realizado con jóvenes universitarios que han sido formados como emprendedores bajo la égida del discurso neoliberal implantado, mostrando la tendencia en las prácticas de enseñanza y el papel de la educación en el posicionamiento de este discurso.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113458

Concepciones sobre la calidad educativa en una universidad privada en el sureste mexicano

Rys May-Canul, Universidad Privada de la Península, and Edith J. Cisneros-Cohernour, Universidad Autonoma de Yucatan
rys06@hotmail.com;ecohermour@gmail.com

Esta ponencia presenta los resultados preliminares de un estudio que examina las concepciones de calidad educativa, los factores que influyen en ésta y sus implicaciones, en el contexto de una universidad privada en Yucatán, México. La investigación se desarrolla en la modalidad de estudio de caso y contribuye a la comprensión del significado del constructo calidad educativa, el análisis de los principales factores que contribuyen a la calidad en el centro educativo y sus implicaciones para el aprendizaje de los estudiantes. La recolección de datos involucra análisis documental, observaciones, entrevistas semiestructuradas y grupos de enfoque con los principales actores en la organización

educativa. Los resultados del estudio permitirán determinar en qué medida las concepciones externas de calidad, que enfatizan procesos de rendición de cuentas, satisfacen las necesidades de calidad del centro educativo.

PROGRAMA SESIONES DE TRABAJO POR MESAS ESPECIALES

MIERCOLES 18 DE MAYO

HORA 4.00 a 5.20

Panel: Spanish or Portuguese Submissions

Panel ID Number: 1103129

Barreras para atención a signos y síntomas de cáncer gástrico Santander, Colombia 2015

(Discussant) Andres Felipe Vasquez, UNAB; (Session Organizer) Maria Camila Gomez, UNAB; (Discussant) David Leonardo Reyes, UNAB; (Discussant) Claudia Janeth Uribe, UNAB; (Discussant) Angelica Maria Amado, Universidad Industrial de Santander, Universidad Autonoma de Bucaramanga

avasquez23@unab.edu.co, mgomez567@unab.edu.co, dreyez75@unab.edu.co, Curibep@unab.edu.co, anmarie34@gmail.com

El cáncer gástrico (CG) es un problema de salud pública por las altas tasas mundiales de mortalidad; en el Área Metropolitana de Bucaramanga (AMB) causa el 15,2% de defunciones por cáncer. Su sintomatología es inespecífica, y hay ausencia de un tamizaje adecuado actualmente. Objetivo: Describir las barreras para la atención de signos y síntomas percibidas por adultos con CG, cuidadores y médicos tratantes. Metodología: fase exploratoria, cualitativa, muestreo teórico, método de análisis teoría fundamentada. Resultados: adultos con signos y síntomas de CG enfrentan barreras: administrativas-institucionales por fragmentación y segmentación del sistema de salud; y culturales, de información y conocimiento. Conclusión: Estas barreras afectan la oportunidad diagnóstica y la supervivencia; y determinan la respuesta familiar y de actores en salud ante la enfermedad.

Panel: Spanish or Portuguese Submissions

Panel ID Number: 1103144

Barreras para el diagnóstico y tratamiento percibidas por adultos con cáncer gástrico, cuidadores y médicos Santander, Colombia

(Session Organizer) Leydi Yurani Mantilla, UNAB; (Session Organizer) Dely Maria Maturana, UNAB; (Discussant) Diana Carolina Ospina, UNAB; (Discussant) Claudia Janeth Uribe, UNAB; (Discussant) Angelica Maria Amado, Universidad Industrial de Santander, Universidad Autonoma de Bucaramanga
lmantilla37@unab.edu.co, Dmaturana2@unab.edu.co, Dospina889@unab.edu.co, Curibep@unab.edu.co, anmarie34@gmail.com

El cáncer gástrico (CG) es problema de salud pública por altas tasas mundiales de mortalidad y alta letalidad en el Área Metropolitana de Bucaramanga. Para describir barreras de atención en diagnóstico y tratamiento del CG en Santander-Colombia, se realizó etapa exploratoria, cualitativa, enfoque hermenéutico, muestreo teórico de adultos con CG sus cuidadores y médico tratante; método de análisis Teoría Fundamentada. Se encontraron: Barreras administrativas-institucionales secundarias a estructura y funcionamiento del sistema de salud obstaculizantes de oportunidad diagnóstica y terapéutica; además cultural, de información y conocimiento que dificultan identificar síntomas. Estas barreras determinan la respuesta familiar y de actores en salud; aumentan carga emocional por la enfermedad; vulneran derechos y menoscaban la calidad de vida de adultos con CG y familiares.

PROGRAMA SESIONES DE TRABAJO POR MESAS ESPECIALES

JUEVES 19 DE MAYO
HORA 8.00 a 9.20

Panel: Spanish or Portuguese Submissions
Panel ID Number: 1131190

Pedagogía crítica e investigación cualitativa en tiempos neoliberales

(Session Organizer) Sandra Vega Villarreal, Universidad Pedagógica Nacional del Estado de Chihuahua. svegavillarreal@gmail.com

Esta presentación expresa algunas reflexiones de cómo la pedagogía crítica apoyada en los principios y en la aplicación de herramientas de la investigación cualitativa, como la autoetnografía crítica y la investigación - acción. Esto posibilita conocer y transformar la realidad educativa, así como una serie de problemas que enfrentan los grupos socialmente vulnerables. La posibilidad se genera en tanto que ésta vinculación facilita identificar la problemática que enfrentan

los actores educativos y sociales. Con las aportaciones de propuestas muy específicas de la investigación cualitativa se logra consolidar un proceso educativo crítico que les permite a los involucrados en los fenómenos sociales alcanzar una concienciación y actuar en busca de su transformación, pero esto será posible si se adopta un posicionamiento crítico.

Panel: Spanish or Portuguese Submissions
Panel ID Number: 1112476

Biografía y Discurso en Investigación Curricular en Latinoamérica

(Session Organizer) Silvia Teresa Morelli Gasó, Universidad Nacional de Rosario
silviatmorelli@gmail.com

La investigación curricular está principalmente conducida en dialogo con distintas metodologías cualitativas. Relación que es subsidiaria y recíproca entre las distintas perspectivas de investigación. En la historia de los estudios curriculares, Jackson (1968) introdujo los estudios etnográficos, Pinar y Grumet (1976) desarrollaron un método autobiográfico y otros muchos ejemplos pueden darse en relación con fenomenología, análisis de discurso, estudio de casos. Este panel reúne a académicos latinoamericanos y propone presentar los desarrollos metodológicos alcanzados en diversas regiones. Inscriptos en los Estudios del Curriculum, se presentan investigaciones elaboradas desde los espacios biográficos y el análisis de discurso. Pretende generar un espacio de debate metodológico donde se compartan e intercambien ideas sobre la investigación curricular, contribuyendo a la consolidación de esta área en América Latina.

Panel: Spanish or Portuguese Submissions
Panel ID Number: 1112815

Curriculum latinoamericano: la unidad en la dispersión y la diferencia

(Session Organizer) Bertha Orozco-Fuentes, UNAM-IISUE; (Chair) Bertha Orozco-Fuentes, UNAM-IISUE; (Discussant) Ana Laura Gallardo, UNAM-IISUE; (Discussant) Alicia De Alba, UNAM-IISUE; (Discussant) David Pérez-Arenas, ISCEEM
bof1950@gmail.com, bof1950@gmail.com, anag800@yahoo.com, aliciadealba@gmail.com, pearenas@prodigy.net.mx

Somos cuatro investigadores de universidades públicas mexicanas, trabajamos en el campo del curriculum con una perspectiva

latinoamericana abierta y plural, agrupados en el “Seminario interinstitucional Curriculum y Siglo XXI”, que desde hace veinticinco años reúne a unos veinte miembros de universidades mexicanas y tres latinoamericanas, con sede en el Instituto de Investigaciones sobre la Universidad y la Educación de la UNAM.

Desarrollamos diversos enfoques de investigación cualitativa, pudieran parecer una dispersión de miradas, teorías y metodologías, pero en conjunto configuran una unidad al abordar al curriculum latinoamericano como un caleidoscopio de historias, enfoques, problemáticas, producciones, etc., con un claro posicionamiento reflexivo, crítico social y político.

Panel: Spanish or Portuguese Submissions

Panel ID Number: 1131330

Investigación social crítica y violencia en contextos latinoamericanos. ¿crisis de representación o futuro fracturado? Las dos caras del presente en la Investigación cualitativa.

(Session Organizer) Pamela Zapata-Sepúlveda, Universidad de Tarapacá; (Discussant) SARAH AMIRA DE LA GARZA, Arizona State University; (Discussant) Luis Felipe González, Universidad Santo Tomás; (Discussant) Mirliana Ramírez, Departamento de Enfermería, Facultad de Medicina, Universidad de Chile; (Discussant) Yvette D Castañeda, University of Illinois at Urbana-Champaign; (Discussant) Norman Denzin, Univ of Illinois; (Discussant) Pamela Zapata-Sepúlveda, Universidad de Tarapacá
pzapatas@uta.cl, delagarza@asu.edu, lfgonzalezg@gmail.com, mramirezpe@uc.cl, ycastan2@illinois.edu, n-denzin@illinois.edu, pzapatas@uta.cl

Mediante el uso de autoetnografía performativa se representan viajes por distintos escenarios y momentos de la investigación cualitativa actual y sus implicancias en Latinoamérica para el estudio de la violencia en tiempos violentos, en sistemas académicos determinados por el neoliberalismo. Un viaje a través del tiempo desde lo teórico a lo aplicado, en un mundo global conectado en el que todos debemos lidiar con las exigencias de un sistema que nos obliga a producir papers como fin último, pero en donde es posible crear espacios para construir nuevas realidades que promuevan la transformación social por un mundo más justo.

PROGRAMA SESIONES DE TRABAJO POR MESAS TEMÁTICAS

JUEVES 19 DE MAYO
HORA 9.30 a 10.50

Mesa 1. Investigación cualitativa en salud:
COORDINADORA: Alina Marín Cárdenas

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1131008

“Percepciones Sociales sobre desnutrición infantil en un grupo de madres bilingües maya hablantes en el estado de Yucatán”

Alina Marín Cárdenas, Universidad Autónoma de Yucatán, Victor Escalante Hernandez, Universidad Autónoma de Yucatán, Carlos Castro Sansores, Universidad Autónoma de Yucatán, Zulema Cabrera Araujo, Universidad Autónoma de Yucatán, and Andres Santana Carvajal, Universidad Autónoma de Yucatán
dione1975@hotmail.com;hescala@correo.uady.mx;castros@correo.uady.mx;zcabrera@correo.uady.mx;asantanacarvajal@correo.uady.mx

En Yucatán la malnutrición es frecuente en comunidades habitadas por población maya con una cultura propia de la región consideradas poco adecuadas por personal de salud. Objetivo:Identificar percepciones sociales sobre la desnutrición infantil en un grupo de madres bilingües en Yucatán.Se estudiaron creencias, percepciones y representaciones sociales, prácticas y actitudes relacionadas con la desnutrición infantil en madres con niños menores de cinco años de edad de las comunidades de Kaua y Cuncunul,Yucatán. La muestra se integró por veintisiete madres. Los datos fueron recolectados talleres participativos.Se identificaron elementos socio-demográficos y culturales.Se encontró que las madres con creencias populares limitan el tratamiento médico-nutricional de la desnutrición.Las recomendaciones dietéticas por el equipo de salud no fueron adoptadas por las madres, debido a que no correspondían con sus creencias culturales.Los resultados de la confrontación cultural del personal de salud con las creencias populares y con el rechazo de algunas recomendaciones dietéticas sugieren falta de negociación cultural.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1131210

Resiliencia familiar en contextos de enfermedad crónica

Carmen De La Cruz Nava, Universidad Autónoma del Estado de

Morelos, and Filiberto Toledano-Toledano, Hospital Infantil de México Federico Gómez
silvia1phd@gmail.com;yosoyfiliunam@gmail.com

La enfermedad crónica pediátrica constituye un acontecimiento vital que implica adversidad, riesgo y vulnerabilidad, ya que trasciende la vida del paciente y su familia (Toledano-Toledano, 2015). Con el objetivo de encontrar evidencia histórica, teórica, clínica y empírica del constructo de resiliencia en contextos de enfermedad crónica pediátrica, se desarrolló una revisión de la literatura científica internacional. Los principales hallazgos de los 356 artículos científicos leídos, revisados y seleccionados confirman que las familias en contextos de enfermedad crónica pediátrica son un grupo en situación de vulnerabilidad, y que la resiliencia en el contexto del cuidado de los niños con enfermedades crónicas se caracteriza por la interacción entre los factores individuales, familiares y socioculturales. Estas dimensiones de la resiliencia familiar constituyen los aspectos centrales, pues contribuyen favorablemente a desarrollar procesos de investigación e intervención en funcionamiento familiar y calidad de vida en cuidadores familiares de niños que viven en condiciones crónicas complejas.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1131213

Bienestar subjetivo en familias con enfermedades crónicas

Diego Villarreal Flores, Universidad Azteca Plantel Chalco, and Filiberto Toledano-Toledano, Hospital Infantil de México Federico Gómez
sanjuan2820@outlook.com;yosoyfiliunam@gmail.com

La enfermedad crónica pediátrica representa un acontecimiento vital que implica adversidad, riesgo y vulnerabilidad ya que trasciende la vida individual, familiar y sociocultural (Toledano-Toledano, 2015). El bienestar subjetivo tiene tres dimensiones: afecto positivo, afecto negativo y satisfacción con la vida Diener (1984, 2009). Con la finalidad de diseñar y construir una escala de bienestar subjetivo en cuidadores desde investigación cualitativa, se desarrolló un estudio instrumental metodológico, para la fase exploratoria participaron 38 cuidadores familiares de niños con enfermedad crónica, la saturación del contenido (Izcara, 2007) ayudó a determinar cinco grupos focales, que mediante la técnica de entrevista individual se exploró el significado psicológico (Krueger, 1998; Lewis, 2004), la fase cualitativa permitió identificar las dimensiones semánticas del constructo de bienestar subjetivo, las cuales surgieron a partir de lo que la literatura de investigación ha reportado, posterior a un análisis de contenido y con las categorías semánticas se diseñaron 42 ítems.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1131216

Resiliencia ante la enfermedad: una revisión de la literatura científica

Raúl Peña Martínez, Centro de Información en Ciencias Médicas de Santiago de Cuba, and Gustavo Adolfo Gonzalez Reyes, Universidad Autónoma del Estado de Morelos
raulpm@medired.scu.sld.cu;ericmexico@hotmail.com

La enfermedad crónica pediátrica constituye un acontecimiento vital que implica adversidad, riesgo y vulnerabilidad, ya que trasciende la vida del paciente y su familia (Toledano-Toledano, 2015). Con el objetivo de encontrar evidencia histórica, teórica y empírica del constructo de resiliencia en contextos de enfermedad crónica pediátrica, se desarrolló una revisión de la literatura científica internacional. Los principales hallazgos de los 356 artículos científicos leídos, revisados y seleccionados confirman que las familias en contextos de enfermedad crónica pediátrica son un grupo en situación de vulnerabilidad, y que la resiliencia en el contexto del cuidado de los niños con enfermedades crónicas se caracteriza por la interacción entre los factores individuales, familiares y socioculturales. Estas dimensiones de la resiliencia familiar constituyen los aspectos centrales, pues contribuyen favorablemente a desarrollar procesos de investigación e intervención en funcionamiento familiar y calidad de vida en cuidadores familiares de niños que viven en condiciones crónicas complejas.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1131217

Desarrollando Resiliencia familiar ante la enfermedad

Carlos Hugo Hernández Bueno, Universidad Autónoma del Estado de Morelos
vero1562@outlook.com

La resiliencia ante la enfermedad es un proceso de adaptación positiva para superar la adversidad pues permite a los cuidadores familiares adaptarse y persistir en sus roles de cuidador con bienestar físico, emocional y social (Toledano-Toledano, 2015). Por tanto, la promoción de la resiliencia es un aspecto de la atención psicosocial que favorece a los pacientes y el bienestar familiar. Con el objetivo de indentificar los aspectos teóricos y empíricos de un modelo de promoción social de la resiliencia. Se realizó un análisis cualitativo a través de una entrevista temática a 32 padres de niños con cáncer. Los resultados sugieren que para promover la resiliencia en contextos de enfermedad crónica

pediátrica, se deben incorporar la historia familiar previa al cáncer, los procesos de transición y adaptabilidad que favorecen el apoyo social percibido, expresivo e instrumental y los estilos de afrontamiento y sus efectos psicosociales en el cuidador familiar.

Mesa 3. Investigación cualitativa en contextos comunitarios y educativos:

COORDINADOR: Omer Calderón

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113536

La logica neoliberal en habitus del campo universitario colombiano

OMER CALDERON, Universidad Distrital Francisco Jose de Caldas
ocalder@udistrital.edu.co

Una serie de estrategias son desplegadas por los agentes del campo universitario colombiano, dirigidas a lograr posiciones dominantes que les permitan acceder al control de recursos económicos, simbólicos y culturales. Estas estrategias se estructuran en modos de pensar y actuar en espacios de toma de decisiones, que configuran habitus cuyo sentido responde a la lógica dominante en el campo de poder, que tiene en el predominio de las reglas del mercado capitalista su núcleo ideológico y político.

Así, se asiste al dominio de una concepción política e ideológica, de corte neoliberal, que imprime tal sentido a las luchas por el capital universitario, y que tiene expresión en el sentido mercantilista de las tomas de posición frente al significado de la calidad de la educación superior, ante las políticas de fomento de la educación terciaria, y sobre los presupuestos de la educación pública y la financiación de la educación privada.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1114208

Analyses of curriculum discourse and genealogical interpretation

Rita Angulo Villanueva, Universidad Autónoma de San Luis Potosí
rodriguezcenobia@gmail.com

I describe my experience in researching about of Mexican higher education's curriculum discourse. Curriculum discourse is assumed as an historical and contextual discourse, that discourse leads social group's aspirations. Curriculum discourse is understood by its historical process to become a today fact. Researching of curriculum is necessary not only as study field but as transformation of practice into designing or reformulation of curriculum. We took the logical articulation (Laclau and Mouffe, 1987), curriculum evaluation and relationship curriculum – society (De Alba, 1991) and genealogy, emergence and precedence (Foucault, 1971) in order to understand how some contextual situations were and how some emergence conditions were displayed.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1127551

Teatro y pedagogia en el aprendizaje del frances como lengua extranjera

Ernesto Nieto-Pidghiray, Universidad Libre
ernesto.nietop@unilibrebog.edu.co

Este trabajo explora el aporte del ejercicio teatral en el aprendizaje del frances como lengua extranjera por parte de hispanohablantes. Se trata de una investigacion basada en artes con enfoque performativo, una experiencia de innovación educativa en pregrado, basada en el aprendizaje colaborativo orientado a proyectos teatrales, desarrollada con una muestra de 10 estudiantes de diversos semestres del programa de Humanidades e Idiomas de la Universidad Libre, Colombia, sede Bogotá.

Este ejercicio no solo permitio conjugar el ser artista-investigador y educador, tambien logro profundizar en el conocimiento de los procesos creativos de los estudiantes y a traves de su dimension colaborativa la articulacion de estrategias comunicativas en frances destinadas a la interaccion entre sus participantes y a la difusion de ese conocimiento, siendo el reto actual trabajar en el como hacer trascender dicho proceso.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1116490

Enseñanza de un segundo lenguaje a estudiantes de nivel superior con deficiencia visual. Caso Estudio UNEMI

Ketty Zoraida Vergara Mendoza, UNEMI, Soledad Puma, UNEMI, and ISABEL AMARILIS LEAL MARIDUEÑA, UNEMI

kiri0831@hotmail.com;sunnylive01@hotmail.com;amarilis_lealm@hotmail.com

La necesidad de educar a las personas con capacidades diferentes llevó a que en el Ecuador se desarrolle todo un programa de inclusión educativa en el 2008, la cual integra a estudiantes de todas las edades y niveles de escolaridad hacia un aprendizaje dirigido a involucrarlos en el desarrollo personal para alcanzar un profesionalismo y ser parte activa de la sociedad sin discriminación alguna. Sin embargo, las limitaciones que los docentes presentan al impartir una clase, por su escasa o nula preparación metodológica especialmente a estudiantes invidentes es un desafío difícil de superar, el objetivo de esta investigación se centra en la búsqueda de metodología apropiada para enseñar un segundo idioma a personas con discapacidad visual de nivel superior. El estudio de caso mide la habilidad para aprender inglés considerando la edad, motivación, capacidad memorística, teniendo como informantes en este trabajo los aprendientes no videntes de la UNEMI.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1127526

Estrategias interactivas- pedagógicas y el aporte a los estudiantes con discapacidad auditiva

Gladys Angélica González, Escuela José Antonino García Cando, Rosita Villaroel, Unidad Educativa Rubira, Piedad Rosaura Freire Garzón, Escuela José Antonino García Cando, and Edison Solano, Escuela José Antonino García Cando
angelsebas@hotmail.com;rositavillarroel@yahoo.es;piedadfreire9@hotmail.com;ediyeisebas@hotmail.com

En la actualidad la inclusión es tema de interés, para la educación en todos los niveles y campos del conocimiento, debiendo tomarse acciones pedagógicas que permitan atender de manera acertada la diversidad presente en las aulas de clases; considerándose al sujeto que aprende y sus individualidades. El Ministerio de Educación ha emprendido acciones en pro de las personas con NEE o en situación de vulnerabilidad enfocados en que tengan las mismas oportunidades de los que no tienen ninguna dificultad. Planteando como objetivo analizar como aportan las estrategias interactivas pedagógicas al aprendizaje de los estudiantes con discapacidad auditiva de 4 a 8 años mediante un estudio de campo que contribuya a una inclusión efectiva al aula regular en las EEB. La metodología utilizada fue cualitativa, siendo los informantes discentes y docentes de las instituciones educativas de Anconcito; los resultados evidencian la importancia de la vocación del

docente.

PROGRAMA SESIONES DE TRABAJO POR MESAS ESPECIALES

JUEVES 19 DE MAYO

HORA 9.30 a 10.50

Panel: Spanish or Portuguese Submissions

Panel ID Number: 1131162

Las fronteras de las voces femeninas en la academia actual

(Session Organizer) Monica Ayala, UABC

mayala94@uabc.edu.mx

Evidenciar las fronteras, invisibles muchas veces para las que vivimos entre éstas, requiere de una reflexión colectiva de las diferentes expectativas, exigencias y condiciones que se nos establecen y nos establecemos simbólicamente y materialmente en el trabajo cotidiano, en la construcción de nuestros objetos de estudio, en la relación con nuestras (os) pares, colegas y amigos que participan en nuestras investigaciones. Además, de los conocimientos corporizados, en/desde nuestros cuerpos de mujer en la búsqueda de un discurso performativo crítico, subversivo

El objetivo de este simposio es compartir las experiencias de y desde las fronteras en prácticas, métodos, epistemologías, entre espacios y países de mujeres investigadoras de España, Chile y México, en un camino anti-domesticado y anti-domesticador

Panel: Spanish or Portuguese Submissions

Panel ID Number: 1129865

Entrevista individual como tecnica de investigacion en el contexto educativo: Revision de literatura

(Discussant) Milyaneth Laureano Vidal, Universidad de Puerto Rico, Recinto de Río Piedras; (Discussant) Isabel Milagros Colon, University of Puerto Rico; (Session Organizer) Maria Elena Santos, University of Puerto Rico, Rio Piedras Campus
milyaneth.laureano@upr.edu, isabelcolon@gmail.com,
m.santosnieves@gmail.com

A través de una revisión de literatura sistematizada se explora las implicaciones de la entrevista individual como técnica de investigación en el contexto educativo. Se evalúa sus ventajas, desventajas y su valor como técnica en la investigación psicológica. Además, se examina los trabajos realizados en contextos educativos de Puerto Rico que utilizaron esta técnica. De este modo se problematiza su uso en el contexto educativo de la isla. El trabajo sirve de trasfondo a dos propuestas metodológicas que utilizan la entrevista individual como técnica de investigación en contextos educativos de Puerto Rico.

PROGRAMA SESIONES DE TRABAJO POR MESAS TEMÁTICAS

JUEVES 19 DE MAYO
HORA 11.00 a 12.20

Mesa 1. Investigación cualitativa en salud:

COORDINADOR: Claudia Domínguez

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1131218

Perspectivas de la adversidad ante la enfermedad

Gustavo Adolfo Gonzalez Reyes, Universidad Autónoma del Estado de Morelos
ericmexico@hotmail.com

La resiliencia ante la enfermedad es un proceso de adaptación positiva para superar la adversidad pues permite a los cuidadores familiares adaptarse y persistir en sus roles de cuidador con bienestar físico, emocional y social (Toledano-Toledano, 2015). Por tanto, la promoción de la resiliencia es un aspecto de la atención psicosocial que favorece a los pacientes y el bienestar familiar. Con el objetivo de identificar los aspectos teóricos y empíricos de un modelo de promoción social de la resiliencia. Se realizó un análisis cualitativo a través de una entrevista temática a 32 padres de niños con cáncer. Los resultados sugieren que para promover la resiliencia en contextos de enfermedad crónica pediátrica, se deben incorporar la historia familiar previa al cáncer, los procesos de transición y adaptabilidad que favorecen el apoyo social percibido, expresivo e instrumental y los estilos de afrontamiento y sus efectos psicosociales en el cuidador familiar.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1131219

Resiliencia en cuidadores familiares de niños con enfermedades crónicas

María Xóchitl Santos Vega, Hospital Infantil de México Federico Gómez, Filiberto Toledano-Toledano, Hospital Infantil de México Federico Gómez, and Laurie D. McCubbin, University of Louisville, KY, USA
vega919@hotmail.com;yosoyfiliunam@gmail.com;laurie.mccubbin@louisville.edu

La cronicidad pediátrica influye en estrés crónico, sobrecarga, bienestar, calidad de vida, funcionamiento familiar y relaciones sociales de los cuidadores (Toledano-Toledano, 2015). Con la finalidad de explorar explorar y describir el significado psicológico de la adversidad, el riesgo y la vulnerabilidad del cuidador familiar de niños con cáncer, se desarrolló un estudio cualitativo mediante la técnica de Redes Semánticas Naturales Modificadas utilizada para obtener el significado psicológico de un constructo (Reyes-Lagunes, 1993), 28 cuidadores respondieron a 4 palabras estímulo: cuidar a mi niño es, por cuidar a mi niño dejo de, cuando cuido a mi niño siento, y cuando cuido a mi niño me apoyo, el análisis de contenido reveló que los cuidadores asumen su rol como un acto de amor y una prioridad, genera satisfacción, alegría, tranquilidad y bienestar. Las áreas de mayor vulnerabilidad son: vida familiar, de pareja y el riesgo en la salud mental.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1099888

El discurso mítico de la discapacidad desde el enfoque estructural propuesto por Levi Strauss

Claudia Teresa Dominguez Chavira, Universidad Autónoma de Ciudad Juárez División Cuauhtémoc, and Patricia Islas Salinas, Universidad Autónoma de Ciudad Juárez División Cuauhtémoc
claudiadominguezch@gmail.com;patricia.islas@uacj.mx

No hay aspecto importante en la vida del hombre que sea ajeno al mito. A partir de este supuesto, el presente proyecto de investigación argumenta a la inclusión como un mitologema del dolor social; creado por el Estado ante la imposibilidad de brindar una respuesta científica y democrática hacia aquellas personas que su calidad de vida se encuentra condicionada por una discapacidad permanente.

La metodología utilizada para el desarrollo del proyecto se basa en la fenomenología hermenéutica; al realizar una lectura arqueológica sobre la construcción del mito desde un enfoque estructuralista, para establecer un sincretismo evolutivo del discurso mítico en torno a la discapacidad.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112938

La reintegración familiar luego de una movilización militar, la percepción de los dependientes.

Natasha Ramos-Ayala, Psychology, and Samuel Colon, Psychology
natasha.ramos2@upr.edu;samuelcolon912@gmail.com

El propósito de esta investigación es explorar cuales son los cambios en la dinámica familiar cuando el soldado esta movilizado y cuando este vuelve a reintegrarse a la familia, desde las perspectivas de los hijos. Busca observar si los dependientes notan cambios de conducta o personalidad en los militares o en sí mismos. Para esta investigación cualitativa, se entrevistaron cinco hijos de militares de 18-21 años (3 mujeres). Como criterio sus padres debieron haber sido movilizados al menos seis meses o más, en diferentes escenarios de guerra. Las narraciones de los participantes muestran una tendencia a desarrollar relaciones co-dependientes con el progenitor que se queda en casa, malas relaciones con el soldado y un marcado impacto durante sus años adolescentes y años posteriores a causa de la movilización. En algunos casos se abordaron los daños a la salud mental a largo plazo debido al Estrés Post- Traumático y otros diagnósticos.

Mesa 3. Investigación cualitativa en contextos comunitarios y educativos:

COORDINADOR: Rodrigo Fernández

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1128074

Practicas de crianza en ninos , su influencia en la generacion de violencia analisis critico del discurso.

Roberto Vladimir Carbajal, Universidad Francisco Gavidia
rcarbajal@ufg.edu.sv

La violencia se ha vuelto una pandemia y se ha atribuido a varias

causas desde la pobreza, la falta de oportunidades, y patrones culturales. El Salvador ha alcanzado altos índices de violencia en los últimos años. Este estudio tuvo como propósito investigar las prácticas de crianza que ejercen los padres de familia hacia sus hijos y cómo influyen en la generación de violencia desde temprana edad.

La metodología se basó en entrevistas dirigidas a padres, madres e hijos y se investigaron las formas y motivaciones que los llevan al uso del castigo como recurso correctivo en la crianza de sus niños y cómo estos asimilan esta práctica.

Se utilizó un submétodo: El análisis del discurso como acción social el cual ocurre en un marco de comprensión, comunicación e interacción que a su vez son partes de estructuras y procesos socio-culturales con el fin de darle significado al fenómeno estudiado.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1130611

Políticas y gestión de la investigación y profesionalización de los académicos desde una perspectiva cualitativa

Ricardo Perez Mora, Universidad de Guadalajara, and José Alberto Castellanos Gutiérrez, Universidad de Guadalajara
r_pm2001@yahoo.com; alb99999@hotmail.com

Se presentan algunos hallazgos de investigación a partir de entrevistas flexibles y grupos focales aplicados en 3 universidades en México a académicos investigadores que participan en los programas de profesionalización académica impulsados por las Políticas Estatales. Se rescatan las experiencias de los investigadores y se interpretan en relación a las intenciones y motivos de la política. Los datos preliminares permiten poner en cuestionamiento diversas estrategias de las políticas -con tintes neoliberales- que giran en torno a la lógica de rendición de cuentas, a través de mecanismos de evaluación y que generan dinámicas de inclusión-exclusión, castigo-recompensa como estrategia para la mejora y calidad. Se presentan algunas interpretaciones a partir de las percepciones y prácticas de los académicos, en el marco de las cada vez más estrictas regulaciones de sus comportamientos en relación a una tarea que por su naturaleza demanda altos grados de libertad como es la producción de conocimiento.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1131142

The reform in public schools Normal Yucatan issue approaches

Hebelth Hamlet Lizama Estrada, Escuela Normal de Dzidzantun,
Yucatan, Mexico
hamletlizama@hotmail.com

Society expects that teachers are responsible for integrating new generations. In Mexico, normal schools are institutions of teachers for basic education. Throughout its history have gone through various changes in their plans and programs of study, product of other so many educational reforms implemented by national educational authorities. Partial findings from ongoing research, the recent reform of Normal education, and the impact that has had on teachers of the normal public of the State of Yucatán, for the elementary level are. It is qualitative, using hermeneutics as interpretive frames Dialogic, Phenomenology, and case study.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1130738

Education and culture: challenges of teaching a multicultural society

Rodrigo Fernández Cerda, Universidad de Tarapacá
rofece23@gmail.com

The program of teaching in basic education at the University of Tarapaca Iquique host acquires significant challenges to their educational development as well as cultural. Now, educational and cultural development evolve together? wanted to contribute to the solution of this question, through educational strategies resulting in usable classroom projects in higher education.

The results obtained allowed us to observe changes that address the role of educator with cultural identity such as: Preparation and openness to change, identification with their culture and maintenance of interpersonal relationships, constantly updated to keep interest in enriching their professional training of teachers.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1130748

Estudio de la política universitaria de preservación de la cultura

Jorge N. España-Novelo, Universidad Autonoma de Yucatan, Geovany Rodríguez-Solís, Universidad Autonoma de Yucatan, and Edith J. Cisneros-Cohernour, Universidad Autonoma de Yucatan
enovelo@correo.uady.mx;rsolis@correo.uady.mx;ecohernour@gmail.com

El estudio examina la política universitaria de rescate y preservación de la cultura a través de estrategias de rescate de saberes, consistentes en la implementación de estrategias didácticas que involucran estudiantes de comunidades indígenas de Yucatán y a los ancianos de estas comunidades que preservan la tradición oral.

PROGRAMA SESIONES DE TRABAJO POR MESAS ESPECIALES

JUEVES 19 DE MAYO

HORA 11.00 a 12.20

Panel: Spanish or Portuguese Submissions

Panel ID Number: 1113478

Educación Superior y procesos educativos vinculados a TIC

(Chair) Luis F Gonzalez, Universidad Santo Tomás; (Session Organizer) Julio Rojas, Universidad Santo Tomás; (Discussant) Norma Scagnoli, University of Illinois, at Urbana-Champaign
luisgonzalez@usantotomas.edu.co, mesa.julio@gmail.com, scagnoli@illinois.edu

Este panel, Educación Superior y procesos educativos vinculados a TIC, está vinculado a estas dos preguntas de reflexión. En primer lugar, ¿Cómo se propician procesos educativos a través de las nuevas narrativas soportadas en el uso de TIC? Y en segundo lugar, ¿Se puede hablar de espacios locales y redes de investigación en el contexto de la relación: Educación-sujetos-ambientes y tecnologías? A partir de estas dos preguntas, se realizará un acercamiento de experiencias compartidas en los integrantes del panel y el público asistente, con el fin de crear estrategias de colaboración frente a estos retos en la construcción social del saber en la Educación Superior.

Panel: Spanish or Portuguese Submissions

Panel ID Number: 1114819

Incidencia del desempeño del docente, en el logro de resultados de aprendizaje de los estudiantes

(Session Organizer) ISABEL AMARILIS LEAL MARIDUEÑA, UNEMI
amarilis_lealm@hotmail.com

Los cambios en el país a partir de lo establecido en la Constitución del Ecuador en el 2008, el Plan del Buen Vivir o Sumak Kawsay (Art.276) donde se promueve el mejorar la calidad de vida, desarrollar sus capacidades y potencialidades son los timoneles que lo direccionaron, analiza el aporte dado por la Universidad a través de su gestión en la generación de conocimiento científico. Este trabajo se desarrolló con base al problema pedagógico detectado, bajo desarrollo de logros de resultados de aprendizaje de la FACEC en la UNEMI; el objetivo analizar la incidencia del desempeño docente en los logros de resultados de aprendizaje mediante estudio de campo con los involucrados. Usando técnicas e instrumentos evidenciaron la problemática, se justifica la investigación en aportes científicos, pedagógicos determinados en el marco teórico, las fundamentaciones del trabajo académico contienen bases teóricas, filosóficas, pedagógicas, psicológicas, sociológicas, legales; los métodos permitieron elaborar el diagnóstico.

PROGRAMA SESIONES DE TRABAJO POR MESAS TEMÁTICAS

JUEVES 19 DE MAYO

HORA 1.00 a 2.20

Mesa 3. Investigación cualitativa en contextos comunitarios y educativos:

COORDINADORA: Yennesit Palacios Valencia

Individual Paper: Spanish or Portuguese Submissions

Paper ID Number: 1112822

Maiz criollo e identidad cultural de los productores en la region Texcoco

Amanda Diaz, Universidad Autonoma Chapingo

ayaollin@gmial.com

Se presentan los resultados de una investigación cualitativa-participativa; en la cual el investigador se inserto en la vida cotidiana del lugar y del grupo social, en sus valores y en sus concepciones del mundo. Busco probar que la produccion de maiz criollo, dentro de los modos de vida de los distintos actores de la región Texcoco, permanece como una practica cotidiana al considerar al cultivo parte de su identidad cultural. Se realizó un trabajo etnografico, el cual permitio demostrar que los distintos productores de maiz (productores de maíz en transición, productor agropecuario con capacidad de acumulacion y productores campesinos) que coexisten, en una region determinada, no deben dejar

de sembrar maíz, dado que esta actividad les permite conservar una identidad cultural.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1114197

La identidad cultural y la diversidad de género

Jocelyn Valeria Arévalo Rugel, UNIVERSIDAD CATOLICA, and
Kathya Lorena Rugel Zerna, UNIVERSIDAD DE GUAYAQUIL
jocelynarevalo06@gmail.com;klrugel12@gmail.com

El presente trabajo, responde a la aplicación de la historia de vida, un método cualitativo, propio de la investigación social, por medio de él se busca rescatar el sentir y la significancia que le dan las personas, a los diferentes sucesos de su vida. Para ello se consideró importante, priorizar a grupos ajenos a las grandes hegemonías que gobiernan la sociedad. Darle voz a estas minorías garantizará la genuinidad de su historia, suprimiendo la discriminación y estereotipos que otras versiones podrían dar a sus relatos. En este caso, se consideró a la diversidad sexual y de género, como modelo de ejecución para esta investigación, porque es uno de los grupos más afectados por el medio, privados de derechos y sometidos a exclusión. Estos factores inciden en la construcción de la identidad del sujeto, por consiguiente el interés de conocer todos sus procesos de relacionamiento social, adquiere cada vez más relevancia.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113097

Gender, violence and forró: a social study in the brazilian northeast

Aline Veras Brilhante, Universidade de Fortaleza, Juliana Guimarães e Silva, UNIFOR, Lidia Andrade Lourinho, Universidade de Fortaleza, and Ana Maria Fontenelle Catrib, Universidade de Fortaleza
alineveras01@yahoo.com.br;juguimaraess@gmail.com;liandiandrade67@gmail.com;catrib@unifor.br

Whereas effective changes in the construction of subjectivities and relationships between genders require critical understanding of discourse as gender technologies, the corpus of the research consisted of letters of forró, typical musical style in northeastern Brazil from 1940 to the present day. Selected speeches exposed the functioning of the northeastern patriarchy since the early twentieth century and the adjustments suffered in the face of female conquests, globalization and market laws. Violence is inherent in these speeches, working in the

maintenance of existing hierarchical structures and naturalizing all types of violence against women. This study allowed us to understand how cultural symbols contribute to the legitimization of violence against women.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1097086

Estado de cosas inconstitucional y Grupos Vulnerables en Colombia

Yennesit Palacios Valencia, Universidad Autónoma de Medellín
yennesit.palacios@gmail.com

Las reflexiones que pretenden ser presentadas hacen parte del proyecto de investigación denominado: “Factores causantes del permanente estado de cosas inconstitucional en relación a la situación de las minorías étnicas en Colombia. Estudio desde el género como categoría analítica”.

La investigación parte de la base que el conflicto armado en Colombia no sólo ha dejado un legado de abierta impunidad, sino que ha azotado particularmente a grupos vulnerables de manera generalizada.

El proceso investigativo ha sido planteado a través de II fase, así: la primera, parte de un rastreo de información a través de estrategias de investigación cualitativa que permitan fundamentar el fenómeno del desplazamiento forzado por la violencia a partir de su impacto en la población afrodescendiente e indígena del departamento del chocó, el cual es valorado como grave y permanente.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113614

Subjetividad y precariedad en Jóvenes

Laura Palomino, UNAM-FESI, and Rocio Tron, UNAM-FESI
lpalominog@hotmail.com;rociotron@hotmail.com

Los procesos de simbolización en jóvenes en condiciones de precariedad muestran una limitación en el uso de lenguaje verbal, acceder a la representación que tienen sobre su cotidianidad requiere de dispositivos diferentes. Se recuperan los dibujos de un grupo de jóvenes en moratoria escolar con el propósito de identificar los organizadores de sentido de su cotidianidad: la familia, su autoimagen y el futuro. La denegación y la paradoja aparecen como ejes principales en el análisis del material elaborado. Se puede afirmar que la elaboración de los dibujos fue una

actividad que permitio emergieran procesos de creatividad al reflexionar sobre sus condiciones de vida. Se pudo documentar la dificultad de visualizar las implicaciones a futuro de su vida actual.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1112356

Narratives productions: the agency of participating subjects and the transformation in the dynamic of research

Caterine Joanna Galaz, University of Chile, and Maria Gabriela Rubilar, Universidad de Chile cgalazvalderrama@u.uchile.cl; grubilad@uc.cl

Speech acts in qualitative research are part of a dynamic power that has a particular effectiveness in the subjectivities not only in the investigator but also in the investigated subject. In research reports emerge categorizations that have psychosocial effects about what they name, allowing certain forms of organization and social control, as well as the development of resistances and leakages.

A possible change in the logic of research is “Narratives Productions”, understood as a given discursive co-construction in a non-hierarchical articulation between researcher and participant subject. In this connection, the authority who is enunciating not only does in an academic way but also in a position that can generate reflexivity about his performance -the social interventor- and where the final responsibility of the narrative is not the exclusivity of who steers the investigation. So the common enunciation does not come from a subject-individual but of a multiple subject.

PROGRAMA SESIONES DE TRABAJO POR MESAS ESPECIALES

JUEVES 19 DE MAYO
HORA 1.00 a 2.20

Panel: Spanish or Portuguese Submissions
Panel ID Number: 1110596

Aplicabilidad de las técnicas de entrevista en el escenario escolar en Puerto Rico

(Session Organizer) Maria Elena Santos, University of Puerto Rico, Rio Piedras Campus; (Discussant) Ismabel Milagros Colon, University of Puerto Rico; (Discussant) Milyaneth Laureano Vidal, Universidad de

Puerto Rico, Recinto de Río Piedras
m.santosnieves@gmail.com, ismabelcolon@gmail.com, milyaneth.
laureano@upr.edu

Problematización del uso del grupo focal y las entrevistas individuales como técnicas de investigación en el contexto educativo de Puerto Rico. Se propone como primera ponencia presentar una revisión de literatura sistemática sobre las implicaciones de estas técnicas en el contexto educativo. En segundo lugar, se presentarán la aplicación de estas técnicas enmarcadas en dos propuestas metodológicas. Por un lado, se estudiará el diálogo como herramienta de aprendizaje y desarrollo humano en el contexto educativo; y se identificarán factores que posibilitan y dificultan esta labor para la comunidad educativa. Por otro lado, se explorará las consecuencias de la ley IDEA y la ley 170 en los procesos de evaluación psicológica como requisito para recibir los servicios de Educación Especial

Panel: Spanish or Portuguese Submissions
Panel ID Number: 1123366

Autoetnografías: por qué investigo lo que investigo, viejas y nuevas preguntas de investigación (parte 1)

(Session Organizer) Marcela Cornejo, Pontificia Universidad Católica de Chile
marcela@uc.cl

Una característica distintiva del quehacer desde la investigación cualitativa, es el considerar la subjetividad como particularidad del saber y pensar científico. Aquello que se conoce y quién conoce, forman entonces parte de una relación inherente, influenciando con sus características el conocimiento.

Desde la trastienda investigativa (Wainerman & Sautu, 2001), las subjetividades del investigador son importantes; sus historias, sus trayectorias, sus intrigas, forman parte del proceso investigativo. En este panel se pone especial énfasis a la reflexividad de los investigadores al preguntarse: ¿Cómo llega a investigar lo que investiga? ¿Por qué opta por investigar ciertos temas? ¿Para qué investiga? ¿Para quién?

En dos bloques se presentan reflexiones en clave autoetnográfica de investigadores e investigadoras que han desarrollado trayectorias de investigación diversas en relación con sus países de origen, disciplinas y campos investigativos.

Se espera que las aproximaciones autoetnográficas (Denzin, 2014) de este grupo de investigadores se constituyen en punto de encuentro y

de discusión en torno a las reflexividad de los investigadores y la autoconciencia de los procesos investigativos se vuelve una dimensión clave de análisis, impulsando y promoviendo una producción de conocimiento crítica, reflexiva y dialógica.

Panel: Spanish or Portuguese Submissions

Panel ID Number: 1131296

Autoetnografías: por qué investigo lo que investigo, viejas y nuevas preguntas de investigación (parte 2)

(Session Organizer) Pamela Zapata-Sepúlveda, Universidad de Tarapacá;
(Discussant) Yvette D Castañeda, University of Illinois at Urbana-Champaign
pzapatas@uta.cl, ycastan2@illinois.edu

Una característica distintiva del quehacer desde la investigación cualitativa, es el considerar la subjetividad como particularidad del saber y pensar científico. Aquello que se conoce y quién conoce, forman entonces parte de una relación inherente, influenciando con sus características el conocimiento.

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PROGRAMA SESIONES DE TRABAJO POR MESAS TEMÁTICAS

JUEVES 19 DE MAYO

HORA 2.30 a 3.50

Mesa 3. Investigación cualitativa en contextos comunitarios y educativos:

COORDINADORA: Claudia Lagos

Individual Paper: Spanish or Portuguese Submissions

Paper ID Number: 1112357

The narrative as a form of professional reflexivity. Autotnography anda teaching research

Maria Gabriela Rubilar, Universidad de Chile, and Caterine Joanna Galaz, University of Chile. grubilad@uc.cl;cgalazvalderrama@u.uchile.cl

Esta ponencia presta atención al trabajo de un grupo de investigadores quienes reflexionan en torno a sus experiencias investigativas, analizan críticamente su quehacer y desarrollan una práctica de vigilancia epistemológica. La vigilancia epistemológica es considerada como un ejercicio de auto-reflexividad disciplinaria, que reconoce la importancia de re-pensar y examinar su propia labor.

Se cuestiona y revisa el modo particular como los trabajadores (o profesionales) sociales construyen producciones narrativas con los sujetos con los cuales trabajan. Y la forma como estas producciones se transforman en prácticas emancipadoras y antiopresivas.

Transformando las vidas de los sujetos investigados y las prácticas profesionales.

Una aproximación en este sentido ha sido desarrollada en investigaciones anteriores por Rubilar (2013 y 2015) y Galaz (2012, 2014, 2015), quienes devuelven o co-construyen con los participantes de sus investigaciones textos narrativos, cuya autoría y propiedad intelectual, forma parte de los elementos que queremos discutir y problematizar en esta ponencia.

Individual Paper: Spanish or Portuguese Submissions

Paper ID Number: 1113149

Periodistas como informantes clave en la construcción de una memoria cultural. Problemas epistemológicos y metodológicos

Claudia Lagos, UIUC
clagoslira@gmail.com

Los periodistas son uno de los profesionales que juegan un rol en la

producción simbólica. Por ello han sido estudiados desde distintas perspectivas teóricas y metodológicas: Desde los marcos ideológicos en que el periodismo se desenvuelve hasta el nivel individual de su ejercicio profesional.

Entre las metodologías utilizadas están las historias de vida, las entrevistas en profundidad y semiestructuradas, pues permiten acceder a espacios (salas de redacción) y momentos (el pasado) a los cuales el investigador no puede acceder.

Sin embargo, falta discusión teórica y metodológica sobre 1)

Problematizar las narrativas de los periodistas en construir el pasado; 2)

Indagar metodológicamente en enfoques y estrategias que aborden estos desafíos; 3) Relacionar las memorias de los periodistas a un contexto mayor.

Esta propuesta aborda estos desafíos, problematizando el uso de periodistas como informantes clave para la construcción de narrativas sobre la memoria de la prensa y de los medios.

Individual Paper: Spanish or Portuguese Submissions

Paper ID Number: 1112516

Cambios familiares ante la migración internacional

Victor Manuel Villarreal Ramírez, Universidad Autónoma del Estado de Morelos

victor1phd@gmail.com

La migración es un proceso dinámico entre el capital humano y social de las personas, es interdependiente de las redes sociales, relaciones familiares e instituciones (Toledano-Toledano, 2015). Con el objetivo de conocer los significados del funcionamiento familiar en un grupo de mujeres con esposo migrante, se desarrolló un estudio exploratorio. Participaron 22 mujeres incluidas en tres grupos focales con seis sesiones, a partir del criterio de saturación de la información. Los instrumentos utilizados: guía de entrevista individual-grupal, guión para el desarrollo del grupo focal, diario de campo y registros de observación. Los resultados a partir del análisis de contenido indicaron cuatro áreas del funcionamiento familiar: Cohesión, ambiente familiar positivo, hostilidad y problemas en la expresión de sentimientos. Desde las cuales la mujeres viven sus roles, dan significado a sus relaciones familiares, interactúan en la vida cotidiana, su cultura y sus prácticas sociales.

Individual Paper: Spanish or Portuguese Submissions

Paper ID Number: 1119572

Familias migrantes y sus significados culturales

Ramón Espinoza Hernández, Universidad Autónoma del Estado de Morelos
espi1her.phd@gmail.com

La migración es un proceso dinámico entre el capital humano y social de las personas, es interdependiente de las redes sociales, relaciones familiares e instituciones (Toledano-Toledano, 2015). Con el objetivo de conocer los significados del funcionamiento familiar en un grupo de mujeres con esposo migrante. Se desarrolló un estudio exploratorio, participaron 22 mujeres incluidas en tres grupos focales con seis sesiones, a partir del criterio de saturación de la información. Los instrumentos utilizados: guía de entrevista individual-grupal, guión para el desarrollo del grupo focal, diario de campo y registros de observación. Los resultados a partir del análisis de contenido indicaron cuatro áreas del funcionamiento familiar: Cohesión, ambiente familiar positivo, hostilidad y problemas en la expresión de sentimientos. Desde las cuales las mujeres viven sus roles, dan significado a sus relaciones familiares, interactúan en la vida cotidiana, su cultura y sus prácticas sociales.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1127490

La distancia no es el olvido: ¿cómo construyen las relaciones familiares los inmigrantes latinoamericanos en España?

Vicente Rodriguez, Spanish National Research Council (CSIC)
vicente.rodriguez@cchs.csic.es

Este trabajo analiza el comportamiento de los migrantes latinoamericanos en España a medida que envejecen y la gestión que hacen de sus relaciones familiares, esencialmente con sus progenitores envejecidos, en sus países de origen. Se han desarrollado entrevistas y grupos de discusión con inmigrantes y familiares residentes en su país, analizados con Atlas.ti mediante una estrategia de múltiples pasos. Tres elementos estructuran el comportamiento de los inmigrantes a medida que envejecen: a) la construcción de su vida como residentes en destino, fundamentada en la duración de la estancia y en las relaciones familiares y sociales, b) los vínculos familiares con su país de origen que favorecen la permanencia del ‘mito del (imposible?) retorno’, y c) la distancia entre origen y destino como un factor condicionante ante la que los inmigrantes latinoamericanos reaccionan de distinta manera y manifiestan comportamientos diferentes. Se completa el trabajo con una valoración de alternativas vitales.

PROGRAMA SESIONES DE TRABAJO POR MESAS ESPECIALES

JUEVES 19 DE MAYO

HORA 2.30 a 3.50

Panel: Spanish or Portuguese Submissions

Panel ID Number: 1114820

La creatividad en el proceso de enseñanza aprendizaje del idioma inglés estudiantes de nivel superior

(Session Organizer) Ketty Zoraida Vergara Mendoza, UNEMI; (Session Organizer) Soledad Puma, UNEMI; (Session Organizer) ISABEL AMARILIS LEAL MARIDUEÑA, UNEMI
kiri0831@hotmail.com, sunnylive01@hotmail.com, amarilis_lealm@hotmail.com

En un mundo cambiante en el que se desenvuelve la sociedad actualmente, América Latina no puede aislarse, siendo indispensable buscar su desarrollo por medio de la capacitación se hace primordial. El idioma Inglés a nivel mundial es calificado como la lengua de los negocios, siendo considerado en la mayoría de países como segunda lengua básica; luego de la lengua patriarca, la misma globalización se ha encargado de hacer que este cruce barreras, pueblos, naciones para así ser pionero de todos los idiomas. La importancia de estos en las sociedades como una herramienta primordial para el desenvolvimiento de las personas en un mundo competitivo, siendo la principal razón a tomar en consideración para alcanzar niveles de eficiencia en los diferentes campos. El objetivo fue desarrollar la creatividad como herramienta principal en la enseñanza del idioma extranjero a través de técnicas interactivas que influyan positivamente en la motivación por su aprendizaje.

Panel: Spanish or Portuguese Submissions

Panel ID Number: 1114250

Qué y Cómo aprenden los estudiantes en contextos de vulnerabilidad

(Session Organizer) Ramón Leonardo Hernández Collazo, Centro Chihuahuense de Estudios de Posgrado; (Chair) María Luisa González, UTEP; (Discussant) Sara Torres-Hernández, Centro Chihuahuense de Estudios de Posgrado; (Discussant) Beverley Argus-Calvo, UTEP; (Discussant) Gerónimo Mendoza-Meraz, UACH

rlhcollazo@msn.com, mlgonzalez6@utep.edu, xary0327@hotmail.com,
bcalvo@utep.edu, mendozameraz@yahoo.com

Estudio internacional donde participan escuelas de educación superior de México y Estados Unidos. El objetivo de la investigación fue describir e identificar las formas de afrontar los procesos de vulnerabilidad en escuelas ubicadas en contextos socialmente adversos en ambos lados de la frontera. El estudio se realiza en escuelas primarias y secundarias de Chihuahua, Cd. Juárez, El Paso Texas y Deming Nuevo México. La investigación se ubica en un paradigma cualitativo, es un estudio de casos múltiples, el análisis de la información siguió un procedimiento inductivo sustentado en la teoría fundamentada. Dentro de los resultados más relevantes se identifica como la vulnerabilidad del contexto afecta de manera importante la vida y organización de las escuelas, lo cual se ve reflejado en la práctica docente, en los procesos de convivencia y de gestión que se gestan al interior de las instituciones y en las relaciones que se establecen con la comunidad.

PROGRAMA SESIONES DE TRABAJO POR MESAS TEMÁTICAS

JUEVES 19 DE MAYO
HORA 4.00 a 5.20

Mesa 3. Investigación cualitativa en contextos comunitarios y educativos:
COORDINADORA: Silvia Marcela Bernard

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1127743

Dimensiones cualitativas de las familias migrantes

Juan Daniel Velazquez Machado, Universidad Autónoma del Estado de Morelos
mcvelazquez1phd@gmail.com

La migración es un proceso dinámico entre el capital humano y social de las personas, es interdependiente de las redes sociales, relaciones familiares e instituciones (Toledano-Toledano, 2015). Con el objetivo de conocer los significados del funcionamiento familiar en un grupo de mujeres con esposo migrante. Se desarrolló un estudio exploratorio, participaron 22 mujeres incluidas en tres grupos focales con seis

sesiones, a partir del criterio de saturación de la información. Los instrumentos utilizados: guía de entrevista individual-grupal, guión para el desarrollo del grupo focal, diario de campo y registros de observación. Los resultados a partir del análisis de contenido indicaron cuatro áreas del funcionamiento familiar: Cohesión, ambiente familiar positivo, hostilidad y problemas en la expresión de sentimientos. Desde las cuales las mujeres viven sus roles, dan significado a sus relaciones familiares, interactúan en la vida cotidiana, su cultura y sus prácticas sociales.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1131247

Archivo de La Villita: Hablado sobre realidades de ser inmigrante y contexto comunitario

Yvette D Castañeda, University of Illinois at Urbana-Champaign, and Dolores Maria Castañeda, Padres Angeles
ycastan2@illinois.edu;dolorescastaneda1@gmail.com

En esta presentación se va explicar el contexto comunitario de la Villita Chicago. La Villita es un sitio de mas de 80,000 Mexicanos. Aquí hablamos de riquezas y problemas que existen y cambios centrados en decisiones políticos y de representación de el inmigrante. Activista Dolores Castañeda, ha colectado datos sobre la comunidad por mas de 25 años y junto con la Universidad de Illinois de Chicago ha encontrado temas grandes sobre la experiencia de un residente en La Villita Chicago. Aquí les explicamos sobre su métodos de mas de 25 anos de practicas cualitativas basados en las historias de la gente.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1130786

Dificultades iniciales de una autoetnografía colaborativa: compartiendo miradas como docentes y estudiantes universitarios

Elda M Monetti, Universidad Nacional del Sur, and Elizabeth Aguirre-Armendariz, Universidad Autónoma de Ciudad Juárez
marga@criba.edu.ar;eaguirrea@yahoo.com.mx

Somos dos profesoras universitarias de Argentina y México, que compartimos preocupaciones acerca de la enseñanza universitaria. En especial con lo que provoca en nosotras la respuesta que obtenemos de nuestros/as estudiantes frente a propuestas que pensamos que dan al alumno o la alumna la posibilidad de posicionarse en una relación con el saber que pretende cuestionar lo dado con el objetivo de construir

nuevos saberes. Esta situación provoca cuestionamientos acerca de cómo éramos nosotras como estudiantes; qué cambió en mí y en el otro sobre este rol; desde qué imaginario trabajamos con el estudiante. ¿Es realmente alguien que me impacta, un otro diferente, distinto? ¿Hace cosas diferentes a las que hacíamos nosotros? ¿Qué busca y qué buscamos nosotras? En esta comunicación se presenta el relato autoetnográfico en que buscamos reflexionar sobre estas cuestiones.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113040

Las contradicciones socioculturales del amor en pareja: una aproximación autoetnográfica.

Maria de la Luz Luevano, Universidad Autonoma de Aguascalientes, and Silvia Marcela Benard, Universidad Autonoma de Aguascalientes
marilu_80@hotmail.com;smbenardc@gmail.com

El tema de este trabajo es la crisis en las relaciones en pareja. Se habla de los grandes índices de divorcio, la crisis de la familia, quién se hace cargo de los hijos. Lo anterior remite a la relación en pareja y lo que le pasa a las personas involucradas y qué es lo que requerirían para permanecer en familia: una cuestión clave de todo ello es, precisamente, la construcción de relaciones de pareja estables que conduzcan a las mujeres a permanecer en pareja. Por tal motivo deseo exponer los factores que obstaculizan en la actualidad el establecimiento de relaciones en equidad que conduzcan al deseo de las mujeres de permanecer en una relación de pareja estable y de largo plazo.

Individual Paper: Spanish or Portuguese Submissions
Paper ID Number: 1113627

Autoetnografía: elegiste ser entrenado en una Western Institution - Southern Illinois University Carbondale

Manuel Alejandro Sánchez Cabrera, Southern Illinois University
alesanchez@siu.edu

A través de una auto-etnografía crítica, en este trabajo analizaré algunas de mis experiencias como estudiante graduado (Spanish/Communication Studies) en los Estados Unidos y mis luchas relacionadas con la oposición que presente a la hegemonía de las epistemologías occidentales que se imponen y aplican al resto del mundo. Sin embargo, en una ocasión me vi confrontado con la pregunta: pero fue su elección ser entrenado en una institución occidental. ¿Fue realmente mi elección?

¿De verdad puedo decir que elegi estar aqui? Es mi intencion intentar responder a estas preguntas tomando en cuenta el contexto historico del sistema moderno/colonial, la colonialidad del saber y el ser.

PROGRAMA SESIONES DE TRABAJO POR MESAS ESPECIALES

JUEVES 19 DE MAYO

HORA 4.00 a 5.20

Panel: Spanish or Portuguese Submissions

Panel ID Number:

Violencia, guerra e IC en América Latina ¿cambio en las estrategias neoliberales?

(Session Organizer) César Cisneros Puebla, Computación Cualitativa Consultores; (Chair) César Cisneros cesar41_4@hotmail.com

(Discussant) Luis Felipe González lfgonzalezg@gmail.com , Universidad de Santo Tomás; (Discussant) Marcela Cornejo, rlhcollazo@msn.com;

(Discussant) Alejandro Noboa, Universidad de la República, anoboa@unorte.edu.uy

En esta sesión se presentan reflexiones basadas en experiencias biográficas y de investigación por parte de colegas interesados en tener a la investigación cualitativa como una forma de vida que abre la experiencia a la totalidad de los aconteceres de su sociedad: la pregunta en torno a ¿cómo ha sido posible que mi sociedad esté pasando por esto y por aquello? es la que orienta básicamente las intervenciones teniendo como foco de atención los actos violentos, los procesos de guerra interna y la aplicación de estrategias neoliberales en su entorno inmediato. En tanto investigadores cualitativos, la comunicación de estas reflexiones tiene forma libre y está pensada como acto e intervención para invitar a la audiencia a ir más allá de los límites “canonizados” de la investigación tradicional y dominante.

Our Reflexive Epistemological Journeys of How We Have Come to Know; So Far

Chair: Kelly Laurila, Wilfrid Laurier University

Indigenous Knowledge? Listening for the Drumbeat and Searching for How I Know, *Kelly Laurila, Wilfrid Laurier University*

Searching for my Palm Tree: Epistemological Journeying of a Doctoral Student, *Iona Sky, Wilfrid Laurier University*

Redeeming the Rejected: Curious George and Evidence-Based Approaches, *Aaron P. B. Smith, Wilfrid Laurier University*

Clarity and confusion: A Muslim Student's Struggle with Identity and Epistemology in Academia, *Bibi S. Baksh, Wilfrid Laurier University*

A New Face of Homelessness? Researching the Experience of 'Home' with Chinese High School Students in Canadian Homes, *Wen Juan (Helen) Song, Wilfrid Laurier University*

Walking the Complexities between two Worlds: A Personal Story of Epistemological Tensions in Knowledge Production, *Karun Karki, Wilfrid Laurier University*

From Diagnosis to Research: My Epistemological Journey towards Wholistic Qualitative Methods, *Julia Read, Wilfrid Laurier University*

Croatian Response to Refugee Crisis

(Session Organizer) Sherry Warren, University Of Kansas; (Discussant) Terry Koenig, University of Kansas School of Social Welfare; (Discussant) Richard Spano, University of Kansas School of Social Welfare,

Discovered Epistemologies

Chair: David Camacho, Columbia University School of Social Work

Blurring Boundaries: An Emotionally Aware Caregiver, Social Worker AND Researcher, *David Camacho, Columbia University School of Social Work*

The Many Ways of Knowing: Embracing Multiplicity in Narrative Research, *Anindita Bhattacharya, Columbia University School of Social Work*

Living Liminal: Reflexive Epistemological Positioning at the Intersection of Marginalized Identities, *Kiara Moore, Columbia University School of Social Work*

Violence, Silence and Health Service Provision in Mexico: An Arrangement in Parts, *Laura Vargas, Columbia University School of Social Work*

Falling Through the U.S. Safety Net: Alice's Adventures in Social Services, *Vanessa Deborah Wells, Columbia University*

In Search of Epistemologies

(Session Organizer) David Camacho, Columbia University School of Social Work; (Discussant) Anindita Bhattacharya, Columbia University School of Social Work; (Discussant) Kiara Moore, Columbia University School of Social Work; (Discussant) Laura Vargas, Columbia University School of Social Work; (Discussant) Vanessa Deborah Wells, Columbia University; (Discussant) Kelly Laurila, Wilfrid Laurier University; (Discussant) Wen Juan (Helen) Song, Wilfrid Laurier University; (Discussant) Karun Karki, Wilfrid Laurier University; (Discussant) Bibi S. Baksh, Wilfrid Laurier University; (Discussant) Iona Sky, Wilfrid Laurier University; (Discussant) Aaron P. B. Smith, Wilfrid Laurier University

Revisiting Relationships: An Exploration of Dynamics between Researchers and Participants

(Session Organizer) Alex Wagaman, Virginia Commonwealth University, School of Social Work; (Discussant) Amy Jule Prorock-Ernest, Virginia Commonwealth University; (Discussant) Megan Lindsay Brown, Arizona State University; (Discussant) Jonel Thaller, Ball State University,

Racing research: Using constructionist grounded theory while holding race and racism at the center instead of the margins

Chair: V.C. Rhonda Hackett, University of Toronto

(Chair) V.C. Rhonda Hackett, University of Toronto; (Session Organizer) Billie Allan, Ryerson University,

Describing the Homeless Court in Salt Lake City, Utah, *Emogene Elizabeth Hennick, University of Utah and Utah Department of Corrections*

Shrouded in privilege: exploring a troubling experience in team research, *Samantha Virginia Clarke, Wilfrid Laurier University*

'A Bridge Over Troubled Water:' Using Critical Reflexivity for Performing Qualitative Research on Sensitive Topics, *Tova Band-Winterstein, University of Haifa, Department of Gerontology, and Hadass Goldblatt, University of Haifa, Department of Nursing*

Neoliberal dis-ease: Private technologies colonizing social welfare, *Tyler M Arguello, California State University, Sacramento*

Understanding Adult Foster Care through Provider Experience, *Kelly Munly, Penn State Altoona*

Neoliberalism and Study Abroad Pedagogy, *Edita Milanovic, Michigan State University, and Pilar Horner, Michigan State University*

Parenting across different Family Structures: Experiences of Women in a Township Area in Botswana., *POLOKO NUGGERT NTSHWARANG, SOCIAL WORK, UNIVERSITY OF BOTSWANA*

Slow Cooking with Support Systems: Navigating College as a Single Parent, *Tamara Harper Shetron, Texas State University, and Nina Stearns Harper, Bunker Hill Community College*

Social Network Mapping as a Tool for Exploring Linkages between the Neighborhood Environment and Health among Pregnant Mexican-origin Women in Los Angeles, *Michelle Johnson-Motoyama, University of Kansas, and Jennifer Marie Chappell Deckert, University of Kansas*

Photovoice and Co-producing Knowledge: Experiences with Photovoice as a Knowledge Producing Method in Collaborative Research and Social Work, *Tine Laurine Rosenthal Johansen, Roskilde University*

School, Family and Community, and their Impact on English-Language Learner Performance, *Eder A Intriago, University of Laica Eloy Alfaro de Manabí*

When All Hell Breaks Loose: The Complexity of Community Partnerships Within Funded Social Work Research, *D. Crystal Coles, Virginia Commonwealth University, and Sarah Kye Price, Virginia Commonwealth University*

The significance of the qualitative. Reflections of the first accreditation process of Social Work at the University of Tarapaca - Chile, *Vanessa Jara-Labarthe, University of Tarapaca, Viviana Villarroel, University of Tarapaca, Alicia Moreno, University of Tarapaca, and Luis Le-Blanc, University of Tarapaca*

Testing and Explaining a Social Emotional Learning Program and the Intersection of Trauma in Urban, Low-Income Students: A Mixed Methods Study, *Johanna Creswell Baez, The University of Texas at Austin, School of Social Work*

“They treat us like animals for a little bit of money:” Human smuggling and spatial practices of brutality, *Carol Cleaveland, George Mason University*

Community Treatment Orders / Mandated Outpatient Mental Health Program and Ethnic Minority Individuals in Toronto., *Magnus Mfoafo-M’Carthy, Wilfrid Laurier University*

Activism in community-based research, *Jason Brown, Western University*

Client aggression towards social workers and its systemic-ecological impacts, *Guy Enosh, University of Haifa, and Shay Tzafir, University of Haifa*

Counterstorytelling as a method for weaving new narrative(s) for LGBTQ youth, *Alex Wagaman, Virginia Commonwealth University, School of Social Work*

Cultural Humility Through Respectful Partnership: The Applied Use of Qualitative Method in Social Work Education, *Heather Murphy Sloane, University of Toledo, and Meredith Kay Cleary, University of Toledo*

Effects of School Closure/Consolidation on Local Students Enrolled in a Mentorship Program, *Ken Saldanha, Eastern Michigan University*

Moving to the Peripheries of Child-Centered Practice: Systemic Barriers to Addressing Well-Being in Child Welfare, *Katherine Ariel Gibson, The University of Chicago, Gina M. Samuels, The University of Chicago, Julia Pryce, Loyola University - Chicago, and Meagan Cook, Loyola University - Chicago*

Memória e reconstrução: narrativas da vivencia do desastre, *Simone Santos Oliveira, Oswaldo Cruz Foundation, and Sergio Luiz Dias Portella, Oswaldo Cruz Foundation*

Professional and Cultural Identities of Immigrant Child Welfare Social Workers, *Ching-Hsuan Lin, University of Illinois at Urbana-Champaign, and Pamela Pei-Ling Chiang, Eastern Connecticut State University*

Tuskegee Then and Now: An Exploration of Historical Trauma in the Life of a Direct Descendant, *Tina Kimberly Sacks, University of California, Berkeley*

Using Strengths-based Collaborative Pathway Maps to Understand Community Inclusion of People with Severe and Persistent Mental Illness, *John Bombhoff, University of Kansas Center for Mental Health Research and Innovation, and Jennifer Marie Chappell Deckert, University of Kansas*

Place, Power, and Pedagogy: Immersive Learning Techniques in Qualitative Inquiry, *Sarah Kye Price, Virginia Commonwealth University*

Project-Based Learning in Social Work Doctoral Education: Key Attributes for Research Skill Attainment, *Quentin Robert Maynard, University of Alabama: School of Social Work, Fan Yang, University of Alabama: School of Social Work, Sarah Young, University of Alabama: School of Social Work, and Debra Nelson-Gardell, University of Alabama*

Immigrant Social Worker Practice: An Ecological Perspective on Strengths and Challenges, *Pamela Pei-Ling Chiang, Eastern Connecticut State University, and Ching-Hsuan Lin, University of Illinois at Urbana-Champaign*

Is a church more than a church? An exploration of Chinese elders' social support and their church participation in the United States, *Chib-ling Liou, Kent State University at Stark*

Social work faculty perceptions on Academic Citizenship and "Service", *Gordon MacNeil, The University of Alabama*

Caregiving: Exploring Familial Obligation, *Lisa K Jennings, Cal State Long Beach, School of Social Work*

Crossing thresholds as a parent of a disabled child, *Elisabeth DeSchauwer, Disability Studies - Psychology and Pedagogical Sciences - Ghent University*

A Journey to Hearing Voiceless Girls: A Qualitative Study on the Factors Contributing to Girls with Behavioural Problems in Courts in Trinidad & Tobago, *Jolene Asha Romain, Graduate of the University of the West Indies, St Augustine and The Family Court of Trinidad & Tobago*

Exploring the Utility of Youth Participatory Action Research with LGBTQ Homeless Youth, *Amanda Michelle Jones, University of Chicago School of Social Service Administration*

Family, Photo-Voice, and Empowerment: A Mixed-methods Community-based Program Evaluation, *Jason M Sawyer, Norfolk State University, and Tina Abrefa-Gyan, Norfolk State University*

I don't think of you as a transgender, Pops. I think of you as a transformer., *Elijah C. Nealy, University of Saint Joseph*

Impact of Value Added Tax on Expectations of Government in Relation to the Tax and its Perceived Benefits, *Josko Vukusic, Western Michigan University, and Dee Ann Sherwood, Western Michigan University*

Maneuvers in Body Fluidity and Negotiations with Differences among Hong Kong Chinese Lesbians, *Iris Po Yee Lo, The University of Hong Kong*

Palabras Fuertes: Voices of Older Latino Gay Men, *David Camacho, Columbia University School of Social Work*

'Teaching-Service-Research' Shuttle Action Research Mode Exploring, *Min Ren, Huazhong University of Science and Technology*

Social Work and Participatory Action Research: Why Action and Power Matter, *Kimberly S. Compton, Virginia Commonwealth University*

Students with sight impairments in Vietnam: Perceptions of challenges and barriers experienced at universities, *Tuyen Thi Thanh Bui, UIUC - School of Social Work*

The Effects of Using Dictionary Notebook in Native Language Education on Students, *Gamze Celik, -, Burcu Celik, Co-author, and Zeynep Yucebas, Co-author*

Using Qualitative Interviews in State-level Child Welfare Evaluation Research, *Kori R Bloomquist, Winthrop University, James A Hall, Indiana University, Barbara Pierce, Indiana University, Tracy Imburgia, Indiana University, Marie Danh, Indiana University, Jeramiah Jagers, Indiana University, and Jangmin Kim, Indiana University*

Why are we doing this? Social Work practice with Indigenous peoples in the North of Chile, *Vanessa Jara-Labarthe, University of Tarapaca, and Viviana Villarroel, University of Tarapaca*

Women's Experiences of Depression in India: A Meta-Synthesis, *Anindita Bhattacharya, Columbia University School of Social Work*

"Not just another apple:" Using fictions to teach social work theories and epistemologies for qualitative research, *Patricia Joyce, Adelphi University, Laura Quiros, Adelphi University, Joseph DeGearo, Adelphi University, and Dena Gassner, Adelphi University*

Teaching Practice Skills to Undergraduates Utilizing Simulated Clients, *Jill C. Schreiber, Southern Illinois University at Edwardsville, Stephanie Taylor, Southern Illinois University at Edwardsville, and Jessica Stonich, Southern Illinois University at Edwardsville*

Photovoice with Social Work Students Service Learning in Jamaica, *Renee Romer, Eastern Michigan University, and Marilyn Wedenoja, Eastern Michigan University*

The Politics of Evidence and Erosion of the Qualitative Brand, *Minnie Bluhm, Eastern Michigan University*

Understanding the Impact of Regulatory Changes on the Implementation of a Community-Based Mental Health Program, *Angie Mann-Williams, Eastern Michigan University*

"Since I am pregnant, I am wrong." - The construction of bad young girl subjectivity, *Kittikorn Sankatiprapa, Development Education Program, Graduate School, Srinakharinwirot University*

Friday Performances

Seeing Epiphanies in Qualitative Inquiry, Jim Deegan, Mary Immaculate College,
Limerick, Ireland

Title of Performance: "Seeing Epiphanies in Qualitative Inquiry"

Performer: Jim Deegan

School Affiliation: Mary Immaculate College, Limerick, Ireland

Abstract:

This solo performance examines epiphanies that lie in the deep heart's core of the subject's experience. I theorize epiphanies as random, mundane, sudden, revelatory, and protean moments in qualitative inquiry. I use theatrical devices such as Brian Friel's "in/visible narration" in combination with Samuel Beckett's "techne" of lights, sounds and images to illuminate epiphanies.

William K Rawlins, School of Communication Studies, Ohio University
Recovering Notes on Aging: A Musical Performance Autoethnography of Surviving
Wisdom in

