

FIRST INTERNATIONAL

Congress
of
Qualitative
Inquiry

May 5-7, 2005
University of Illinois at Urbana-Champaign
www.qi2005.org

Table of Contents

Preface from the chair	iv
Congress welcome	v
Congress organization.....	vi
Thursday workshops	vii
Other congress activities.....	vii
Keynote addresses	viii
Plenary sessions	x
Special featured sessions	xi
Featured sessions	xii
Congress Townhall Meeting	xvi
Schedule overview	xviii
Campus map	xxiii
Illini Union maps.....	xxiv
General information	xxvi
2006 Congress call for papers	xxviii
Friday sessions	1
Saturday sessions	39
Panel abstracts	72
Individual abstracts	96
Index	323



CONGRESS ORGANIZERS

The First International Congress of Qualitative Inquiry is organized by the College of Communications, the Institute of Communications Research and the Interdisciplinary Program in Cultural Studies and Interpretive Research at the University of Illinois at Urbana-Champaign in conjunction with The Center for Qualitative Inquiry.

CONGRESS PROGRAM

This conference program and abstract book was compiled and produced by the conference organizing committee. The program was printed by the Office of Printing Services at the University of Illinois at Urbana-Champaign.

CONGRESS SPONSORS

Asian American Studies · Bureau of Educational Research
 Center for Advanced Study
 Center for Democracy in a Multiracial Society · Center for Global Studies
 Center for International Business Education and Research
 College of Agriculture, Consumer and Environmental Sciences
 College of Communications · College of Education
 Cultural Heritage Landscapes · Department of Anthropology
 Department of Landscapes Architecture · The Epstein Program
 Ford Foundation · Gender & Women's Studies
 Illinois Program for Research in the Humanities
 Institute of Communications Research · Department of Kinesiology
 Research Talk · The Rural Health Policy Initiative
 Department of Sociology · Sage Publications Inc.
 The Unit for Criticism and Interpretive Theory
 Women and Gender in Global Perspectives

Welcome from the director

The University of Illinois, the Institute of Communications Research and the College of Communications welcome you to the First International Congress of Qualitative Inquiry. We have more than 650 papers and more than 750 paper authors in more than 160 sessions.

The theme of First International Congress focuses on qualitative inquiry and the pursuit of social justice in a time of global uncertainty. The congress is a call to the international community of qualitative researchers to address the implications of the attempts by federal funding agencies to regulate scientific inquiry by defining what is good science. Around the globe governments are enforcing evidence-based, biomedical models of inquiry. These regulatory activities raise fundamental philosophical epistemological, political and pedagogical issues for scholarship and freedom of speech in the academy. These issues cut across the fields of educational and policy research, the humanities, communications, health and social science, social welfare, business and law.

Presenters from more than 45 nations have accepted the invitation to gather together in common purpose to collectively imagine creative and critical responses to these regulatory efforts. This congress offers us an opportunity to share our experiences, problems and hopes concerning the conduct of critical qualitative inquiry in this time of global uncertainty

Thank you for coming.

Yours sincerely,

Norman K. Denzin
Congress Director

Conference welcome

Thursday, 6-8 p.m., Foellinger Auditorium

- 1) Norman Denzin, *Institute of Communications Research*
Director's welcome
- 2) Jesse Delia, *acting provost and vice chancellor for academic affairs, University of Illinois at Urbana-Champaign*
University welcome
- 3) Virginia Olesen, *University of California, San Francisco*
Introduction of keynote speakers
- 4) Janice Morse, *University of Alberta*, and Linda Tuhiwai Smith, *The University of Auckland*
Keynote addresses
- 5) Champagne cocktail reception, hors d'oeuvres, cash bar,
8:30-10:30 p.m.

Congress organization

CONGRESS DIRECTOR

Norman K. Denzin
Institute of Communications Research

CO-ASSOCIATE DIRECTORS

Aisha Durham
Michael Giardina
Grant Kien
James Salvo
Li Xiong
Institute of Communications Research

ADVISORY BOARD

Amy Aidman
CL Cole
Daniel Cook
Antonia Darder
Cameron McCarthy
Sue Noffke
Larry Parker
Wanda Pillow
Fazal Rizvi
Katherine Ryan
Robert Stake
Noreen Sugrue
Bruce Williams
*University of Illinois
at Urbana-Champaign*
Mitch Allen, *Left Coast Press*
Marcello Diversi, *Head Start*
Patti Lather, *Ohio State University*
Yvonna Lincoln
Texas A&M University
Ray Maietta, *Research Talk*
Janice Morse, *University of Alberta*
Virginia Olesen, *University of California,
San Francisco*
Judith Preissle, *University of Georgia*
Jim Scheurich
Texas A&M University
Elizabeth St.Pierre
University of Georgia
Linda Tuhiwai Smith
University of Auckland
Carolyne White
Northern Arizona University

SPECIAL THANKS

Mary Blair
Conference Coordinator, Illini Union
Mary Susan Britt
conference consultant
Bob Conrad
technical services, Illini Union
Lisa Cuevas-Shaw, *Sage Publications*
Fran Davis
Bradley Pace
Illinois University Bookstore
Kevin Dolan
*University of Illinois
at Urbana-Champaign*
Tom Galer-Unti, *director of budget
and resource planning,
College of Communications*
Dorothy Horsch
Conferences and Institutes
Bonnie Howard, *secretary, Institute
of Communications Research*
David Monje, *University of Illinois at
Urbana-Champaign*
Nena Richards, *secretary, Institute
of Communications Research*
David Ward
Conferences and Institutes
Ronald Yates
Dean, College of Communications
Jesse Delia
*acting provost and vice chancellor
for academic affairs*

VOLUNTEERS

Elise Ahn · Holly Anthony · Jillian Baez
Paula Boniolo · Shujun Chen
Kayoun Chung · Pablo Dalle
Rodolfo Elbert · Mustafa Eryamen
Alice Filmer · Susan Gregson
Jin-Heon Jung · I-Chung Ke
Jongyoung Kim · Dan Kim
Eunok Alice Kim · Sooyoung Kim
Mustafa Koc · Rose Korang-Okrah
Joyce Lee · Regina Lowery
Thomas Mabasa · Sara McClelland
Vivienne McClendon · Marcia McKenzie
Jennifer Norton · Maria Alejandra
Otamendi · Claudia Petty · Carmen Ruiz
Monica Ruiz-Casares · Deok-Hee Seo
Shaw-Nin Shih · Laura Stengrim
Johannes Themane · Trinidad Villegas
Francisco Vivoni · Joycelyn Wilson

Thursday workshops

Morning: 9 a.m. to 12 p.m.

1. Case Study: Access and Intrusion (Robert Stake and Brinda Jegatheesan, to be joined by Yvonna Lincoln and Norman K. Denzin) 314A Union
2. Feminist Qualitative Research in the New Century (Virginia Olesen) 314B Union
3. Foucault's Methodologies (James Scheurich, Kathryn Bell McKenzie, Pattie Lather, Bettie St. Pierre) 404 Union
4. Grounded Theory Methodologies for Social Justice Projects (Kathy Charmaz) 405 Union
5. Autoethnography (Carolyn Ellis and Arthur Bochner) 406 Union
6. Strategies of Mixed-Methods Inquiry (Jennifer C. Greene) 407 Union

Afternoon: 1:30-4:30 p.m.

7. Ethics, Human Subject Review Board and Qualitative Inquiry (Clifford Christians) 314A Union
8. Interpreting, Writing Up and Evaluating Qualitative Materials (Robin Jarrett and Angela Odoms-Young) 314B Union
9. Performance Ethnography (Norman K. Denzin) 404 Union
10. State of the Art: The Latest in Qualitative Software Advances (Ray Maietta and Cesar Cisneros) 405 Union
11. New Experimental Writing Forms (Yvonna S. Lincoln) 406 Union

Other congress activities

Wednesday, May 4

1. Preconference registration, workshop participants only, 6-9 p.m., 200 Illini Union Ballroom
2. Dessert and refreshment reception for workshop participants and workshop organizers, 6-9 p.m., 200 Union Ballroom

Friday, May 6

After 6:30 p.m.: Open evening. Check out the dining and night life in downtown Champaign, Campustown and downtown Urbana. In Champaign, look into dinner at Bacaro (398-6982); Radio Maria (398-7729); Great Impasta (359-7377). In Campustown, look into The Bread Company (383-1007); Cafe Luna (344-1895); Timpones (344-7619). In downtown Urbana, check out Milos (344-8946).

Saturday, May 7

Old-fashioned Midwest barbecue, 6:30-9:30 p.m., Levis Faculty Center, south patio. Includes barbecue chicken, vegetarian barbecue, side dishes and cash bar.

Keynote address

The Politics of Evidence

Thursday, 6-8 p.m.

Foellinger Auditorium

Janice M. Morse, University of Alberta

Evidence, by definition is definite, hard, indisputable, unchanging. Yet, paradoxically, what counts as evidence, what we are willing to consider as evidence, and, most importantly, what we are willing to consider constitutes evidence is fickle, irrational and arbitrary. Criteria for defining evidence — and the means by which it is accrued — is selected by passive agreement, often unchallenged, and supported by mainstream academia, policy makers and government.

Despite the important role of qualitative inquiry in developing knowledge, at present qualitative methods are generally excluded from formally contributing to evidence. Yet in many disciplines outside social sciences, qualitative methods of inquiry are considered to produce significant evidence. In this presentation I will explore alternate modes of qualitative evidence that are often ignored by social sciences.

Keynote address

On Tricky Ground: Researching the Native in the Age of Uncertainty

Thursday, 6-8 p.m.

Foellinger Auditorium

Linda Tuhiwai Smith, University of Auckland, New Zealand

The spaces between research methodologies, ethical principles, institutional regulations and human subjects as individuals and as socially organized actors and communities constitute a tricky ground. Qualitative researchers generally learn to recognize and negotiate this ground in a number of ways. This ground is richly nuanced in terms of diverse interests through epistemological challenges to research, to its paradigms, practices and impacts. The pursuit of new scientific and technological knowledge, with bio-medical research as a specific example, has presented new challenges to our understandings of what is scientifically possible and ethically acceptable.

The turn back to the modernist and imperialist discourse of discovery — “hunting, racing and gathering” across the globe to map the human genome or curing disease through the new science of genetic engineering — has an impact on the work of qualitative social science researchers. Countervailing conservative forces, with a nostalgic appeal to “simple” research paradigms, seek to disrupt any agenda of social justice that may form on such tricky ground.

In this context — building on what indigenous communities have struggled for, tried to assert and have achieved — what is possible in the application of indigenous perspectives that examine the intersections of methods, ethics, institutions and communities? What are the points of arrivals and departures from commonly accepted understandings about these intersections?

Plenary sessions

117 Science, Etc.: From Bicycle Helmets to Dialogue Across Differences

Friday, 9:45-11:15 a.m. 215 Union

Chair: *Elizabeth St. Pierre, University of Georgia*

Panelists: *Michael J Feuer, National Academy of Sciences; Lisa Towne, National Academy of Sciences; and Elizabeth St. Pierre, University of Georgia*

153 'Scientifically Based Research' and Qualitative Research Methodologies

Friday, 1:30-3 p.m. 217 Noyes

Chair: *Katherine E. Ryan, University of Illinois at Urbana-Champaign*

Qualitative Inquiry and Issues of Social Justice, *Yvonna S Lincoln, Texas A & M*

Qualitative Evaluation and Changing Social Policy, *Ernest House, University of Colorado*

The Practice and Politics of Funded Qualitative Research, *Julianne Cheek, University of South Australia*

Beyond Method: The Role of Epistemological Virtues in Social Inquiry, *Nicholas C Burbules, University of Illinois at Urbana-Champaign*

Discussants: *Frederick Erickson, University of California, Los Angeles and Ian Stronach, Manchester Metropolitan University*

167 International Perspectives on Qualitative Research and Race

Friday, 3:15-4:45 p.m. 217 Noyes

Chair: *Arlette Willis*

Racialization of Islam and the Dilemmas of Research, *Fazal Rizvi, University of Illinois at Urbana-Champaign*

Title TBA, *Luis Miron, University of Illinois at Urbana-Champaign*

Representing the Third World Intellectual: CLR James and the Contradictory Meanings of Radical Activism, *Cameron R McCarthy, University of Illinois at Urbana-Champaign*

Qualitative Research, 'Quality Research', and Race: Some Specifically Australian Problematics, *Lyn Yates, University of Melbourne*

Discussant: *Arlette Willis*

139 Monsters of Evidence: Qualitative Research and the Globalization of Audit Culture

Friday, 11:45 a.m. to 1:15 p.m. 217 Noyes

Chair: *Patti Lather, Ohio State University*

Scientism and Scientificity in the Rage for Accountability: The U.S. Scene, *Patti Lather, Ohio State University*

Dismantling the Monster?, *Lis Hojgaard, University of Copenhagen/The Danish University of Education and Dorte Marie Sondergaard*

On Her Majesty's Disservice: The Government Inspector and Summerhill School, *Ian Stronach, Manchester Metropolitan University*

Research Quality and Research Governance in the UK: From Methodology to Management, *Harry Torrance, Manchester Metropolitan University*

Audit, Empiricism and Bias: Limiting Understandings of Learning, *Phil Hodgkinson, University of Leeds*

Special featured panels

148 Embracing the Seventh Movement in Qualitative Inquiry: Lifting Conversations about Caring, Democracy, and Social Change in Schooling and Our Larger Public Space

Friday, 1:30-3 p.m. 405 Union

Chair: *Rodney Hopson, Duquesne University*

Method matters: Ethnographic extrapolations at the Light House and the Community House, *Rodney Hopson, Duquesne University*

Caring matters: Toward educational reform in urban schooling, *Magi Berger, Duquesne University & Wilkinsburg Academy*

Conversations matter: Working with others to promote social change, *Tanya Brown, Duquesne University*

Discussant: *Stafford Hood, Arizona State University*

218 Why Measurement Fails

Saturday, 11:45 a.m. to 1:15 p.m. 215 Union

Chair: *Jaber Gubrium, University of Missouri*

Co-Presenters: *Jaber Gubrium, University of Missouri, and James A. Holstein, Marquette University*

222 Applied Indigenous Studies: Research as Community Praxis

Saturday, 11:45 a.m. to 1:15 p.m. 405 Union

Chair: *Carolyn J. White, Northern Arizona University*

Navigating Political and Ethical Complexities in Indigenous Praxis, *Carolyn J. White, Northern Arizona University*

Exploring Cross Cultural 'Indigenous' Value Systems, *Tim Begaye, Arizona State University*

A Collaborative Team Approach in American Indian Education, *Anna Figueroa and David Beaulieu, Arizona State University*

Walking on Red Ground, *Mary Weems, John Carroll University*

Harmony, Hospitality and Other Ethics in Indigenous Research: Perspectives from the Outside, *Corrine Glesne, Independent Scholar*

Featured panels

110 Critical Developments in Participatory Action Research

Friday, 8-9:30 a.m. 407 Union

Chair: *Sue Noffke, University of Illinois at Urbana-Champaign*

Learning through arts-based action research: creative approaches to

xii

General information

destructive dynamics in our schools and in our world, *Kim Hershorn, Concordia University*

Collaborating with women with disabilities: Reflections on emancipatory disability research and feminist participatory inquiry, *Vanmala Hiranandani, University of Northern Iowa*

Participatory Action Research with Adults with Mental Retardation, *Rita Valade, Spalding University*

Identifying Qualitative Themes in the Involvement Practices of Parents in a Predominantly Black High School of the Arts as a Means Towards Intervention Design, *Arlene E. Edwards, Emory University*

124 Qualitative Research and Public Challenges to 'New' Regimes of Truth

Friday, 9:45-11:15 a.m. 314B Union

Chair: *Gaile S. Cannella, Arizona State University*

Critical Qualitative Research and the Transformation of Public (and Policy) Discourses, *Karen Ortiz, Lisa L. Miller and Gaile S. Cannella, Arizona State University*

Postcolonial Examinations of Research Perspectives that would Construct and Save the Other, *Araceli Rivas, Texas A&M University*

A Postcolonial Critique of the Ethnographic Interview: Research Analyses, *Radhika Viruru, Texas A&M University, and Gaile S. Cannella, Arizona State University*

Subverting the Other: Masking and Neocolonial Embeddedness in Accounts of Indigenous Management, *Subhabrata Bobby Banerjee and Stephen Linstead, University of Durham*

How do we read ethnic bodies today?: New ways of interpreting the ethnic terrain of mainstream popular culture, *Angharad N. Valdivia, University of Illinois at Urbana-Champaign*

141 Performing Social Sciences: How Dance, Short Stories and Writing as Craft Can Contribute to Qualitative Inquiry

Friday, 1:30-3 p.m. 209 Union

Chair: *Marcelo Diversi, Head Start*

General information

xiii

Body-Movement-Change: Dance as Performative Qualitative Research, *Pirkko Markula, University of Bath, United Kingdom*

Sport Performance in Four Acts: Players, Workers, Audiences and Immortality, *Robert Rinehart, Washington State University*

The Naming of Craft: A Journey through Three Writing Selves, *Jim Denison, University of Bath*

What does Tupak Shakur have to do with growing up Latino in the USA? Stories that cross the border of identity development but not that of social sciences, *Marcelo Diversi, Head Start*

Discussant: *Michael D. Giardina, University of Illinois*

142 Movin' On: Autoethnographies of Race, Blended Families, Queer Activism and Political Volunteerism

Friday, 1:30-3 p.m. 210 Union

Chair: *Carolyn S. Ellis, University of South Florida*

One Woman's Attempt to "Move On", *Mary Poole, University of South Florida*

Silent Screams, Shared Steps: An Exploration of Blended Families, *Abby Arnold, University of South Florida and Wren Colker*

E Pluribus Unum: Out of Many, One, *Robin Boylorn, University of South Florida*

The State of Unions: Queer Activism (and In-Activism) in Decision 2004, *Lisa M. Tillmann-Healy, Rollins College*

172 Performing Autoethnography

Friday, 5-6:30 p.m. 215 Union

Chair: *Ronald J. Pelias, Southern Illinois University*

Looking for Communion, *W. Benjamin Myers, Southern Illinois University*

I'm not that kind of [], *Scott William Gust, Southern Illinois University*

Performing Consequential Femininities, *Amy Pinney, Southern Illinois University*

186 Democratic Methodologies: I

Saturday, 8-9:30 a.m. 209 Union

Chair: *Jodi Kaufman, The University of Georgia*

Ways of Knowing: The ethics and methodologies of "visiting lives", *Lynda Measor, University of Brighton*

Slipping through the archival cracks: Informal adult learning, African Americans, Oral History, *Lisa R. Merriweather Humm, University of Georgia*

Teaching research methods against the expected: A teacher's journey, *Maya Miskovic, Loyola University Chicago*

Crossing Borders & Mapping Undiscovered Countries: Exploring Disadvantaged Mature Students, Experience of University Life Through their Voices and Images, *Andrew Loxley, University of Dublin*

Wanted: A Post-Foundational Research Project Worth Doing, *Patrick Manyak, University of Wyoming*

200 Revisioning the Social: The Work of Patricia Ticineto Clough

Saturday, 9:45-11:15 a.m. 209 Union

Chair: *Joseph Schneider, Drake University*

Democracy is a Gift, *Norman K. Denzin, University of Illinois at Urbana-Champaign*

A Persistent Vision: Themes in the Work of Patricia Ticineto Clough, *Joseph Schneider, Drake University*

Saving Sociology, *Michal M. McCall, Macalester College*

Response and Discussion, *Patricia Ticineto Clough, CUNY-Graduate Center; Institute for Advanced Study*

202 Qualitative Inquiry: Philosophical Foundations and Disciplinary Histories

Saturday, 9:45-11:15 a.m. 211 Union

Chair: *George Kamberelis, SUNY Albany*

Co-Presenters: *George Kamberelis, SUNY Albany, and Greg Dimitriadis, SUNY Buffalo*

224 Social Work as Qualitative Inquiry: Praxis, Paradox and Parable

Saturday, 11:45 a.m. to 1:15 p.m. 407 Union

Chair: *Roy Ruckdeschel, Saint Louis University*

Panelists: *Roy Ruckdeschel, Saint Louis University; Jerry Floersch, Case Western Reserve University; Jane Gilgun, University of Minnesota; Mary Katherine O'Connor, Virginia Commonwealth University; and Michael Ungar, Dalhousie University*

Congress Townhall Meeting

Saturday, 5-6:30 p.m. 200 Union Ballroom

The closing session of the congress is a townhall meeting that will consist of two parts:

1. A brief discussion concerning the formation of the Association of Qualitative Inquiry.
2. Conversations in five simultaneous discussion groups, of which congress delegates are encouraged to participate.

259 Wrestling with IRBs

Co-Leaders: *Valerie Janesick, Gaile Cannella and Yvonna Lincoln*

Participants: *Virginia Olesen, Donna Deyhle, Clifford Christians, Aviad Raz, Patti Lather, Lonnie Athens, Tamy Spry and Liora Bresler*

260 Deconstructing Evidence-Based Inquiry: The Views from:

Co-Chairs: *Janice Morse and Donna Mertens*

Participants: *Ian Stronach, Phil Hodkinson, Linda Tubiwai Smith, H. Torrance, Carolyn White, Rainer Winter, Gary Knowles, Arda Cole, Rubby Dhunpath, Bettie St. Pierre, Michael Feuer, Lisa Towne, Rodney Hopson, Cynthia Dillard, Adrienne Dixson and Stafford Hood*

261 Views from the Professions and Applied Disciplines

Chair: *Noreen Sugrue*

Participants: *Wendy Haight, Robin Jarrett, Phil Carspecken, Roy Ruckdeschel, Jane Gilgun, Corrine Squire, Robert Stake, Jennifer Greene, Jim Scheurich, Kathryn Bell McKenzie, George Kamberelis, Bryan Brayboy and Sofa Villenas*

262 Into the Future: Views from the Traditional Disciplines

Chair: *Adele Clark*

Participants: *Kathy Charmaz, Joe Schneider, Michal McCall, Ron Pelias, Ray Maietta, Jim Holstein, Jay Gubrium, Walter Podilchak, Carolyn Ellis, Art Bochner, Hal Goodall Jr., Stephen Hartnett, Ellen Moodie, Greg Dimitriadis, Cesar Cisneros and Wanda Pillow*

263 Building an International Action Research Community: II

Chair: *Sue Noffke*

Open to participation

264 International Association of Qualitative Inquiry

Co-Chairs: *Norman K. Denzin and Ray Maietta*

Open to participation

Schedule overview

Thursday, 6-8 p.m.

Foellinger 100 Qualitative Inquiry in a Time of Global Uncertainty
Auditorium

Friday, 8-9:30 a.m.

209 Union 101 Global Ethnography
210 Union 102 Arts-Based Inquiry
211 Union 103 Critical Race Theory and Moral Activism: I
215 Union 104 Feminist Institutional Inquiries
217 Union 105 From the Outside Looking In and From the Inside Looking Out: Identity Evolution in the Research Process
403 Union 106 Dilemmas of Researchers: Doing Value-Mediated Ethnographic Science
404 Union 107 Grounded Theory and Social Justice Research: I
405 Union 108 Using Narrative and Reflection to Study Nursing Practice
406 Union 109 Autoethnography and Pedagogies of Gender
407 Union 110 Featured Panel: Critical Developments in Participatory Action Research
314A Union 111 Diversity of Artistic Inquiry from a Global Perspective
314B Union 112 Policy Archaeology
217 Noyes 113 Qualitative Inquiry and Educational Environments: Avenues for Cultural Critique and Social Action

Friday, 9:45-11:15 a.m.

209 Union 114 No Logo Attached
210 Union 115 Decolonizing the Academy: I
211 Union 116 Critical Race Theory and Moral Activism: II
215 Union 117 Plenary: Science, Etc.: From Bicycle Helmets to Dialogue Across Differences
217 Union 118 Critical Pedagogies
403 Union 119 Transgressing Technique: Qualitative Pathways Towards Questioning Technology
404 Union 120 Indigenous Policy Studies
405 Union 121 Global Sporting Pedagogies
406 Union 122 Spirituality and Qualitative Research
407 Union 123 Community Network(ing)s, Participatory Media, and Empowerment
314B Union 124 Featured Panel: Qualitative Research and Public Challenges to “New” Regimes of Truth
217 Noyes 125 How We Make Meaning in Our Qualitative Research Activity and the Challenges of Dissemination in a Neo-conservative Discourse Context
161 Noyes 126 Investigative Poetry

Friday, 11:45 a.m. to 1:15 p.m.

209 Union 127 Issues, Practices and Tales of Learning Qualitative Inquiry
210 Union 128 The Active Interview: I
211 Union 129 Cultural Studies, Education and Pedagogy: I
215 Union 130 The Role of Portraiture in Affecting Public Language and Professional Practice
217 Union 132 Improving Public Health Policy and Practice: How Qualitative Research Contributes
403 Union 133 Critical Methods and Research for Empowerment
404 Union 134 Multi-sited Studies and Grounded Theory
405 Union 135 Ethnicity and Race in a Post-9/11 World
406 Union 136 Parent Methamphetamine Abuse in Rural Illinois: An Instance of Applied Ethnography in Child Welfare Research
407 Union 137 Ethics and Politics in Participatory Action Research
314B Union 138 Hearing Feminist Voices
217 Noyes 139 Plenary Session: Monsters of Evidence: Qualitative Research and the Globalization of Audit Culture
161 Noyes 140 New Qualitative Developments

Friday, 1:30-3 p.m.

209 Union 141 Featured Panel: Performing Social Sciences: How Dance, Short Stories, and Writing as Craft Can Contribute to Qualitative Inquiry
210 Union 142 Featured Panel: Movin’ On: Autoethnographies of Race, Blended Families, Queer Activism and Political Volunteerism
211 Union 143 Cultural Studies, Education and Pedagogy: II
215 Union 144 Portraiture and the Whole Person as the Fundamental Unit of Understanding
217 Union 145 Enhancing Reflective Practice in Preservice and Inservice Teachers Using Web-Based Applications
403 Union 146 Decolonizing Neo-Colonial Methodologies: II
404 Union 147 Grounded Theory and Social Justice Research: II
405 Union 148 Special Featured Panel: Embracing the Seventh Movement in Qualitative Inquiry: Lifting Conversations about Caring, Democracy and Social Change in Schooling and Our Larger Public Space
406 Union 149 Communications, Culture, and Policy: Examining the Intersections
407 Union 150 Critical Qualitative Inquiry in Participatory Action Research
314B Union 151 Frontiers of Feminist Qualitative Inquiry
217 Noyes 153 Plenary Session: “Scientifically Based Research” and Qualitative Research Methodologies
161 Noyes 154 Subjectivity, Fiction and Truth

Friday, 3:15-4:45 p.m.

209 Union 155 Poststructural Epistemologies
210 Union 156 Thought’s Reach to the Future: The Perils and Promise of Autoethnography
211 Union 157 Cultural Studies, Education and Pedagogy: III

215 Union	158	Post-process Qualitative Evaluations in Education Studies
217 Union	159	Representing Women's Lived Experience
403 Union	160	Decolonizing Neo-Colonial Methodologies: I
404 Union	161	Arts-Based Inquiry
405 Union	162	Liberating Methodology: Activist Research in the Spirit of Jemima
406 Union	163	Counter-hegemonic Discourse Analysis
407 Union	164	Interrogating Racial Utopias
314A Union	165	Violent Spaces: Architectural, Urban and Territorial Reifications of Fear and Terror
314B Union	166	Subjectivity, Fiction and Truth
217 Noyes	167	Plenary Session: International Perspectives on Qualitative Research and Race
161 Noyes	168	A Conversation on Ethics, Qualitative and Participatory Action Research and Activism

Friday, 5-6:30 p.m.

209 Union	169	CRT in Education: The Triangulation of Parents, Students and Policy in Contemporary Education
210 Union	170	Autoethnography as Method
211 Union	171	Feminist Qualitative Research
215 Union	172	Featured Panel: Performing Autoethnography
217 Union	174	Qualitative Strategies to Study People's Interpretations of Social and Political Processes
403 Union	175	Pedagogy and Power
404 Union	176	Autoethnography and Pedagogies of Memory
405 Union	177	Critical Thinking
406 Union	178	Reading Visual Culture
407 Union	179	Case Studies, Nationhood and Nationalism
314A Union	180	Mixed and Mixed-up Methods
314B Union	181	Logics of Qualitative Issues
200 Union	183	Computer Assisted Understanding
161 Noyes	185	New Explorations in Qualitative Inquiry

Saturday, 8-9:30 a.m.

209 Union	186	Featured Panel: Democratic Methodologies: I
164 Noyes	187	Globalization and Transnationalism: I
211 Union	188	Evaluating the Qualitative Analysis Process
215 Union	189	The Active Interview: III
217 Union	190	The Politics of Discourse
403 Union	191	Expert/Subject Explorations
404 Union	192	Places and Spaces of the Self
405 Union	193	Human Rights and (Post)Coloniality
406 Union	194	Feminist Interpretive Studies
407 Union	195	In Their Hearts and Minds: Teachers Respond to California's Reading Reform
314A Union	196	Performing Social Class
314B Union	197	Funded Qualitative Research
200 Union	198	Human Issues with Technology

161 Noyes	199	Institutional Narratives in the Discourse Between Oncology Social Workers and Cancer Patients' Self-help Organization
-----------	-----	---

Saturday, 9:45-11:15 a.m.

209 Union	200	Featured Panel: Revisioning the Social: The Work of Patricia Ticineto Clough
164 Noyes	201	Globalization and Transnationalism: II
211 Union	202	Featured Panel: Qualitative Inquiry: Philosophical Foundations and Disciplinary Histories
215 Union	203	The Active Interview: II
217 Union	204	Discourse and Power
403 Union	205	The Performativity of Loss
404 Union	206	Pedagogy to Practice
405 Union	207	Postcolonial Methodologies
406 Union	208	Autoethnography as Relational Practice
407 Union	210	Building Knowledge Through Researching Social Transformation
314A Union	211	Qualitative Inquiry and Female Adolescence: A Roundtable Discussion
314B Union	212	Funded Qualitative Research: In-Depth Longitudinal Study of HIV-Infected Women
200 Union	213	IRBs and Academic Freedom
161 Noyes	214	Racing Science: Critical Perspectives on Race in Research

Saturday, 11:45-1:15 p.m.

209 Union	215	Multi-Methods for Studying Race & Class in "No Child Left Behind"
164 Noyes	216	The Transformative Prism: Resilience and Social Justice in Mixed Methods Research
211 Union	217	Globalization and Transnationalism
215 Union	218	Special Featured Panel: Why Measurement Fails
217 Union	219	Revealing power imbalances through qualitative inquiry
403 Union	220	Critical Ethnography as Performance
404 Union	221	Ethics, IRBs and Academic Freedom
405 Union	222	Special Featured Panel: Applied Indigenous Studies: Research as Community Praxis
406 Union	223	Autoethnography and Narrative
407 Union	224	Featured Panel: Social Work as Qualitative Inquiry: Praxis, Paradox and Parable
314A Union	225	Process Oriented Qualitative Evaluations in Education Studies
314B Union	226	Evaluating Qualitative Inquiry
200 Union	227	Mixed-methods designs and Inquiry in Global Studies: I
161 Noyes	229	Life History Research: Ethics, Representation, Epistemology

Saturday, 1:30-3 p.m.

209 Union	230	Working with Multi-cultural Populations
210 Union	232	Technography: Qualitative Approaches to Technological Experiences

211 Union	233	Dilemmas of Researchers: Doing Value-Mediated Ethnographic Science
215 Union	234	A Methodology of the Heart: Honoring the Contributions of Ronald J. Pelias
217 Union	235	Battles in the Science Wars
403 Union	236	Re-Thinking Performance
404 Union	237	IRBs and the Politics of Informed Consent
405 Union	238	Indigenous Approaches to Creating Knowledge
406 Union	239	The Uses and Abuses of Foucault in the Development of a Counter-Science
407 Union	240	Radical Pedagogy as Teaching
314A Union	241	Cultural Discourses
314B Union	242	Filling in the Research Gaps: Qualitative Methods in Health Care Research
200 Union	243	Critical Transnational Inquiry
161 Noyes	244	Global Ethnography as Performance

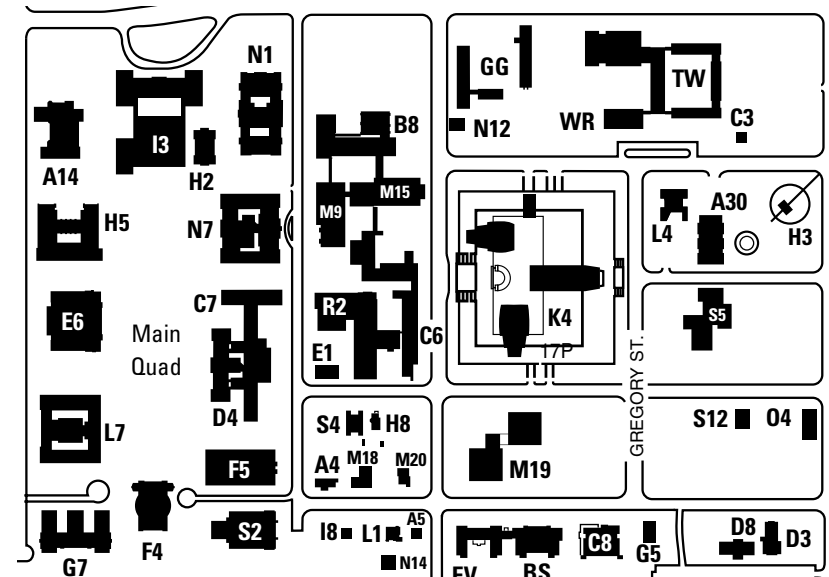
Saturday, 3:15-4:45 p.m.

209 Union	245	Multi-Cultural Politics of HIV/AIDS
210 Union	246	Decolonizing the Academy: II
211 Union	247	Translating Experience
215 Union	248	Qualitative Evaluation and Educational Research
217 Union	249	Governance, Machinations and Policy
403 Union	250	Mixed Method Designs in Health Care Research: The Challenges of Data Analysis and Interpretation
404 Union	251	Concepts, Evaluations, Reforms
405 Union	252	Story and Narrative
406 Union	254	Qualitative Health Care Research
407 Union	255	Human Rights and Human Subject Research
314A Union	256	Building an International Action Research Community: I
314B Union	257	Qualitative Evaluation and Social Policy
161 Noyes	258	Patterns of Acculturation: Migration Narratives in the Midwestern USA

Saturday, 5-6:30 p.m.

200 Union	259	Roundtable: Wrestling with IRBs
200 Union	260	Roundtable: Deconstructing Evidence-Based Inquiry: The View from:
200 Union	261	Roundtable: Views from the Professions and Applied Disciplines
200 Union	262	Roundtable: Into the Future: Views from the Traditional Disciplines
200 Union	263	Roundtable: Building an International Action Research Community: II
200 Union	264	Roundtable: International Association of Qualitative Inquiry

Campus map



13 Illini Union

The main site for the congress, including registration.

F4 Foellinger Auditorium

Site of keynote addresses and opening congress reception on Thursday night.

N7 Noyes Lab

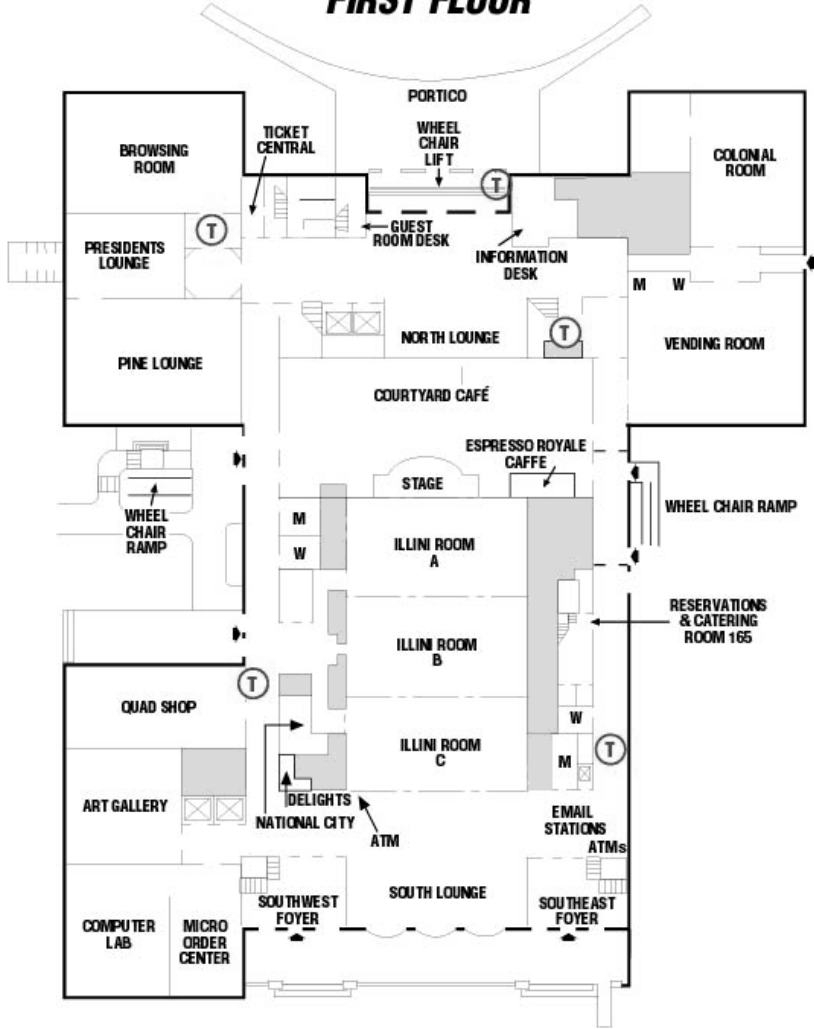
Site of some sessions Friday and Saturday.

L4 Levis Faculty Center

Site of Saturday evening barbeque.

Illini Union maps

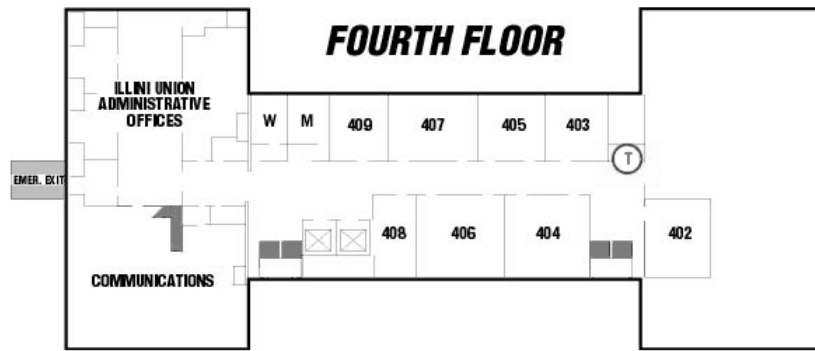
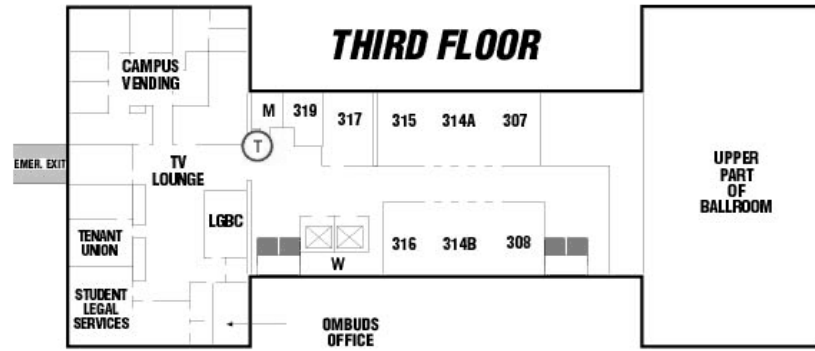
FIRST FLOOR



General information

Illini Union maps

SECOND FLOOR



General information

General information

Conference volunteers

An information table for conference inquiries will be available in the Colonial Room of the Illini Union. Conference volunteers will be happy to assist you.

Registration hours

Registration will be in the Illini Union. Registration hours are: 6-9 p.m. Wednesday in 200 Union Ballroom and 8 a.m. to 5 p.m. Thursday, 8 a.m. to 5 p.m. Friday, and 8 a.m. to noon Saturday in the Colonial Room.

E-mail services

Internet access is available in the computer lab in the southwest corner of the first floor of the Illini Union. Passwords, etc. will be given to you for your sole use in that computer lab. Many coffee houses and restaurants in the Campustown area also provide wireless Internet access to their customers.

Technology

An overhead projector will be in every room. If you specifically requested an LCD projector or TV/VCR/DVD player for your presentation, one will be made available. Unfortunately, we are unable to provide laptop computers for use with an LCD projector. If you have requested any other audio-visual/technological equipment, such as a 35mm slide projector or a CD player, we will work with you to procure these items.

Photocopying

A pay photocopy facility is located in Room 333 of the Illini Union. Hours of operation are 8:30 a.m. to 5:30 p.m. Thursday and Friday.

Conference badges

Your conference badge is your “ticket” to all the events. Thus, it is imperative that you have checked-in and retrieved your conference badge/packet before you attend your first event.

Currency exchange

Busey Bank, at the southwest corner of Wright and Green streets near the Illini Union, is the only place nearby that does immediate currency exchanges. However, the bank charges \$10 to non-account holders and \$5 to account holders for all currency exchanges, and it doesn't necessarily make exchanges for all currencies.

Food, lunches

Except for the Saturday barbeque, the conference will not provide any meals for conference attendees. The Illini Union is centrally located within easy walking distance of dozens of bars and restaurants that cover the wide spectrum of cuisines (Italian, French, Indian, Chinese, Mexican, American, etc.). Several fast food establishments (e.g., McDonalds, pizza, sandwiches) are in the basement of the Illini Union, as well as within easy walking distance. Included in your conference packet will be detailed information regarding names and locations of most of the local restaurants. You can also download this information from the conference Web site.

Smoking

All campus buildings are smoke-free.

Cell phones and pagers

Please turn off or silence all cell phones or pagers when attending all conference sessions.

Public transportation

Champaign-Urbana is widely recognized as having one of the best public transportation systems for small cities in the United States. There are several routes that can get you to the Illini Union and from Illini Union to downtown Champaign or downtown Urbana. See the Illini Union information desk at the building entrance for more information on bus routes. All rides for adults cost \$1 one-way.

Parking

Parking on campus is sparse. If you can, either walk or take a hotel shuttle to the Illini Union to avoid parking headaches.

Ethics, Politics and Human Subject Research in the New Millennium

The Second International Congress of Qualitative Inquiry will take place at the University of Illinois at Urbana-Champaign from May 4-7, 2006.

The theme of the Second International Congress, "Ethics, Politics and Human Subject Research" builds on and extends the theme of the First International Congress, which focused on "Qualitative Inquiry in a Time of Global Uncertainty." The 2006 Congress will explore experiences with and criticisms of Institutional Review Boards. It will question the over-reliance of audit cultures on evidence-based, neo-experimental models of inquiry. The 2006 Congress will investigate new ways of decolonizing traditional methodologies. It will take up performative, feminist, indigenous, democratic and participatory forms of critical inquiry. The 2006 Congress will examine how these new forms of inquiry can advance the goals of social justice and progressive politics in this new century.

Session themes will include — but not be confined to — these topics: active interviews, auto- and performance ethnography, arts-based inquiry, coloring and engendering epistemology, colonial and postcolonial epistemologies, critical performance narratives, critical pedagogy, critical race theory, cultural studies and critical pedagogy, democratic methodologies, discourse, ethnodrama, story, poetry, epistemology, ethics, oral history, interpretive inquiry and IRBs, queer, feminist and gender studies, focus groups, funding qualitative research, globalization, health care, grounded theory and social justice, human rights, indigenous studies, models of evidence, mixed-methodologies, participatory action research, policy studies, portraiture, posthuman subjects, qualitative evaluation inquiry, qualitative health research, technology, mobility, memory, representation, working with multicultural populations.

Half-day (morning and afternoon) preconference workshops (May 4) will precede the three day Congress (May 5-7), which will consist of keynote, plenary, featured and regular sessions. There also will be opening and closing receptions and a banquet.

We invite your submission of paper and session proposals. Session and paper submissions will be accepted online only from October 1 until December 1, 2005. Conference and workshop registration will begin December 1, 2005. To learn more about the Second International Congress and how to participate, please visit our Web site at www.c4qi.org.

Norman K. Denzin
Congress Director

Friday, May 6

101 Global Ethnography

8-9:30 a.m.

209 Union

Chair: *Rubby Dhunpath, Centre for African Studies*

A Postmodern Ethnographic Approach to the Study of International Virtual Teams, *Mary Jo A. Shane, Pepperdine University*

Mothering Across Social Class Differences: A Performance Ethnography, *Sharon R. Bird, Iowa State University and Leslie Rebecca Bloom, Iowa State University*

Critique of Analysis, *Margaret Chesney, University of Salford*

Complexity in Interviewing Women By Male Researchers, *Eli Buchbinder, University of Haifa*

Governmentality, Institutional Anomie and Qualitative Inquiry: The Case of Gujarat Universities Common Ordinance 2004, *Iftikhar Ahmad Khan, MS University of Baroda*

102 Arts-Based Inquiry

8-9:30 a.m.

210 Union

Chair: *Jeanine Marie Minge, University of South Florida*

Creating Research or Researching Creations, *Ephrat Huss, Ben Gurion University*

Paradigms Lost, Perspective Gained: Visual Art Practice as Research, *Graeme Sullivan, Teachers College Columbia University*

Arts-Based Research as an Alternative Lens: Rethinking Current Scientific Models of Physical Self-Concept, *K. C. Kowalski, University of Saskatchewan; T. Fleming; A. D. Mosewich; and C. M. Magnus*

Ethnographic Desire: Still searching, still yearning, *Jeanine Marie Minge, University of South Florida*

103 Critical Race Theory and Moral Activism: I

8-9:30 a.m. 211 Union

Chair: *Elizabeth McGibbon, St Francis Xavier University*

Addressing Barriers to Critical Race Research in the Health Fields, *Elizabeth McGibbon, St Francis Xavier University and Josephine Etowa*

Agencies of Americanization: The Cultural Politics of American English, *Anna Youngkyung Min, University of Illinois at Urbana-Champaign*

Concordance not compliance: contrasting epidemiological and qualitative methodologies in responding to minority ethnic community health needs, *Neil Small, University of Bradford*

Mama Jaja: The power and pain of HIV-affected grandmothers in Uganda, *Cynthia Cannon Poindexter, Fordham University*

Overcoming cultural barriers in meeting the needs of cardiac patients; implications and potentials for improvement of cardiac rehabilitation services, *Abbas Haghshenas, University of New South Wales; Maurice Eisenbruch; and Arie Rotem*

104 Feminist Institutional Inquiries

8-9:30 a.m. 215 Union

Chair: *Jill L Adams, University of Victoria*

From Lived Experience to Evidence. Mapping the process of obtaining a restraining order in British Columbia, *Jill Adams, University of Victoria*

The lives of Korean mothers of adult children with schizophrenia, *Myungsun Yi, Seoul National University and Bong Sook Yih*

Female Differences in Rugby Union, *Montserrat Martín, Universitat de Vic and Bernat Llobet*

Exposing Realities: When Conceptual Ideals meet Lived Experience. Are Women in Rural Gujarat Empowered through Political Participation?, *Bilkis Vissandjee, University of Montréal;; Alisha Schotsman; Saskia Wieringa; Shelly Abdool; and Sophie Dupér*

105 From the Outside Looking In and From the Inside Looking Out: Identity Evolution in the Research Process

8-9:30 a.m. 217 Union

Chair: *Tina Wagle, SUNY Empire State College*

¿Eres hispana, verdad?, *Tina Wagle, SUNY Empire State College*

African American Senior Citizens' Perceptions of Family and Community, *Michael Stanford, University at Buffalo, State University of New York*

(Re)Presenting Us: 'Gay' Youth Speak Out About Sexuality Identities, Media, and Their Lives in the Cultural Context of 21st Century Heterosexism/Homophobia, *David Cantaffa, University at Buffalo, State University of New York*

The invisible, yet agentic stranger: Depicting accommodations and resistances of transnationals in higher education in U.S., *Kakali Bhattacharya, University of Georgia*

Making Selves/Masking Selves (the grin and the lie), *Desiree Yomtoob and Duane Cyrus, University of Illinois at Urbana-Champaign*

106 Dilemmas of Researchers: Doing Value-Mediated Ethnographic Science

8-9:30 a.m. 403 Union

Chair: *Peter Demerath, The Ohio State University*

Colonize This!: New Researcher of Color on Today's Qualitative Science, *Stephanie Daza, Ohio State University*

Listen to the Teachers: Collaborative Methods as a Political Space for Teacher Empowerment and Development, *Michelle Proctor, The Ohio State University*

Space, Identity, and Community Membership: Comparing Public Spaces in a Suburban and Urban High School, *Jill Lynch, Ashland University*

Oral History as a Social Justice Project: Options for the Qualitative Researcher, *Valerie J Janesick, University of South Florida*

Analysis of Multiple Classification in the Qualitative Research, *Ruth Marilda Fricke, UNIJIUI*

107 Grounded Theory and Social Justice Research: I

8-9:30 a.m. 404 Union

Chair: *Klaus G Witz, University of Illinois at Urbana-Champaign*

Organizational Ethics as a Framework for Teaching and Learning About Social Justice, *Gail Jensen, Creighton University; Teresa Cochran, Creighton University; Joy Voltz; and Steven T. Boyd*

Connecting Critical Theory and Critical Methodology Through Person-Centered Research, *Rozana Carducci, University of California, Los Angeles*

Evaluating nonprofit programs in a context of devolution, *Jerry Hinbest, Malaspina University-College*

Organizational Deviance in a School of Business, *Henry Vandenburg, Bridgewater State College*

Developing a community of inquiry in a Science Department and disseminating good practice to the wider community, *Andrew K Watts, St Benedicts Upper School*

108 Using Narrative and Reflection to Study Nursing Practice

8-9:30 a.m. 405 Union

Chair: *Cynthia Peden-McAlpine, University of Minnesota*

Narrative and Reflection: Theoretical and Philosophical Bases, *Cynthia Peden-McAlpine, University of Minnesota; Susan G. Forneris; Joan Liaschenko; and Patricia S. Tomlinson*

Research Interventions to Extend Expertise in Practice, *Cynthia Peden-McAlpine, University of Minnesota; Susan G. Forneris; Joan Liaschenko; and Patricia S. Tomlinson*

Research Findings: How Reflective Practicums Make A Difference, *Cynthia Peden-McAlpine, University of Minnesota; Susan G. Forneris; Joan Liaschenko; and Patricia S. Tomlinson*

Exploring Health Care Quality: From Meta-Analysis to Qualitative Inquiry, *Cynthia M. Saunders, California State University, Long Beach*

109 Autoethnography and Pedagogies of Gender

8-9:30 a.m. 406 Union

Chair: *Allen Shelton, Buffalo State College*

The Butch/Femme Chronicles: audience reactions and feminist pedagogical implications of gender as a performative, performed, *Kimberly Dark, Current Change Consulting*

From Sexy M.F. to Natalie Woody: One Drag King's Performance of Race, *Michelle Campbell, Northwestern University*

Sweaty Towels and Miller Lite Cans: Commodity Fetishization and the Obsession of Things, *Kristen Aureli, Suny College at Buffalo*

The Anorexic Grocery: The Influence and Control of Advertising on Body Image, *Melinda M. Kyle, SUNY Buffalo State College*

Panoptic Bones and Haunting Objects, *Janet Lester, Buffalo State College*

110 Featured Panel: Critical Developments in Participatory Action Research

8-9:30 a.m. 407 Union

Chair: *Sue Noffke, University of Illinois at Urbana-Champaign*

Learning through arts-based action research: creative approaches to destructive dynamics in our schools and in our world, *Kim Hershorn, Concordia University*

Collaborating with women with disabilities: Reflections on emancipatory disability research and feminist participatory inquiry, *Vanmala Hiranandani, University of Northern Iowa*

Participatory Action Research with Adults with Mental Retardation, *Rita Valade, Spalding University*

Identifying Qualitative Themes in the Involvement Practices of Parents in a Predominantly Black High School of the Arts as a Means Towards Intervention Design, *Arlene E. Edwards, Emory University*

111 Diversity of Artistic Inquiry from a Global Perspective

8-9:30 a.m. 314A Union

Chair: *Lenore Wadsworth Hervey, Columbia College Chicago*

The Bullroarer as a Way of Knowing, *Bethe Hagens, Union Institute & University*

Artistic Inquiry and the Creation of Knowledge, *Kathy P. Hairston*

Embodying Re-creation of Identity in a Japanese Butoh Dance Group, *Tamah Nakamura, Kyushu University*

The Embodied Voices of Six Egyptian Muslim Women, *Nancy Tonsy, World Relief Chicago*

112 Policy Archaeology

8-9:30 a.m. 314B Union

Chair: *Kathryn Bell McKenzie, Texas A&M University*

Policy Archaeology: A Qualitative Approach to Policy Analysis, *Mary Katherine O'Connor, Virginia Commonwealth University*

Foucault's "Effective History" — A Tool to Study Race, *Violet R. Johnson Jones, The University of Texas at El Paso*

Foucaultian analysis of Homelessness discourse in Two US Cities, *Bart W. Miles, Wayne State University*

'Performativity' Standards: The Choreography of Accountability, *P. Taylor Webb, University of Washington, Bothell*

Using Power Dynamics, *Maria Elena Torre, City University of New York*

113 Qualitative Inquiry and Educational Environments: Avenues for Cultural Critique and Social Action

8-9:30 a.m. 217 Noyes

Chair: *Michael P. O'Malley, Saint Joseph's University*

Transgressing a Politics of Struggle Through Ethnographic engagement of Student Narrative, *Michael P O'Malley, Saint Joseph's University*

Framing pedagogy as critical public engagement, *Jeanne F. Brady, Saint Joseph's University*

The seventh moment and beyond in qualitative research: How critique might generate action, *Janet Miller, Teachers College, Columbia University*

Deconstructing visual images, *Patrick Slattery, Texas A&M University*

Critical Race Educational Foundations: Problems and Possibilities for Teacher Education and other people's children, *Robin Vann Lynch, Saint Joseph's University*

114 No Logo Attached

9:45-11:15 a.m. 209 Union

Chair: *Desiree Yomtoob, University of Illinois at Urbana-Champaign*

Passing, No More, *Desiree Yomtoob, University of Illinois at Urbana-Champaign*

Who Am I?, *Carolyn Randolph, University of Illinois at Urbana-Champaign*

(Re)membering the "Latina" Body: An Autoethnography of Self, Identity, and Popular Culture, *Jillian M. Baez, University of Illinois at Urbana-Champaign*

Acoustic Portrait, *Maria Isabel Silva, University of Illinois at Urbana-Champaign*

Travel Broadens the Mind OR Making the Strange Familiar: The Story of a Visiting Academic, *Pat Sikes, University of Sheffield*

115 Decolonizing the Academy: I

9:45-11:15 a.m. 210 Union

Chair: *Jan Nespor, Virginia Tech*

Methodology as scale-making: Rethinking multi-site ethnography as social movement organizing, *Jan Nespor, Virginia Tech*

Visual Autobiography of the Hybrid Colonized Scholar in Korea, *Changhyun Lee, Kookmin University*

(Inyeonsogi, Emerging by linking): an Indigenous story of an Academic

Diaspora, *Deok-Hee Seo, University of Illinois at Urbana-Champaign*

Researching place pedagogies, *Margaret Somerville, University of New England*

Local stories, local literacies at Logan — a place pedagogies approach, *Kerith Power, Griffith University*

116 Critical Race Theory and Moral Activism: II

9:45-11:15 a.m. 211 Union

Chair: *Lorna J. Roberts, Manchester Metropolitan University*

Rendering the invisible visible and the visible invisible: living the contradictions between formal equality discourses and lived experiences of informal inequality, *Lorna J. Roberts, Manchester Metropolitan University*

The Minority in the Mainstream and the Mainstream in the Minority: Hybrid Discourse in Application Essays, *Marcia Z. Buell, University of Illinois at Urbana-Champaign*

Qualitative Research Methods in the Classroom: Race, Culture, and Empowering Students to Critical Thinking, *Gilman W. Whiting, Vanderbilt University*

Drinking as a Background Activity: The Role of Alcohol Use Among African American College Women, *Stacey A. Peterson, College of Notre Dame of Maryland*

Use of Qualitative Methods and Participatory Research For Understanding Health among Urban Latinos with Disabilities, *Janine M. Jurkowski, University at Albany*

117 Plenary: Science, Etc.: From Bicycle Helmets to Dialogue Across Differences

9:45-11:15 a.m. 215 Union

Chair: *Elizabeth St. Pierre, University of Georgia*

Panelists: *Michael J. Feuer, National Academy of Sciences; Lisa Towne, National Academy of Sciences; and Elizabeth St. Pierre, University of Georgia*

118 Critical Pedagogies

9:45-11:15 a.m. 217 Union

Chair: *Lee E. Fleischer, Empire State College*

Counter-Hegemonic Theorizing through Contradictions and Discursive Formations in Teaching Social Studies, *Lee E. Fleischer, Empire State College/SUNY*

Multiple Voices in Arts Infusion, *Debra F. Hull, Diane Montgomery, and Stacy Otto, Oklahoma State University*

Critical Pedagogy or Whose Pedagogy is it? The case of teachers in the newspapers, *Anat Kainan, Kaye College of Education; Merav Asaf; Yocheved Bezalel; Ron Hoz; and Nurit Elam*

Thinking Differently About the Effects of Policy upon Teacher Educators in the University, *Ken Gale, University of Plymouth*

Schooling soft bodies: Collective Stories, sport and gender transformations, *Richard Pringle, University of Waikato*

119 Transgressing Technique: Qualitative Pathways Toward Questioning Technology

9:45-11:15 a.m. 403 Union

Chair: *Karen Ferneding, University of Illinois at Urbana-Champaign*

Video Surveillance Technology and Violence in Urban Schools: A Foucaultian Analysis, *Alex Jean-Charles, University of Illinois at Urbana-Champaign*

Power and Reason: A Case Study of a Novice Teacher's Conceptions of the Teaching and Learning of Mathematics and Technology, *Rong-Ji Chen, University of Illinois at Urbana-Champaign*

Tension of the Partnership with Technology: A Case Study of a Computer-assisted Language Class, *Hui-Mei (Justina) Hsu, University of Illinois at Urbana-Champaign*

Further Distillation of the Concept of Crystallization, *Elaine C. Wiersma, University of Waterloo*

120 Indigenous Policy Studies

9:45-11:15 a.m. 404 Union

Chair: *Ruth Sautu, Instituto Gino Germani - Universidad de Buenos Aires*

Going to school: Mexican indigenous kids' views, *Cortes Graciela, Escuela Normal "Rodolfo Menéndez de la Peña" and Leo Gisela*

Finding qualitative voice: Researcher reflexivity across cultural boundaries, *Brigitte Smit, University of Johannesburg*

Street Knowledge and Academic Knowledge of Gangs, *Robert Garot, Bowling Green State University*

Constructing knowledge of Indigenous health worker practice, *Bill Genat, University of Melbourne*

Integrating the sacred in the academy: Sharing the wisdom of spiritually minded activist scholars, *Riyad Ahmed Shahjahan, OISE/University of Toronto*

121 Global Sporting Pedagogies

9:45-11:15 a.m. 405 Union

Chair: *Michael D. Giardina, University of Illinois at Urbana-Champaign*

The Symbolic Meanings of a National Sport Star from the Political and Historical Perspectives of the Korean Media Coverage, *Lee Chang-hyun, Kookmin University and Yeanmi You, University of Illinois*

Getting it back together again: Perceptions of the benefits of golf as a form of physical activity for people with serious mental health problems, *K. Douglas, University of Bristol and D. Carless*

Kee-Chung Sohn as the National Sport Hero in Korean Cultural Memory, *Yeanmi You, University of Illinois*

122 Spirituality and Qualitative Research

9:45-11:15 a.m. 406 Union

Chair: *Phil Carspecken, Indiana University*

African American Religion/Spirituality and Oppression, *Kisha*

Kinebrew, Indiana University

The Story of Nobody Nowhere: A Buddhist Unraveling of a Western Web, *Barbara Korth, Indiana University*

The Transformative Power of Words, *Lucinda Carspecken, Indiana University*

Spiritual Moments in Ethnographic Methodology: _Empathy in an Intercultural Peace Research Process, *Edward J. Brantmeier, Indiana University*

The Good, the True, the Beautiful and the Moment; spirituality and the concept of validity, *Phil Carspecken, Indiana University*

123 Community Network(ing)s, Participatory Media and Empowerment

9:45-11:15 a.m. 407 Union

Chair: *Sascha D. Meinrath, University of Illinois at Urbana-Champaign*

Title TBA, *Sascha Meinrath, University of Illinois at Urbana-Champaign*

The Canadian Research Alliance for Community Innovation and Networking (CRACIN), *Leslie Regan Shade, Concordia University and Alison Powell*

Community Network(ing)s, Students Media and Rural Education in Colombia's Andean Area, *Marisol Moreno*

Title TBA, *Christian Sandvig*

124 Featured Panel: Qualitative Research and Public Challenges to 'New' Regimes of Truth

9:45-11:15 a.m. 314B Union

Chair: *Gaile S. Cannella, Arizona State University*

Critical Qualitative Research and the Transformation of Public (and Policy) Discourses, *Karen Ortiz, Lisa L. Miller and Gaile S. Cannella, Arizona State University*

Postcolonial Examinations of Research Perspectives that would Construct and Save the Other, *Araceli Rivas, Texas A&M University*

A Postcolonial Critique of the Ethnographic Interview: Research

analyses Research, *Radhika Viruru, Texas A&M University and Gaile S. Cannella, Arizona State University*

Subverting the Other: Masking and Neocolonial Embeddedness in Accounts of Indigenous Management, *Subhabrata Bobby Banerjee and Stephen Linstead, University of Durham*

How do we read ethnic bodies today?: New ways of interpreting the ethnic terrain of mainstream popular culture, *Angharad N. Valdivia, University of Illinois at Urbana-Champaign*

125 How We Make Meaning in Our Qualitative Research Activity and the Challenges of Dissemination in a Neo-conservative Discourse Context

9:45-11:15 a.m. 217 Noyes

Chair: *Sharon M Keller, University of South Florida*

How We Make Meaning In Our Qualitative Research Activity and the Challenges of Dissemination in a Neo-Conservative Discourse Context, *Sharon Miller Keller, University of South Florida; Patt Alvarez McHatton; and Phyllis Jones*

Title TBA, *Phyllis Jones*

Title TBA, *Patricia Alvarez McHatton, University of South Florida*

Issues and Dilemmas of Non-Funded Qualitative Research, *Lynn P. Eldershaw, University of Alberta*

Qualitative Analysis of a 5-year Intervention Following Catastrophic Loss, *Grace H Christ*

126 Investigative Poetry

9:45-11:15 a.m. 161 Noyes

Chair: *Stephen J. Hartnett*

An Army Of Sorts, *Nicholas J. Coulter, State College at Buffalo*

Writing India Schools: A Literary Reading of Creative Nonfiction and Poetry, *Jane Piirto, Ashland University*

Yet another Black Swan? An alternative story of elite professional sport participation, *K. Douglas, University of Bristol and D. Carless*

When your time comes: Understanding physical activity experiences of older women in rural areas, *D. Carless, University of Bristol and K. Douglas*

Wikis, Blogs and Something Called a Book: Intertextual Reading/Research Praxis, *Lace Marie Brogden, University of Regina*

127 Issues, Practices and Tales of Learning Qualitative Inquiry

11:45 a.m. to 1:15 p.m. 209 Union

Chair: *Drew K. Ishii, The Ohio State University*

Learn by doing: The development of researchers through writing and reflection, *Drew K Ishii, The Ohio State University; Melissa Kentner, The Ohio State University; Melanie Buffington, Eastern Michigan University; and Michael Meagher, The Ohio State University*

(un)becoming: the evolution of a qualitative social science researcher, *Jodi Kushins, The Ohio State University*

From The Native's Point of View: C-minus is "good enough!", *Kenneth N Ehrensall, Kutztown University of Pennsylvania*

Modernity and "Alternative Modernities" as Frameworks for Understanding Qualitative Research, *Kristi Jackson, QuERI*

One for the money: A reflection on the experience of conducting qualitative research in a Canadian Bank, *Brenda McPhail, University of Toronto*

128 The Active Interview: I

11:45 a.m. to 1:15 p.m. 210 Union

Chair: *Kathryn Roulston, University of Georgia*

Close encounters of the CA kind: Analyzing talk in research interviews, *Kathryn Roulston, University of Georgia*

Straight from Harry and Sally: Developing a Theory of Cross-Sex Friendship, *Joy L. Daggs, University of Missouri-Columbia*

A Note on Inter-Viewing: Using Symbolic Interactionism for Interview Analysis, *Aviad E. Raz, Ben-Gurion University*

'Real' Managerial Competence, *Steve McKenna, York University*

Unreliable witnesses? Accounting for 'contradiction' in interviews,
Cate Watson, University of Aberdeen

129 Cultural Studies, Education and Pedagogy: I

11:45 a.m. to 1:15 p.m. 211 Union

Chair: *Lara J. Handsfield, University of Illinois at Urbana-Champaign*

The Culture of Discourse on Educational Reform in Spain,
Cathryn Teasley, University of Coruña

Books, mom, and apple pie: Tensions in personal literacy practices and literacy instruction in a "mainstream" multilingual classroom,
Lara J. Handsfield, University of Illinois at Urbana-Champaign

Development of In-service Problem Based Learning Method to Help Mexico City's Primary Health Care Practitioners to Control Their Practice, *David Garcia-Cardenas, Universidad Autonoma de la Ciudad de Mexico and Marta Gomez-Panana*

Hutong Culture on Exile — A Cultural Negotiation between the Past and Present, *Ai Zhang, Syracuse University*

Between Policy & Practice: Linguistic Rights and Language Revitalization in Europe, *Kai A Heidemann, University of Pittsburgh*

130 The Role of Portraiture in Affecting Public Language and Professional Practice

11:45 a.m. to 1:15 p.m. 215 Union

Chair: *Dave Goodwin, Southwest Missouri State University*

From concepts in individual cases (portraits) to concepts in public language, *Klaus Witz, University of Illinois at Urbana-Champaign*

Transformational Growth in Pre-service High School Mathematics Teachers, *Dave Goodwin, Southwest Missouri State University*

Understanding "accepting one's disability", *Dongdong Zhang, University of Illinois at Urbana-Champaign*

Test score profiles and understanding the child's abilities, *Nancy MacGregor, University of Illinois at Urbana-Champaign*

132 Improving Public Health Policy and Practice: How Qualitative Research Contributes

11:45 a.m. to 1:15 p.m. 217 Union

Chair: *Sharon Hume, private evaluation consultant*

Qualitative Health Research and the "Illumination Test": Answering the "So What?" with Qualitative Inquiry., *Mary Ellen Macdonald, Montreal Children's Hospital/McGill University, Montréal, Québec. and Franco A. Carnevale*

Teaching Qualitative Research in the Land of Randomized Clinical Trials: Lessons for a Critical Pedagogy, *Eric Mykhalouskiy, Dalhousie University and Joan Eakin, University of Toronto*

Beyond the Rights Rhetoric: Exploring the "health as a human right" discourse in mental health and development policy/practice, *Sonya Jakubec, University of Calgary*

Reading "Quality" Reports in Health Care: Who Knows How?, *Carolyn Green and Marie L. Campbell, University of Victoria*

Developing an epistemological base for mental health user-led research, *Diana Rose, Service User Research Enterprise, Health Services Research Department*

133 Critical Methods and Research for Empowerment

11:45 a.m. to 1:15 p.m. 403 Union

Chair: *Phil F. Carspecken, Indiana University*

On Power and Empowerment: Methodological Notes, *Phil F. Carspecken, Indiana University*

The Power of Exclusion: Potential High School Dropouts Speaking Out, *Judy Radigan, Rice University*

Heterosexual Teen Romance and the Lesbian Litmus Test: Excerpts and Methods from a Critical Life History Study, *Elizabeth Payne, University of Georgia*

Acting the Part: Methodological Explorations Involving Theatre of the Oppressed, *Barbara Korth, Indiana University*

Social Theory As Situated Text, *Ernest Stringer, Curtin University of Technology*

134 Multi-sited Studies and Grounded Theory

11:45 a.m. to 1:15 p.m. 404 Union

Chair: *Kathy Charmaz, Sonoma State University*

Helping Silences Speak: Positional Maps in Situational Analysis, *Adele E. Clarke, University of California, San Francisco*

Rhizo-textual analyses of educational policy documents, *Eileen Honan, Deakin University*

The Global Crucible: Rethinking Globalization, Culture and Ethnographic Practice Through the Transnational Sathya Sai Movement, *Tulasi Srinivas, Boston University*

The Global Justice Movement and Ethnographic Method, *Beverly Yuen Thompson, New School University*

Mai a Papa i a Rangi: Maori research methods, methodology and theory - A ground up approach, *Shirley Barnett, Massey University and Annemarie Gillies*

135 Ethnicity and Race in a Post-9/11 World

11:45 a.m. to 1:15 p.m. 405 Union

Chair: *Miraj Desai, Miami University (Ohio)*

Everyday Prejudice in a Post-9/11 World, *Miraj Desai, Miami University (Ohio) and Roger Knudson,*

Speaking Subjectivity Through the Color Line: Dialogic Struggle in Print Media Narratives of Black/White Multiracial Families Since 1990, *Victor Kulkosky, Independent*

Returning to the Straight Path: A Narrative Network Analysis of Conversion Stories from African-American and Euro-American Women Converts to Islam, *Christine Sheikh, University of Arizona*

Being Other/Constructing Self: Using qualitative methods to unpack race, class, and gender as intersecting dimensions of identity, *Nancy L. Deutsch, University of Virginia*

It can get ugly on the diamonds: An examination of white privilege in Little League Baseball, *Troy D. Glover, University of Waterloo*

Parent Methamphetamine Abuse in Rural Illinois: An Instance of Applied Ethnography in Child Welfare Research

136

11:45 a.m. to 1:15 p.m. 406 Union

Chair: *Wendy Haight, University of Illinois at Urbana-Champaign*

We found a meth lab in the grain bin: The problem of methamphetamine abuse in rural Illinois, *Linda Kingery, University of Illinois at Urbana-Champaign and Anne Robertson, University of Illinois*

In these bleak times: Parent methamphetamine abuse from the perspectives of rural adults, *James Black, Methodist Hospital, Peoria, IL and Wendy Haight, University of Illinois*

Meth destroys families: Parent methamphetamine abuse from the perspectives of recovering mothers, *Cray Mulder, University of Illinois at Urbana-Champaign and Gayatri Moorthi, University of Illinois*

I don't know why he did that: Children's perspectives of their parents' methamphetamine abuse and its effects on their own lives, *Kathryn Sheridan, Gayoung Choi and Teresa Jacobsen, University of Illinois at Urbana-Champaign*

137 Ethics and Politics in Participatory Action Research

11:45 a.m. to 1:15 p.m. 407 Union

Chair: *Nitza Shafriri, Academic College of Jordan Valley*

Action Research Principles in Seminars on Qualitative Research, *Nitza Shafriri, Academic College of Jordan Valley*

Transforming personal knowledge into political manifest, *Michal Krumer-Nevo, Ben-Gurion University of the Negev, Israel and Adi Barak*

Integrating Consumers' Voices in an Outcomes Based Measurement System in State Government, *Kathleen Z. Wisser, Indiana University of Pennsylvania*

In pursuit of a participative approach - illusion or illumination?, *Anne Killett, University of East Anglia*

It's Too Hot: Ethical and Political Considerations in Conducting Research on Sexuality Education in American Public Schools, *Nancy Kendall, Florida State University*

138 Hearing Feminist Voices

11:45 a.m. to 1:15 p.m. 314B Union

Chair: *TBA*

Working with Marginalized Women: Lessons, Hopes and Fears, *Cindy Hanson, University of British Columbia*

Incarcerated voices: Women leaving prison, *Maureen Ebben, St. Mary's University*

Reading a Poor Woman's Life: Issues and Dilemmas, *Michal Krumer-Nevo, Ben-Gurion University of the Negev, Israel*

Homework in the Hood, *Roberta Golliher, University of Iowa*

Social change vs. exploitation: The dual relationship dilemma in feminist research conducted by a practitioner - Research on street prostitutes as a case in point, *Ronit Einat Peled, Tel Aviv University; D. Leichtentritt; and Anat Gur*

139 Plenary Session: Monsters of Evidence: Qualitative Research and the Globalization of Audit Culture

11:45 a.m. to 1:15 p.m. 217 Noyes

Chair: *Patti Lather, Ohio State University*

Scientism and Scientificity in the Rage for Accountability: The U.S. Scene, *Patti Lather, Ohio State University*

Dismantling the Monster? *Lis Hojgaard, University of Copenhagen/The Danish University of Education and Dorte Marie Sondergaard*

On Her Majesty's Disservice: The Government Inspector and Summerhill School, *Ian Stronach, Manchester Metropolitan University*

Research Quality and Research Governance in the UK: From Methodology to Management, *Harry Torrance, Manchester Metropolitan University*

Audit, Empiricism and Bias: Limiting Understandings of Learning, *Phil Hodgkinson, University of Leeds*

140 New Qualitative Developments

11:45 a.m. to 1:15 p.m. 161 Noyes

Picturing Reflexivity, *Ian Stronach, Manchester Metropolitan University; D. Garratt; C. Pearce; and H. Piper.*

A naturalistic evaluation of a patient education effort for older women at risk for osteoporosis: The voices of bony older women, *Kevin D. Evans, The Ohio State University*

On the Ground: Conducting Qualitative Research in Conflict and Post-Conflict Settings, *Win O'Toole, American University of Beirut*

fun spaces in social-Sociological fields of Structuring Hierarchy into Text, *Walter Podilchak, University of Toronto at Mississauga*

Negotiating Norms: The Practice of Culturally Competent Care, *Maria J. Mayan, University of Alberta*

141 Featured Panel: Performing Social Sciences: How Dance, Short Stories and Writing as Craft Can Contribute to Qualitative Inquiry

1:30-3 p.m. 209 Union

Chair: *Marcelo Diversi, Head Start*

Body-Movement-Change: Dance as Performative Qualitative Research, *Pirkko Markula, University of Bath, United Kingdom*

Sport Performance in Four Acts: Players, Workers, Audiences and Immortality, *Robert Rinehart, Washington State University*

The Naming of Craft: A Journey through Three Writing Selves, *Jim Denison, University of Bath*

What does Tupak Shakur have to do with growing up Latino in the USA? Stories that cross the border of identity development but not that of social sciences, *Marcelo Diversi, Head Start*

Discussant: *Michael D. Giardina, University of Illinois at Urbana-Champaign*

Featured Panel: Movin' On: Autoethnographies of Race, Blended Families, Queer Activism and Political Volunteerism

142

1:30-3 p.m. 210 Union

Chair: *Carolyn S. Ellis, University of South Florida*

One Woman's Attempt to "Move On", *Mary Poole, University of South Florida*

Silent Screams, Shared Steps: An Exploration of Blended Families, *Abby Arnold, University of South Florida and Wren Colker*

E Pluribus Unum: Out of Many, One, *Robin Boylorn, University of South Florida*

The State of Unions: Queer Activism (and In-Activism) in Decision 2004, *Lisa M. Tillmann-Healy, Rollins College*

143 Cultural Studies, Education and Pedagogy: II

1:30-3 p.m. 211 Union

Chair: *Thomas M. Diehm, University of Washington, Tacoma*

Lesbian & Gay students in graduate social work education: "That relationship is such an important piece", *Thomas M. Diehm, University of Washington, Tacoma*

Classroom dynamics and socialization in mixed-culture groups in the United States after 9/11, *Betil Eroz, Middle East Technical University*

The Road Difficult to Walk: Unfolding Stories Behind Taiwanese Student Nurses With Learning Difficulties, *Chun-Chi Chang, Jen Te Junior College of Medicine, Nursing and Management and Fu-Jin Shih*

Developing "Educational Consent": Analyzing the educational discourse of newspapers, editorials and opinions, *Gustavo E. Fischman, Arizona State University and Eric Haas*

144 Portraiture and the Whole Person as the Fundamental Unit of Understanding

1:30-3 p.m. 215 Union

Chair: *Klaus Witz, University of Illinois at Urbana-Champaign*

The individual and sociological theory: The case for portrait, *I-Chuang Ke, University of Illinois at Champaign-Urbana*

Portraits of reflective practice of art educators, *Laurel H. Campbell, University of Illinois at Urbana-Champaign*

Portraits of commitment, higher vision and integrity in teachers: An example, *Hyunju Lee, University of Illinois at Urbana-Champaign*

Portraits of expatriate success, *Debra Fisher, University of Illinois at Urbana-Champaign*

The Study of A High School Student's Intellectual Unification, *Youngcook Jun, Suncheon National University*

145 Enhancing Reflective Practice in Preservice and Inservice Teachers Using Web-Based Applications

1:30-3 p.m. 217 Union

Chair: *Maria D. Avgerinou, Saint Xavier University*

Enhancing Reflective Practice: Using Web-Based Applications with In-service Teachers, *Maria Avgerinou, Saint Xavier University*

Enhancing Reflective Practice: Using Web-based Applications with Graduate Student Teachers in Special Education Settings, *Margaret Kelly Carroll*

Enhancing Reflective Practice: Using Web-based Applications with Pre-service Teachers at the Secondary Level, *Kathleen Hanlon*

Enhancing Reflective Practice: Using Web-Based Applications with Student Teachers in Elementary Education Initial Certification Programs, *Maureen Spelman*

146 Decolonizing Neo-Colonial Methodologies: II

1:30-3 p.m. 403 Union

Chair: *Claudia R. Petty, University of Illinois at Urbana-Champaign*

Qualitative Inquiry in Anti-Colonial Intercultural Dialogues, *Eleonore Wildburger, University of Klagenfurt*

Students and Teachers Resistance To Qualitative Research:
A Case of a Public University Postgraduate Programme in Mexico City,
E.C. Santos, Universidad Autónoma Metropolitana-Xochimilco
and *M.L. García-Barajas*

In the Gang I Have My Brothers. Difference and Bounding in First Year
University Students in a Mexican Public University, *M. Chapela,*
Universidad Autónoma Metropolitana - Xochimilco and *E. Jarillo*

One step in and one step out: Falling in and out of rhythm to the tune
of decolonizing methodologies, *Kakali Bhattacharya, University of*
Georgia

Poverty Measurement Blues: Interdisciplinarity, social research and
qualitative-quantitative integration, in chronic poverty research, *Andries*
B du Toit, University of the Western Cape

147 Grounded Theory and Social Justice Research: II

1:30-3 p.m. 404 Union

Chair: *Joycelyn A Wilson, University of Georgia*

The Qualities and Impacts of Spirituality and Faith Communities for
People Living in Urban Poverty, *Rachel Fayter, Wilfrid Laurier*
University

Talking Silence: The history wars and theorising silence/s in black/white
relations in Australia, *Christine Halse, University of Western Sydney*
and *Vikki Fraser*

Who dares to disconnect in the age of uncertainty? Teachers recesses
and 'off-the-clock' work, *Per Lindqvist, University of Kalmar* and *Ulla*
Karin Nordänger

Learning from experience, exploring meaning in complex communities
using a case analysis model, *Teresa Cochran, Creighton University; Gail*
Jensen, Creighton University; Brenda Coppard; and Joy Voltz

You Must Learn: Representations of Schools and Education in Rap
Music Lyrics and Hip-Hop Culture, *Joycelyn A. Wilson, University*
of Georgia

Special Featured Panel: Embracing the Seventh Movement in Qualitative Inquiry: Lifting Conversations about Caring, Democracy and Social Change 148 in Schooling and Our Larger Public Space

1:30-3 p.m. 405 Union

Chair: *Rodney Hopson, Duquesne University*

Method matters: Ethnographic extrapolations at the Light House and
the Community House, *Rodney Hopson, Duquesne University*

Caring matters: Toward educational reform in urban schooling, *Magi*
Berger, Duquesne University & Wilkinsburg Academy

Conversations matter: Working with others to promote social change,
Tanya Brown, Duquesne University

Discussant, *Stafford Hood, Arizona State University*

149 Communications, Culture and Policy: Examining the Intersections

1:30-3 p.m. 406 Union

Chair: *Paula Treichler, University of Illinois at Urbana-Champaign*

Panelists: *Amy Aidman, Alice Filmer, Roswell Quinn and David Monje,*
University of Illinois at Urbana-Champaign

150 Critical Qualitative Inquiry in Participatory Action Research

1:30-3 p.m. 407 Union

Chair: *Sheila Katz, Vanderbilt Univeristy*

Solidarity: The Overcome of the Rules of the Capitalism Creating
Survival Spaces, *João Teodoro Bourscheid, UNIJUI*

Large-Group Action Research on Family Violence is Not an Option:
The Failure of CalWORKs to Serve Battered Women with Children,
Sheila Katz, Vanderbilt Univeristy

Complexity in Insider/Outsider Constructions: Implications for Participatory Action Research, *Susan Boser, Indiana University of Pennsylvania*

Culture and Power: African Women Analyzing the Intersection and Mapping Solutions to Human Rights Challenges, *Arlene E. Edwards, Emory University, and Dianne J. Forte, American Friends Service Committee*

Participatory Development Projects in the Andes — Looking for empowerment with Q-Methodology, *Regula Züger, Institut für Agrarwirtschaft*

151 Frontiers of Feminist Qualitative Inquiry

1:30-3 p.m. 314B Union

Chair: *Shoshana Magnet, University of Illinois at Urbana-Champaign*

Disabled Queers Talk Sex: Understanding Multiple Oppressions in Pratibha Parmar's Double the Trouble, Twice the Fun, *Shoshana Magnet, University of Illinois at Urbana-Champaign and Helen Kang, University of Toronto*

The Discursive Subject in Feminist Zine Narratives, *Tonya Davidson, University of Victoria*

You are learning to know your self — Women experiences in a backpacking trip through poetry and drawings, *Einav Segev-Hirshenon, Ben-Gurion University*

Visualizing accountability: Feminist methodology in documenting social, *Heather McIntosh, Pennsylvania State University and Miranda Brady, Pennsylvania State University*

153 Plenary Session: 'Scientifically Based Research' and Qualitative Research Methodologies

1:30-3 p.m. 217 Noyes

Chair: *Katherine E. Ryan, University of Illinois at Urbana-Champaign*

Qualitative Inquiry and Issues of Social Justice, *Yvonna S. Lincoln, Texas A&M University*

Qualitative Evaluation and Changing Social Policy, *Ernest House*

The Practice and Politics of Funded Qualitative Research, *Julianne Cheek, University of South Australia*

Beyond Method: The Role of Epistemological Virtues in Social Inquiry, *Nicholas C Burbules, University of Illinois at Urbana-Champaign*

Discussants: *Frederick Erickson, University of California, Los Angeles and Ian Stronach, Manchester Metropolitan University*

154 Subjectivity, Fiction and Truth

1:30-3 p.m. 161 Noyes

Chair: *Feiwei Kuperberg, The Danish University of Education*

Native Tricksters of visionary and communal truths- subjectivity, fiction and truth in Gerald Vizenor's Hiroshima Bugi, *Jürgen W. Kremer, Saybrook Institute Graduate School*

Mythocentric (Subjective) Knowledge and Mythocentric Inquiry Methods, *Rich Hofman, Miami University*

Song and Music as Realistic Ethnographic Fantasy, *Stephen Linstead, University of Durham*

Recovered Voices, Recovered Lives: A Narrative Analysis of Psychiatric Survivors, Experiences of Recovery, *Alexandra L. Adame, Miami University*

155 Poststructural Epistemologies

3:15-4:45 p.m. 209 Union

Chair: *Marcelo Diversi, Head Start*

Structural and Poststructural Epistemologies: Working in Tandem to Disrupt Homologic Subjectivities, *Jodi Kaufmann, The University of Georgia*

Psycho-Geography and Schizophrenia: Queers 'Out for a Walk', *Ioannis Vamvakitis, University of Sussex and Sally R. Munt*

Experiences of Andean Neo-Shamanic Practitioners: Exploring Tensions Using a Reflexive Approach, *Gisela Wendling, The Fielding Graduate Institute*

Daily Talk in Austria: A Foucauldian Analysis, *Rainer Winter, University of Klagenfurt and Petra Strohmaier, University of Klagenfurt*

Changing the Terms for Research: A Feminist Poststructural
Consideration of the Possibilities for Qualitative Inquiry,
Kara N. Granzow, University of Alberta

**156 Thought's Reach to the Future: The Perils and Promise
of Autoethnography**

3:15-4:45 p.m. 210 Union

Chair: *Joseph Schneider, Drake University*

New Autoethnographies, *Jean Halley, Wagner College*

Autoethnography and Critical Methodologies, *Grace Mitchell,
College of Staten Island*

Autoethnography's Reach to the Future, *Salvador Vidal-Ortiz,
CUNY-Graduate Center*

Qualitative Inquiry and the War on Terror, *H. L. Goodall,
Arizona State University*

Response, *Patricia Ticineto Clough, CUNY-Graduate Center/Institute
for Advanced Study*

157 Cultural Studies, Education and Pedagogy: III

3:15-4:45 p.m. 211 Union

Chair: *Andre P. Grace, University of Alberta*

School Lockers as Performative and Pedagogical Sites: Juxtaposing
Dualities, Affirming LGBT Identities and Integrity, *Andre P. Grace,
University of Alberta and Kristopher Wells*

Self and Other: Ethnic Identity and Perceptions of Target Group
in Language Learning, *Avital Feuer, York University*

Relationships in Academia, *Bridget Arvold and Claudia Petty,
University of Illinois at Urbana-Champaign*

Artistic Mentorship as Qualitative Inquiry: A Collaborative Ethnography
with Mayan Tzutuhil and Kaqchikel Painters, *Kryssi Staikidis, Northern
Illinois University*

**158 Post-process Qualitative Evaluations in Education
Studies**

3:15-4:45 p.m. 215 Union

Chair: *Mustafa Yunus Eryaman, University of Illinois at Urbana-
Champaign*

Beyond System: Towards a Post-Process Theory of Evaluation, *Mustafa
Yunus Eryaman, University of Illinois at Urbana-Champaign*

An Expertise Oriented Evaluation of Privatization as a New Policy Tool
to Address Educational Problems in Turkey, *Mustafa Cinoglu*

A Historical Evaluation of Fifty Years of Children's Literature, *Hakan
Dedeoglu, University of Florida*

A Phenomenological Case Evaluation of Two Teaching Assistants,
Perceptions of Multiculturalism, *Ihsan Seyit Ertem, University of
Florida*

Advancements in Qualitative Methods Instruction Through Qualitative
Data Analysis Software (QDAS), *Kristi Jackson, QuERI*

159 Representing Women's Lived Experience

3:15-4:45 p.m. 217 Union

Chair: *Carol Rambo, University of Memphis*

Women's Lived Experiences with Pregnancy in a Medicalized and
Fetocentric Ideological Context: Three Short Stories, *Diana C. Parry,
University of Waterloo*

Emiko tells a story: Support, relationship, and solidarity emerging in
and through conversational narration among language teachers,
Roberta Golliher, University of Iowa

Understanding Ourselves Through Dreamwork: Women Finding
Significance in the Stories and Images of Dreams, *Gillian Finocan,
Miami University*

Women's Recipes as Autobiography: Uncertain Stories of Uncertain
Subjects, *Diane Tye, Memorial University of Newfoundland*

Personal Text/Public Body: Investigating the Performance of Gendered
Identities with/in Interdisciplinary Practice, *Beatrice Allegranti,
Roehampton University*

160 Decolonizing Neo-Colonial Methodologies: I

3:15-4:45 p.m. 403 Union

Chair: *Claudio Moreira, University of Illinois at Urbana-Champaign*

Respectful and Sensitive Health Science Research with Aboriginal Peoples, *T. Fleming, University of Saskatchewan and K. C. Kowalski*

Hearing the Silenced: Stories from the Borders of Mathematics Education, *Claudia R. Petty, University of Illinois at Urbana-Champaign*

Decolonizing My Own Research: A Story of an Autoethnography Gone Bad, *Mariolga Reyes Cruz, University of Illinois at Urbana-Champaign*

Art is Who We Are as a People, *Carolyn Kenny, Antioch University*

Rethinking the Use of the Interview in the Rural South African Contexts, *Johannes Themane, University of the North*

161 Arts-Based Inquiry

3:15-4:45 p.m. 404 Union

Chair: *Liora Bresler, University of Illinois*

The Arts in Social Science Research: An Overview of Perspectives and Possibilities, *Gary Knowles, University of Toronto*

Lessons from Music: Process and Metaphors, *Liora Bresler, University of Illinois*

Theorizing Visual Arts Practice as Research, *Graeme Sullivan, Teachers College Columbia University*

Arts-informed Research: From Academy to Community, *Arda Cole, University of Toronto*

Discussant, *Christine Thompson, Pennsylvania State University*

162 Liberating Methodology: Activist Research in the Spirit of Jemima

3:15-4:45 p.m. 405 Union

Chair: *Joyce King, Georgia State University*

Creating Community: Self-Reflective Narrative Inquiry in a Teacher Researcher Study Group, *Gwendolyn Williams, Spelman College*

Negotiating Spaces: Pre-service Teachers Engaging Action Research in K-12 Classrooms, *La Vada Taylor Brandon, Purdue University, Calumet*

Toward a Hip-Hop Feminist Cultural Criticism, *Aisha Durham, University of Illinois at Urbana-Champaign*

Discussant, *Annette Henry, University of Illinois at Chicago*

163 Counter-hegemonic Discourse Analysis

3:15-4:45 p.m. 406 Union

Chair: *Melba Velez, University of Illinois at Urbana-Champaign*

Discovering dominant ideology? A critical discourse analysis of the classroom simulation Discovery, *Abraham DeLeon, University of Connecticut*

Arab Americans Challenged by 9/11 Attacks: Sites of Struggle and Resistance on the World Wide Web, *Lutfi M Hussein, Arizona State University*

Method or madness: Transcendental phenomenology as knowledge creator, *Thomas A. Conklin, John Carroll University*

Understanding the Language Styles of African American Adolescent Girls in an After-School, *Daneell Edwards, Vanderbilt University*

164 Interrogating Racial Utopias

3:15-4:45 p.m. 407 Union

Chair: *Adrian Burgos, Jr., University of Illinois at Urbana Champaign*

Constructing Segregation: the binary racial Morphology of Puerto Rican Urban Housing, *Zaire Z. Dinzey, University of Michigan and Flores*

Racial Utopia In Cuba, *Alyssa Garcia*

Imaginary Border, *Maritza Quiñones-Rivera, University of Illinois Urbana-Champaign*

165 Violent Spaces: Architectural, Urban and Territorial Reifications of Fear and Terror

3:15-4:45 p.m. 314A Union

Chair: *Ellen Moodie, University of Illinois at Urbana-Champaign*

The Destruction of Old Prishtina, Ca. 1950s, and the the Formation of Spatial Violence in Kosovo, *Andrew Herscher, University of Illinois at Urbana-Champaign*

Joyriding and Punishment in Northern Ireland, *Megan Callaghan, University of Michigan*

Deterritorialization and Violence in the Space of the Salvadoran Nation-State, *Ellen Moodie, University of Illinois at Urbana-Champaign*

Title TBA, *Lourdes Gutierrez-Najera, Dartmouth College*

Tourists in the Traumascapes of 9-11-01: Dialogic Geographies and Shifting Selves, *Joy Sather-Wagstaff, University of Illinois at Urbana-Champaign*

166 Subjectivity, Fiction and Truth

3:15-4:45 p.m. 314B Union

Chair: *Feiwei Kupferberg, The Danish University of Education*

Title TBA, *Feiwei Kupferberg, The Danish University of Education*

Feminine Fictions, *Rose M Williams, Edith Cowan University*

Good Listening: The Role of the Literary Imagination in Qualitative Research, *Fauzia E. Ahmed, Brandeis University*

Romantic Product Salesmen: A By-gone Occupation, *Lonnie Athens, Seton Hall University*

167 Plenary Session: International Perspectives on Qualitative Research and Race

3:15-4:45 p.m. 217 Noyes

Chair: *Arlette Willis, University of Illinois at Urbana-Champaign*

Racialization of Islam and the Dilemmas of Research, *Fazal Rizvi, University of Illinois at Urbana-Champaign*

Title TBA, *Luis Miron, University of Illinois at Urbana-Champaign*

Representing the Third World Intellectual: CLR James and the Contradictory Meanings of Radical Activism, *Cameron R McCarthy, University of Illinois at Urbana-Champaign*

Qualitative Research, 'Quality Research', and Race: Some Specifically Australian Problematics, *Lyn Yates, University of Melbourne*

Discussant: *Arlette Willis, University of Illinois at Urbana-Champaign*

168 A Conversation on Ethics, Qualitative and Participatory Action Research, and Activism

3:15-4:45 p.m. 161 Noyes

Chair: *Mary Brydon-Miller, University of Cincinnati*

Ethics and Action Research: The IRB and Beyond, *Mary L. Brydon-Miller, University of Cincinnati*

Regarding the Testimony of Others: Boundaries and Transgressions, *Robert N. Kraft, Otterbein College*

The Bureaucratization of Ethics (or, what does the IRB have to do with the Protection of Human Subjects?), *Annulla Linders, University of Cincinnati*

When Your Data Make You Cry: Emotions In Research, *Deborah Gould, University of Pittsburgh*

169 CRT in Education: The Triangulation of Parents, Students and Policy in Contemporary Education

5-6:30 p.m. 209 Union

Chair: *Annel Medina, University of Illinois at Urbana-Champaign*

Latino/a Parental Engagement and Contemporary Qualitative Shifts, *Annel Medina, University of Illinois at Urbana-Champaign*

Education Legislation and Latino/a History, *Myrian Luis, University of Illinois at Urbana-Champaign*

A critical interpretation of Chicago Public School Policy and its relationship with the Latino community, *Gabriel Cortez, University of Illinois at Urbana-Champaign*

Democratic Practices: A New Wave of Language Policies, *Erica Davila, University of Illinois at Urbana-Champaign*

Academic Success: The role of Latino/a Students, *Hugo Campuzano, University of Illinois at Urbana-Champaign*

170 Autoethnography as Method

5-6:30 p.m. 210 Union

Chair: *Tami L Spry, St. Cloud State University*

Self: Method and Text, *Hilary Matte Brown, Brock University*

Fictionalized Autobiography and the Out of School Curriculum, *Peter B. Hilton, St. Xavier University*

Playing the Scales: Learning to be a Qualitative Researcher, *Michael Humphreys, Nottingham University*

On Becoming a Qualitative Researcher: A Graduate Student Reflects on her First Study, *Diane Watt, University of Ottawa*

The Translation Zone: Performance Loops, *Patricia Morgan, Massey University, Albany, New Zealand*

171 Feminist Qualitative Research

5-6:30 p.m. 211 Union

Chair: *Eunyoung Kim, University of Illinois at Urbana-Champaign*

Defying Stereotypes: Gender and Racial Experiences of South Korean Women, *Eunyoung Kim, University of Illinois at Urbana-Champaign*

Tales of the unexpected. Tensions in writing an alternative doctoral thesis., *Nicola Manson, University of Stirling*

Confessions from the Performatively Confused, *Rose Williams, Edith Cowan University*

Theoretical Promiscuity as a Response to Identity Crisis: Or How Can I Know How When I Don't Know Who I am Anymore, *Chris Stephenson, Oregon State University and Karen Higgins*

Life Out of Soul: A Nomad's View of Academic Women, *Carol Isaac and Mirka Koro-Ljungberg, University of Florida*

172 Featured Panel: Performing Autoethnography

5-6:30 p.m. 215 Union

Chair: *Ronald J. Pelias, Southern Illinois University*

Looking for Communion, *W. Benjamin Myers, Southern Illinois University*

I'm not that kind of [], *Scott William Gust, Southern Illinois University*

Performing Consequential Femininities, *Amy Pinney, Southern Illinois University*

174 Qualitative Strategies to Study People's Interpretations of Social and Political Processes

5-6:30 p.m. 217 Union

Chair: *Ruth Sautu, Instituto Gino Germani - Universidad de Buenos Aires*

The Meaning of Democracy Among Working Class People, *Ruth Sautu, Instituto Gino Germani - Universidad de Buenos Aires; Pablo Dalle, Instituto Gino Germani - Universidad de Buenos Aires; and Valeria Maidana, Instituto Gino Germani - Universidad de Buenos Aires*

A Working Class Theory of Corruption: Thematic Analysis of Workers' Ideas About Corruption and its Consequences, *Paula Boniolo, University of Buenos Aires and Rodolfo Elbert*

A Multi-Narrative Approach to Study the Neighborhood Assembly Movement in Argentina, *Betina Freidin, Brandeis University and Ignacia Perugorria*

The Design of Focus Group Research in a Comparative Study of the Meaning of Crime and Safety in the Upper-Middle Class and Lower Class in Buenos Aires, *Maria Otamendi, University of Buenos Aires and Maria Pia Otero*

People's Conceptions on the Meaning of Public Assistance: Interviewing Leaders of Soup Kitchen Organizations (comedores) in a Poor Neighborhood of Buenos Aires, *Maria Mercedes Di Virgilio, Universidad de Buenos Aires*

Disability Concept, Policies Construction and People's Life Histories, *Marisol Moreno*

175 Pedagogy and Power

5-6:30 p.m. 403 Union

Chair: *Sarah Townsend, University of Iowa*

Where the Rubber Meets the Road: Bringing Theory to School and Critical Pedagogy into the Workshop, *Sarah Townsend, University of Iowa*

Critical Communicative Methodology, *Jesús Gómez, University of Barcelona and Antonio Latorre, University of Barcelona*

Perspectives of Teachers on the Possibility of the Social Studies Classroom as a 'Radical Space', *Robin Robinson Kapavik, The University of Texas at Austin*

Complexity of Learner Agency and Symbolic Power in Literacy Practices, *Heekyeong Lee, McGill University*

Political Transformation and Teacher Development: The Dilemmas of Action Research, *Maureen Robinson, Cape Peninsula University of Technology*

176 Autoethnography and Pedagogies of Memory

5-6:30 p.m. 404 Union

Chair: *Allen Shelton, Buffalo State College*

Dreamworlds of Alabama, *Allen Shelton, Buffalo State College*

What's the Story on Domestic Violence?, *Helen Perry, Manchester Metropolitan University*

Ending The Silence: A Wounded Healer's Perspective of Male Sexual Abuse, *Raynald Harvey Lemelin, Lakehead University*

Looking Back: The journey of a young mother, *Regina A. Lowery, University of Memphis*

Beyond Words: In the Shadow of My Memories, *Robin M. Boylorn, University of South Florida*

177 Critical Thinking

5-6:30 p.m. 405 Union

Chair: *Kathleen C. Arceneaux, free-lance (member VA Tech Ctr. for Theory and History)*

Critical Thinking, Media, and Contemporary Enculturation, *Kathleen C. Arceneaux, free-lance (member VA Tech Ctr. for Theory and History)*

Artists playful interactions with technology: play as socialization, skill, competition, or something else?, *Linda Vigdor, University of Illinois at Urbana-Champaign*

Music Education, Law, and Ethics: Music in the Curriculum, *Marja Heimonen, Sibelius Academy, DocMus Dpt, Helsinki, Finland*

Qualitative Investigation of Tourist Art: Maintaining and Changing Aspects of Tradition From the Native American Artists' Perspectives, *Naho Maruyama, Texas A&M University; Tsu-Hong Yen; and Amanda Stronza*

Aesthetic and Ethical Evaluation of Popular Culture: Toward an Integrative-Hermeneutical Approach, *Kuk-Won Shin, Chongshin University/ University of Illinois*

178 Reading Visual Culture

5-6:30 p.m. 406 Union

Chair: *James Haywood Rolling, Jr., Columbia University*

Visual Culture and Visual Research, *Deborah L. Smith-Shank, Northern Illinois University*

Improvisations of Voice and Space: A Qualitative Geo-Ethnographic

Narrative of Community, *Richard L. Biffle, University of Denver and Pamela B. Thompson, University of Denver*

The Metaphorical Power of a 1999 Chinese Movie “Shower”, *Ai Zhang, Syracuse University*

Performing resistance: migrant worker struggle culture festivals as cultural performance, *C. Mimi Harvey, University of Iowa*

Queer Bricolage: A visual study of metaphors in HIV/AIDS pharmaceutical drug advertising, *Helen H. Kang, University of Toronto*

179 Case Studies, Nationhood and Nationalism

5-6:30 p.m. 407 Union

Chair: *Layane Thomas Mabasa, University of the North*

Listening to Silence Through Ethnographic Research: Reclaiming African Immigrant’s Subjectivities about their Work and Livelihood Experiences in the United States, *Otrude N. Moyo, University of Southern Maine*

Reflections on the Use of Case Study Approach in Researching School Governance in South Africa, *Layane Thomas Mabasa, University of the North*

Pre-Service Language Teachers’ Attitudes towards Technology in Their Classroom Practices, *Ruth Xiaoqing Guo, University of British Columbia and Stephen Carey*

The flag is confusing: Peace activist families nurturing citizenship in time of war, *Yael Harlap, University of Michigan*

Hidden Curriculum in 4th Grade Math Classroom, *Esin Acar, University of Illinois at Urbana-Champaign*

180 Mixed and Mixed-up Methods

5-6:30 p.m. 314A Union

Chair: *Ian E. Baptiste, The Pennsylvania State University*

Mixed and Mixed-Up Methods: Toward a Conceptualizing of Mixed Method Studies, *Ian E Baptiste, The Pennsylvania State University*

Qualitative and quantitative approaches to understanding atypical persons: A multiplicity of right world-versions, *Ljiljana Vuletic,*

University of Toronto and Michel Ferrari

Mixing Methods in Funded Education Research: Phenomenography as Bridge-Builder, *Bernhard Streitwieser, Northwestern University; Marina Micari; Melissa Luna; and Greg Light*

Looking the gift horse in the mouth: ethical concerns of funded qualitative research, *C. Mimi Harvey, University of Iowa*

181 Logics of Qualitative Issues

5-6:30 p.m. 314B Union

Chair: *Naomi Jeffery Petersen, Indiana University South Bend*

Roadblocks to Funding Qualitative Measurement Tool(s) used in Early Childcare Programs, *Gail M. Noel, Indiana University of Pennsylvania*

Aspects Of The Life History Of Work And Health In Health Centers — Ijuí — Rs Users In The Debate Of Doctor And Patient Relationship In The Elderly, *J. C. Lisboa, UNIJUÍ-RS - Brazil; M. C. Pansera-De-Araújo; and R. M. Fricke*

Adjuncts Happen: Strong Faculty or Weak System, *Naomi Jeffery Petersen, Indiana University South Bend*

Using Qualitative Methods to Show How Change Occurs: Developing A Program Logic Model for an Empowerment-based Training and Credentialing Program for Frontline Family Workers, *Betsy Crane, Indiana University of Pennsylvania*

Bifurcated goals and appropriate evaluative measures of air quality programs: Examples from Ohio, *Angela Ugran, Kent State University*

183 Computer Assisted Understanding

5-6:30 p.m. Union Ballroom 200

Chair: *V. J. McClendon, University of Georgia*

Virtual faculty teams: Faculty connecting across the educational divide, *V. J. McClendon, University of Georgia*

Epistemologies of Doing: Technologies of Identity and Difference in Digital Environments, *Radhika Gajjala, Bowling Green State University and Melissa Altman*

Qualitative Data Analysis Software (QDAS): What Are You Waiting For?, *Kristi Jackson, QuERI*

Methodological reflections about teaching Computer-Assisted tools for the analysis of qualitative data, *Lilia Chernobilsky, University of Buenos Aires and María Guillermina D'Onofrio, Faculty of Social Sciences/University of Buenos Aires*

From Duet to Choir: Changes in the Nature of Discourse in Computerized Discussion Groups, *Dalit Levy, Dep. of Education in Science and Technology and Shirley Miedijensky*

Discussants: *Ray Maietta and Cesar Cisneros, Research Talk*

185 New Explorations in Qualitative Inquiry

5-6:30 p.m. 161 Noyes

Chair: *Joann L. Hoffman, Fielding Graduate University*

Christopher Alexander's Fifteen Properties as a Framework for Qualitative Inquiry, *John Stamey, Coastal Carolina University*

Original vision: colonial ethnography and the road less traveled, *Joann L. Hoffman, Fielding Graduate University*

What is the impact of parental divorce on the way people construe close interpersonal relationships?, *Jonathan Fishman, Miami University*

Improving Australian agriculture with participatory action research and qualitative inquiry, *Tony Dunn, Charles Sturt University*

A Qualitative Approach to Confronting Reality: The Johari Window, *Janice L. Hall, Utah State University*

The Experiences of Black Women Who Relocate to Predominately White Environments, *Carol Parker Terhune, Fielding Graduate Institute*

Saturday, May 7

186 Featured Panel: Democratic Methodologies: I

8-9:30 a.m. 209 Union

Chair: *Jodi Kaufman, The University of Georgia*

Ways of Knowing: The ethics and methodologies of "visiting lives", *Lynda Measor, University of Brighton*

Slipping through the archival cracks: Informal adult learning, African Americans, Oral History, *Lisa R. Merriweather Humm, University of Georgia*

Teaching research methods against the expected: A teacher's journey, *Maya Miskovic, Loyola University Chicago*

Crossing Borders & Mapping Undiscovered Countries: Exploring Disadvantaged Mature Students, Experience of University Life Through their Voices and Images, *Andrew Loxley, University of Dublin*

Wanted: A Post-Foundational Research Project Worth Doing, *Patrick Manyak, University of Wyoming*

187 Globalization and Transnationalism: I

8-9:30 a.m. 164 Noyes

Chair: *Rebecca S. Lake, National Louis University, Chicago*

Broadcasting Major League Baseball as a Governmental Instrument in South Korea, *Younghan Cho, University of North Carolina at Chapel Hill*

Epistemological Challenges of Globalization for Education: Emphasizing J. F. Lyotard View, *Khosrow Bagheri Noaparst, Tehran University*

Global Construction of Higher Education: How University Presidents Make Decisions, *Rebecca S. Lake, National Louis University, Chicago*

Power relations and moral values in medical student professional ethical formation, *Carolina Consejo y Chapela, Universidad Nacional Autónoma de México and Carlos Viesca Treviño*

188 Evaluating the Qualitative Analysis Process

8-9:30 a.m. 211 Union

Chair: *Lea Kacen, Ben-Gurion University of the Negev*

Advantages of qualitative methods in evaluating support groups' effectiveness, *Lea Kacen, Ben-Gurion University of the Negev*

Identity Management, Interaction and Self-verification among rural exotic dancers, *Jillian Powers, Duke University*

Facets of Literary Acquisition, *Kirstin Ruth Bratt, Northern Arizona University*

Supporting the Journey to Qualitative Research, *Melanie Buffington, Eastern Michigan University; Melissa Kentner, Ohio State University; Michael Meagher, Ohio State University; and Drew Ishii*

189 The Active Interview: III

8-9:30 a.m. 215 Union

Chair: *Jim Holstein, Marquette University*

Active processes, narrative interviewing, and the challenges of cross-disciplinary working, *Karen Henwood, University of East Anglia; Nick Pidgeon; and Peter Simmons*

Interview Shockwaves and Shock Reactions, *Roberta G. Sands, University of Pennsylvania and Michal Krumer-Nevo, Ben-Gurion University of the Negev, Israel*

Developing professional identity in a changing workplace: Stories from educational technology specialists, *James Buell, University of Illinois*

Focusing Interview Society Dilemmas from Developing Country Perspective, *Cesar A. Cisneros-Puebla, Autonomous Metropolitan University-Iztapalapa*

Why Nursing? Undergraduate Nursing Students Respond, *Katherine Pakieser-Reed, University of Wisconsin-Milwaukee*

190 The Politics of Discourse

8-9:30 a.m. 217 Union

Chair: *Leon Levitt, Madonna University*

Representation of the Juvenile Offences in the Japanese News Discourse, *Eri Ohba, Kanagawa University, Japan*

A Syncopation of Tacit, Tact and Takt? First-line Leadership in the Private and Public Sector, *David Weir, Intercultural Management*

Rehabilitation as Work: A discourse analysis of older day hospital attendees' accounts, *Claire Ballinger, London South Bank University*

Interpreting Breast Augmentation, *Dale L Anderson, The University of Memphis*

191 Expert/Subject Explorations

8-9:30 a.m. 403 Union

Chair: *Cynthia Isenhour, University of Kentucky*

Narrative Analysis: Revealing the Critical Lens of the Welfare Case Manager, *Cynthia Isenhour, University of Kentucky and Beth Goldstein, University of Kentucky*

Subjective aspects of urban planning failure. A case study at querétaro city in México, *Laura Carrillo, Universidad Autónoma Metropolitana-Xochimilco*

Elderly Users Expectations and Perceptions Regarding to the Public Health Quality, *Joao Carlos C. Lisboa, Unijuí RS - Brazil; M. C. Panseira de Araújo, Unijuí RS - Brazil; and R. M. Fricke, Unijuí RS - Brazil*

What Happened to Field Trips? An Ongoing Qualitative Inquiry into Community Resources Traditionally Visited By School Groups, *Naomi Jeffery Petersen, Indiana University South Bend*

Power Dimensions in the Doctor/Patient Relationships as Obstacle for Quality Health Care. A Study of Four Cases of Mexican Medical Doctors, Practice., *M. Mendoza, Universidad Autónoma Metropolitana-Xochimilco, México and E. Jarillo*

192 Places and Spaces of the Self

8-9:30 a.m. 404 Union

Chair: *Sheena Westwood, University of Wales Institute, Cardiff*

Out of the Comfort Zone: Situation, Participation and Narrative Interpretation in Tourism Research, *Sheena Westwood, University of Wales Institute, Cardiff*

Giving Voice to Polar Bear, *Raynald Harvey Lemelin, Lakehead University and Elaine C. Wiersma, University of Waterloo*

Writing My Way Out of Solitude: Confession and the Places Between Story & Self, *Matthew L. Brooks, University of South Florida*

Ethnochoreology and Peacekeeping Research, *Deborah Heifetz-Yahav, Tel Aviv University*

Expanding Circles: A Dialectical Approach to the Intellectual's Dilemma: An autoethnography, *Samuel Veissiere, McGill University*

193 Human Rights and (Post)Coloniality

8-9:30 a.m. 405 Union

Chair: *Harry Torrance, Manchester Metropolitan University*

Sequelae of Political Torture: Narratives of Trauma and Resilience by Iranian Torture Survivors, *Nouriman Ghahary*

Self-Regarding Conduct, Indirect Harms, and Liberty: An Analysis of John Stuart Mill's Defense of Liberty, *M.J. Mulnix, University of Iowa*

Academic Freedom, The State & The Social Responsibilities of Intellectuals in Post colonial Africa, *Abu Sidikie Mansaray, University for Development Studies*

The Politics of Colonial Religion: South Korean Christianity, *Jin-Heon Jung, University of Illinois at Urbana-Champaign*

Hebron Jewish Adolescents Political Participation and Encounters with Law Enforcement Forces, *Guy Enosh and Eli Buchbinder, University of Haifa*

194 Feminist Interpretive Studies

8-9:30 a.m. 406 Union

Chair: *Kathleen Burns Jager, Michigan State University*

Privileging voices of survival and relationship: Qualitative, feminist-informed interview research with women engaged in family-based mental health services, *Kathleen Burns Jager, Michigan State University*

Female Principals in Communication: A Case Study of Strategies and Skills, Contributions and Conflicts, *Yihuan Chen, Texas A&M University; Wendy HL Pan; Jean Madsen; and Jie-Tsuen Huang*

It just doesn't make sense: Using multiple readings to understand women's experiences, *Lori E. Koelsch, Miami University*

Caring Experience of Korean Mothers of Children with Nephrotic Syndrome, *Myungsun Yi, Seoul National University; Kyoul-Ja Cho; Hyun Sook Kang; and Won Ock Kim*

Seeking Equal Opportunity: The role of literacy in the lives of pregnant and parenting teens, *Heidi L. Hallman, University of Wisconsin-Madison*

195 In their Hearts and Minds: Teachers Respond to California's Reading Reform

8-9:30 a.m. 407 Union

Chair: *Jennifer McCormick, UCLA*

In their Hearts and Minds: Teachers Respond to California's Reading Reform, *Jennifer McCormick, University of California, Los Angeles*

Title TBA, *Pauline Lipman*

No One Curriculum is Enough: Effective California Teachers Tailor Literacy Instruction to Student Needs Despite Federal, State, and Local Mandates to Follow Scripts, *Rebecca Joseph*

Crossing Contexts: Longitudinal case studies of learning to teach English, *Renee T. Clift, University of Illinois at Urbana-Champaign; Jason Stegemoller; Raul A. Mora; Soo Joung Choi; and Patricia Brady*

196 Performing Social Class

8-9:30 a.m. 314A Union

Chair: *Susan L.F. Isaacs, Union College*

Job Burial: An Autoethnography of Ritual Creation for Downsizing,
Susan L.F. Isaacs, Union College

Degrees of Separation: An Ourstory About Working-Class and Poverty-
Class Academic Identity, *Kelly Clark Keefe, Appalachian State
University*

Shame & Desire: The Performance of Being Poor in a Classless Society,
Liz Edgecomb, University of South Florida

Something's Got to Give: A Wife's Layoff Tale, *Moya L. Alfonso,
University of South Florida*

197 Funded Qualitative Research

8-9:30 a.m. 314B Union

Chair: *Catherine M. Cassell*

Can we ever benchmark quality? Criteria used to evaluate the quality of
qualitative research within the business and management field,
*Catherine M Cassell, University of Sheffield; G. Symon; P. Johnson; and
A. Buehring*

Evaluating Inquiry Based Learning (IBL) in pre-registration nursing and
pre-qualifying social work: The Facilitator's Role, *Belinda J Watts,
Anglia Polytechnic University*

Exploring Innovation in Nursing Resource Management: the Nursing
Resource Team Case Study, *Jennifer Dziuba-Ellis, Nursing Health
Services Research Unit*

Reaching the Hard to Reach, *Jude Robinson, The Health and
Community Care Research Unit and Andy Kirkcaldy*

That's too Ambitious: What happens when funders misunderstand the
strengths of qualitative research design, *Michael Ungar, Dalhousie
University*

198 Human Issues with Technology

8-9:30 a.m. Union Ballroom 200

Chair: *Brandi L. Bell, Concordia University*

The Ethics of Researching Weblogs: Public or Private Spaces?,
Brandi L. Bell, Concordia University

Critical Interpretation of New Media: Broadband, Cyberterrorism and
Cyberspace, *Dal Yong Jin, University of Illinois at Urbana-Champaign*

Technobiographies: An alternative approach to studying teachers
and technology, *Cynthia Carter Ching and Linda Vigdor,
University of Illinois at Urbana-Champaign*

The creation of a hypermedia ethnography for the presentation and
re-presentation of research on distance education in Swaziland,
Stewart Marshall, The University of the West Indies

199 Institutional Narratives in the Discourse Between Oncology Social Workers and Cancer Patients' Self-help Organization

8-9:30 a.m. 161 Noyes

Chair: *Lea Kacen, Ben-Gurion University of the Negev*

Title TBA,

200 Featured Panel: Revisioning the Social: The Work of Patricia Ticineto Clough

9:45-11:15 a.m. 209 Union

Chair: *Joseph Schneider, Drake University*

Democracy is a Gift, *Norman K. Denzin, University of Illinois at
Urbana-Champaign*

A Persistent Vision: Themes in the Work of Patricia Ticineto Clough,
Joseph Schneider, Drake University

Saving Sociology, *Michal M. McCall, Macalester College*

Response and Discussion, *Patricia Ticineto Clough, CUNY-Graduate
Center; Institute for Advanced Study*

201 Globalization and Transnationalism: II

9:45-11:15 a.m. 164 Noyes

Chair: *Feiwei Kupferberg, The Danish University of Education*

From Philosophy of History to Political Philosophy: An Ideological Investigation of Globalization, *Kuo-yang Tang, University of Missouri-Columbia and Richard Gee*

Globalization Debate: How Globalization Affects Chinese Immigrants in the US, *Shujun Chen, University of Illinois at Urbana-Champaign*

Technology and Expansion of U.S. Sports in Asia, *Younghan Cho, University of North Carolina at Chapel Hill*

Re-Exodus of Indians from the Original Silicon Valley to the Indian Silicon Valley — Globalization: Bane or Boom!!!!, *Shibani Chattopadhyay, University of Florida*

Cosmopolitanism as a Transnational Identity Form in the time of Globalization, *Konrad Gunesch, University of Hong Kong*

202 Featured Panel: Qualitative Inquiry: Philosophical Foundations and Disciplinary Histories

9:45-11:15 a.m. 211 Union

Chair: *George Kamberelis, SUNY Albany*

Co-Presenters: *George Kamberelis, SUNY Albany, and Greg Dimitriadis, SUNY Buffalo*

203 The Active Interview: II

9:45-11:15 a.m. 215 Union

Chair: *Jay Gubrium, University of Missouri*

Knowledge elicitation techniques: Recommendations and implementation, *Colin D. Wark, University of Missouri-Columbia*

The Limits of Psychologistic Approaches in Investigating Faculty's Pedagogical Constructs, *Joelle Fanghanel, City University*

Emergent Paradigms in Malaysian Qualitative Research: Deliberations, *Esther Sarojini Daniel, University of Malaya and Marohaini Yusoff, University of Malaysia*

A Collaborative Inquiry Approach in a Sport Psychology Context: A Groundbreaking Experience, *Diane Culver, University of Ottawa and Pierre Trudel*

204 Discourse and Power

9:45-11:15 a.m. 217 Union

Chair: *Patrick J. Lewis, University of Regina*

Common Sense and the Collaborative Production of Class, *Celine-Marie Pascale, American University*

Seniors and the portrayals of intra/inter-generational inequality in the Globe and Mail, *Julia Rozanova, University of Alberta*

Evaluating the interpretation of knowledge in science museums, *Manon Niquette, Universite Laval*

Law, Legislation, Policy and Power: A Critical Discourse Analysis Approach to School Law, *Patricia A.L. Ehrensall, Fordham University*

Mentoring or Monitoring: A Qualitative Analysis of the Normalizing Discourses Present in the Mentoring of New Teachers, *Lisa A. Mazzei, Ohio Dominican University*

205 The Performativity of Loss

9:45-11:15 a.m. 403 Union

Chair: *Tami L. Spry, St. Cloud State University*

Paper and Skin: An Autoethnography in Performative Pieces, *Tami Spry, St. Cloud State University*

The telling of a tale: a reading of "A Gentle Going?", *Jonathan Wyatt, Institute for the Advancement of University Learning*

Made for Sex, *Claudio Moreira, University of Illinois at Urbana-Champaign*

206 Pedagogy to Practice

9:45-11:15 a.m. 404 Union

Chair: *Tracy Blake, University of Florida*

Pedagogy to Practice: A Phenomenological Exploration of the Perceptions of Engineering Graduate Students on the Effectiveness of Preparation for Teaching Responsibilities, *Tracy Blake, University of Florida*

Weaving A Tapestry of Multicultural Education: A Geo-Ethnographic Mosaic of A Day in the Life, *Richard L. Biffle, University of Denver*

Smart, Angry and Out-of-Control: A study of how teens in drug and alcohol treatment “re-learn” school, *Alan Amtzis, The College of New Jersey*

Constraints to Practitioner Research and Implications for the Training of Master’s Level Mental Health Professionals, *James R. Ruby, Northeastern Illinois University*

Ethnographic analysis of classroom interaction: a focus on data collection, organization, analysis, and presentation, *Betil Erozu, Middle East Technical University*

207 Postcolonial Methodologies

9:45-11:15 a.m. 405 Union

Chair: *James Haywood Rolling Jr., Columbia University*

Visual Culture Archaeology: A Criti/Politi/cal Methodology of Image and Identity, *James Haywood Rolling Jr., Columbia University*

Perpetual Displacement Inquiry Strategies with Multimedia for Analysis and Presentation, *Karen Keifer-Boyd, The Pennsylvania State University*

Discursive Instability when Culture, Bodies, and Media Collide. Political Ramifications for Researchers, *Pamela K. Hardin, University of Utah*

Doing Whatever is Necessary to Make Silenced Voices Stand Up Even More: Using Descriptive Phenomenology to Advance Social Justice, *Jose Ruben Parra Cardona, Michigan State University; Elizabeth Sharp, Texas Tech University; and Richard S. Wampler, Texas Tech University*

208 Autoethnography as Relational Practice

9:45-11:15 a.m. 406 Union

Chair: *Arthur P. Bochner, University of South Florida*

Voices at Mother’s Kitchen: An Autoethnographic Account of Exile, *Dionel Cotanda, University of South Florida*

The Voice of Hunger, *Christine E. Kiesinger, Southwestern University, Georgetown, Texas*

Seeking Father: Relationally Reframing a Troubled Love Story, *Tony Adams, University of South Florida*

Inside the NFL: An Autoethnographic Study of Players and Their Partners in the National Football League, *Rachel Binns, University of South Florida*

Vulnerable Autoethnography, *Akiko Motomura, Duquesne University*

210 Building Knowledge Through Researching Social Transformation

9:45-11:15 a.m. 407 Union

Chair: *Bridget Somekh, Manchester Metropolitan University*

Transforming Professional Knowledge Through a Global Action Research Community, *Bridget Somekh, Manchester Metropolitan University*

Transformations of the Experience of Schooling, *Terry Carson, University of Alberta*

Transformations in Teachers’ Ways of Being, *Allan Feldman, University of Massachusetts*

Remaking the Social: Children’s Graphic Transformations, *Diane Mavers, Manchester Metropolitan University*

Learning Transformations Through Technology, *Matthew Pearson, Manchester Metropolitan University*

Changes in Governance of the Education System in German Speaking Countries, *Herbert Altrichter, Johannes Kepler University*

**211 Qualitative Inquiry and Female Adolescence:
A Roundtable Discussion**

9:45-11:15 a.m. 314A Union

Chair: *Maria Mastronardi*

Panelists: *Dan Cook, Kristen Harrison, Chris Mayo, Andrea Press and Sarah Projansky, University of Illinois at Urbana Champaign*

**212 Funded Qualitative Research: In-Depth Longitudinal
Study of HIV-Infected Women**

9:45-11:15 a.m. 314B Union

Chair: *Patricia E. Stevens, University of Wisconsin-Milwaukee*

Design and Implementation of a Large-Scale Qualitative Study about the Meaning and Impact of HIV/AIDS in the Lives of HIV-Infected Women, *Patricia E. Stevens, University of Wisconsin, Milwaukee*

Symptom Experience Over Time in Women living with HIV, *Sandra K. Plach, University of Wisconsin-Milwaukee*

Structural and Interpersonal Access to Care for HIV-Infected Women, *Sharon M. Keigher, University of Wisconsin, Milwaukee*

Understanding Stigma from the Perspective of African American Women Living with HIV, *Aaron Buseh, University of Wisconsin, Milwaukee*

Crisis of HIV Diagnosis: Need for a First Responder Framework, *Eugenie Hildebrandt, University of Wisconsin, Milwaukee*

213 IRBs and Academic Freedom

9:45-11:15 a.m. Union Ballroom 200

Chair: *Diana C. Parry, University of Waterloo*

Handing IRB an Unloaded Gun, *Carol Rambo, University of Memphis*

Competing Values During a “Tarasoff-Like” Incident, *Katherine A. Best, Department of Mental Health Law & Policy; Julienne Giard; and Roger A. Boothroyd*

Narrative Research and North American Ethical Review Boards: Are they Compatible?, *Rosemary Clews, St. Thomas University; Ann Marie Powers; and Lena Carawan*

University ethics review: Cultural complications in the review process and in the field, *Susan Tilley, Brock University and Louise Gormley*

Unraveling Ethics: Illuminating the Moral Dilemmas of Research Ethics, *Christine Halse, University of Western Sydney and Anne Honey*

**214 Racing Science: Critical Perspectives on Race
in Research**

9:45-11:15 a.m. 161 Noyes

Chair: *Wanda Pillow, University of Illinois at Urbana-Champaign*

A Navajo Nation Social Justice Court Case: Why Race Matters, *Donna Deyhle, University of Utah*

Toward a Tribal Critical Race Theory, *Bryan Brayboy, University of Utah*

Latina/Chicana Relationships and Transformations across Difference in Everyday Life: Revisiting the “Native” Ethnographer, *Sofia Villenas, University of Texas-Austin*

**215 Multi-Methods for Studying Race and Class
in ‘No Child Left Behind’**

11:45 a.m. to 1:15 p.m. 209 Union

Chair: *Katherine Ryan, University of Illinois at Urbana-Champaign*

What about Those Being Left Behind, *Maurice Samuels, University of Illinois at Urbana-Champaign*

Rethinking Accountability and the Deficit Model: A High School Story, *Jori Hall*

Young Women’s Leadership Charter School Alternative Assessment System Case Study, *Tania Rampart*

Speak Out, Speak Back: African American High School Students Speak to Their Experiences in Tracked Math and English Classes, *Terah Talei Venzant, University of Illinois at Urbana-Champaign*

Exploring Black and White Achievement Test Difference: A Mixed Methods Design, *Keena Arbuthnot, University of Illinois at Urbana-Champaign*

216 The Transformative Prism: Resilience and Social Justice in Mixed Methods Research

11:45 a.m. to 1:15 p.m. 164 Noyes

Chair: *Donna Mertens, Gallaudet University*

The Prism of the Transformative Paradigm, *Donna Mertens, Gallaudet University*

Positive Psychology and Resilience, *Amy Szarkowski*

Critical Race Theory in a Study of Social Injustice, *Carolyn McCaskill, Gallaudet University*

International Development Paradigm Shifts to Socio-Cultural Model For Social Justice Agenda, *Amy Wilson, Gallaudet University*

217 Globalization and Transnationalism

11:45 a.m. to 1:15 p.m. 211 Union

Chair: *Lakshmi Srinivas, Wellesley College*

Translating globalization in Bombay cinema, *Lakshmi Srinivas, Wellesley College*

Manifestations of Social Desire and Dreams through the Cellular Phone, *Brendan M. McCarthy, Buffalo State College*

Mutant Arcade: The Marketplace and Architectural Form, *Jennifer Miller, Buffalo State College*

The architect of the World Trade Center, *Lisa McDonald, Buffalo State College*

True Confessions: The Complex Power Relationship Between the Confessor and the Authority Figure, *Chandra Whitefield, Buffalo State College*

218 Special Featured Panel: Why Measurement Fails

11:45 a.m. to 1:15 p.m. 215 Union

Chair: *Jaber Gubrium, University of Missouri*

Co-Presenters: *Jaber Gubrium, University of Missouri, and James A. Holstein, Marquette University*

219 Revealing Power Imbalances through Qualitative Inquiry

11:45 a.m. to 1:15 p.m. 217 Union

Chair: *Annie Mills, Manukau Institute of Technology*

Power Imbalances created by International Religious and Political Propaganda : A Qualitative Inquiry, *Suresh Rajan, Manukau Institute of Technology*

Transformation of Participation Through Collaboration in the First Year of School: Teacher and Children's Perspectives, *Bill Hagan, Manukau Institute of Technology*

Discourses in Qualifications Policy Adoption in New Zealand, 1996-2000: Identifying Power Imbalances in a Transformative Process, *Karen Dobric, Manukau Institute of Technology*

Authoritative Knowledge and Contraceptive Choice: Where Words Count More Than Numbers, *Annie Mills, Nursing and Health Studies*

Empowering High Risk Youth, *Rana Gulzar Rana Ahmad, NGO*

220 Critical Ethnography as Performance

11:45 a.m. to 1:15 p.m. 403 Union

Chair: *Li Xiong, University of Illinois at Urbana-Champaign*

Direct Instruction, and the Politics of Evidence-Based Instructional Models in Urban Schools: A Performance Ethnography, *Audrey Dentith, University of Wisconsin Milwaukee and Carroll Bronson*

Come Home Year Celebrations in Newfoundland: Recitations, Meaning and Cultural Identity, *Ann Marie Powers, Acadia University*

If You Know Our Names It Helps! - Students' Perceptions About "Good" Teaching, *Joanne Robertson, St. John's University*

221 Ethics, IRBs and Academic Freedom

11:45 a.m. to 1:15 p.m. 404 Union

Chair: *TBA*

Nostalgia, Goodness and Ethical Paradox, *Lace Marie Brogden, University of Regina and Donna Patterson*

Is it morally acceptable to impose IRB rules from one culture (i.e. the U.S.), to another, for purposes of performing comparative/cross-cultural social research?, *Yasmin A. Ranney, Loyola University of Chicago & Northeastern Illinois University*

Balancing Personal Autonomy and Community Permission For Health Research Participation in Nigeria, Africa, *Teri A. Strenski, University of Illinois at Chicago*

Interested Evidences: The role of lobbying in public policy, *Damien Contandriopoulos, University of Montreal*

Yes I Can — No You Can't: Supervisory Relationships in Qualitative Trauma Research, *P. A. Keats, Simon Fraser University and M. J. Buchanan, University of British Columbia*

222 Special Featured Panel: Applied Indigenous Studies: Research as Community Praxis

11:45 a.m. to 1:15 p.m. 405 Union

Chair: *Carolyn J. White, Northern Arizona University*

Navigating Political and Ethical Complexities in Indigenous Praxis, *Carolyn J. White, Northern Arizona University*

Exploring Cross Cultural 'Indigenous' Value Systems, *Tim Begaye, Arizona State University*

A Collaborative Team Approach in American Indian Education, *Anna Figuera and David Beaulieu, Arizona State University*

Walking on Red Ground, *Mary Weems, John Carroll University*

Harmony, Hospitality and Other Ethics in Indigenous Research: Perspectives from the Outside, *Corrine Glesne, Independent Scholar*

223 Autoethnography and Narrative

11:45 a.m. to 1:15 p.m. 406 Union

Chair: *Lonnie Athens, Seton Hall University*

Amorous Salesmen: "Be Patient Please, Floyd Pumice Aims to Please," *Lonnie Athens, Seton Hall University*

I'm doing what I need to do to survive: An exploration of domination and resistance in the graduate classroom experiences of Black female

professors in academia, *Nichole M. Ray, The University of Georgia*

Flying Among the Cedars of Lebanon: New Conceptions of Building Research, *Pauline Sameshima, University of British Columbia*

The meaning of death and dying of the elderly people who believed in Buddhism: Meaningful narratives from life-story interview, *Daisuke Kawashima, Kyoto University*

Exploring the Othered Financial Self, *Liz Edgecomb, University of South Florida and Rachel Gerakaris*

224 Featured Panel: Social Work as Qualitative Inquiry: Praxis, Paradox and Parable

11:45 a.m. to 1:15 p.m. 407 Union

Chair: *Roy Ruckdeschel, Saint Louis University*

Panelists, *Roy Ruckdeschel, Saint Louis University; Jerry Floersch, Case Western Reserve University; Jane Gilgun, University of Minnesota; Mary Katherine O'Connor, Virginia Commonwealth University; and Michael Ungar, Dalhousie University*

225 Process Oriented Qualitative Evaluations in Education Studies

11:45 a.m. to 1:15 p.m. 314A Union

Chair: *Mustafa Yunus Eryaman, University of Illinois at Urbana-Champaign*

A Responsive Evaluation Approach Towards the Integration of Computers into the Classroom Environment, *Mustafa Ulusoy, University of Illinois at Urbana-Champaign*

A Discourse Oriented Qualitative Evaluation of Use of Technology in a Social Studies Classroom, *Nihat Gurel Kahveci, University of Illinois at Urbana-Champaign*

A Transformative Evaluation Approach Towards Analysis of the Educational Reform Attempts through the Infusion of Technology, *Mustafa Koc, University of Illinois at Urbana-Champaign*

Opening Up Discursive Practice: A Micro-Analysis of Formative Assessment within The GenScope Assessment Project, *Steven J. Zuiker, The University of Georgia*

On Ethical Dilemma in Qualitative Educational Evaluation, *Changyong Yang, Southwest China Normal University*

226 Evaluating Qualitative Inquiry

11:45 a.m. to 1:15 p.m. 314B Union

Chair: *Karen A Ferneding, University of Illinois at Urbana-Champaign*

Reading “the project”: Qualitative research software and the issue of genre in qualitative research, *Judith Davidson, University of Massachusetts-Lowell*

Evaluating research by returning to the field: a critical inquiry, *Bart Cambré, Katholieke Universiteit Leuven (Catholic University Leuven); Anja Declercq; and Tom Decorte*

Poetic Representation: The case for criteria, *Sandra Faulkner, Syracuse University and Gabriel Welsch*

The Science of Qualitative Research: Validity and Reliability Re-framed in Terms of Meaning, *Gilbert Garza, University of Dallas*

Crystallizing Experience: Poetic Representation of Data, *Rhoda Feldman, University of Illinois at Chicago*

227 Mixed-methods Designs and Inquiry in Global Studies: I

11:45 a.m. to 1:15 p.m. Union Ballroom 200

Chair: *Jennifer Greene, University of Illinois*

The Instrument Development in Health Needs and Needs’ Satisfaction for the Single-living Taiwanese Elders in Community: Triangulation Research Design, *Shaw-Nin Shih, National Yang-ming University and Fu-Jin Shih*

Shifting Tides: Ethics and Accountability in International Action Research, *De Bryant, Indiana University South Bend*

Portraits of Healers: Synchronicity revealed in journals reflecting levels of awareness and interactive action, *Francelyn M. Reeder, University of Colorado Health Sciences Center and Joyce Perkins*

In the Field or in the Ivory Tower? An Interpretation on the Operation of Taiwan’s National Health Insurance, *Michael S. Chen, National Chung Cheng University*

Using mixed-method approach in research on occupational English training, *Dan Kim, University of Illinois at Urbana-Champaign*

229 Life History Research: Ethics, Representation, Epistemology

11:45 a.m. to 1:15 p.m. 161 Noyes

Chair: *Fazal Rizvi, University of Illinois at Urbana-Champaign*

A Cubist Narrative: Researching Teachers’ lives, practices and their performance of success, *Daisy Pillay, University of Kwa-Zulu Natal, South Africa*

The Ethics and Politics of Excavating Organizational Identity, *Rubby Dhunpath, University of Illinois*

Personal truth making: A cautious celebration, *Harsha Kathard, University of Cape Town, South Africa*

The dangers of trusting the words of another..., *Ruth Beecham, Charles Sturt University, Australia*

On Becoming a Teacher: Lifehistory Research and the Force-field Model of Teacher Development, *Micheal Samuel, University of Kwa-Zulu Natal, South Africa*

Data as Agency: Ethics And Politics, *Labby Ramrathan, University of Kwa-Zulu Natal, South Africa*

Engaging Privilege in Research: Theoretical & Methodological De-Liberations, *Mershen Pillay, South Africa & Sheikh Khalifa Medical City*

230 Working with Multi-cultural Populations

1:30-3 p.m. 209 Union

Chair: *M. Koro-Ljungberg, University of Florida*

African-American teenagers, participation in a longitudinal and qualitative application of ESM: Lessons learned about the method itself, participant motivation and activation, *M. Koro-Ljungberg, University of Florida; P. Williamson; F. M’Cormack; and R. Bussing*

The ESL Writing Classroom as a Space for Cultural Politics, *Anna Youngkyung Min, University of Illinois at Urbana-Champaign*

Resistance to Multicultural Education by Preservice Teachers: The look and feel, *John Bruno, Florida State University; Rosemary Traore; and Melissa Hartley*

Examining the cultural dimensions of research practices: dilemmas in honoring your research participants, *Annette Henry, University of Illinois at Chicago*

Working Alterity: Researching Queer Youth, *Lisa W. Loutzenheiser, University of British Columbia*

232 Technography: Qualitative Approaches to Technological Experiences

1:30-3 p.m. 210 Union

Chair: *Grant Kien, University of Illinois at Urbana-Champaign*

Canada, the Internet, Charland and Me: Performing Technological Nationalism in a Globalized Actor-Network, *Grant Kien, University of Illinois at Urbana-Champaign*

Literacy, Technology, and Actor Networks, *Kevin Leander, Vanderbilt University and Jason Lovvorn*

A Methodology for Technological Arts?, *Narendra Pachkhede, Independent Scholar*

Networked learning/Learning Networks, *Lyn Campbell, University of Melbourne*

Divine Cinema: I Saw the Goddess in a Mythological, and Other Such Tales, *Niranjan R Rajah, Independent Scholar*

Who are the end-users? Postabortion technology in Bolivian hospital actor-networks, *Susanna Rance, CIDES-UMSA (Postgraduate Centre for Development Sciences)*

233 Dilemmas of Researchers: Doing Value-Mediated Ethnographic Science

1:30-3 p.m. 211 Union

Chair: *Peter Demerath, The Ohio State University*

Advantages and Aporias of Syncretism as a Comparative Process, *Robin Giampapa, Ohio State University*

Oppression in Collegiate Education: Implications for Counseling African-American Male College Students at Predominantly White institutions, *Malik S. Henfield, Ohio State University*

Country Kids: The Dilemmas of Racing Rurality, *Tammy L. Maltzan, Ohio State University*

Psychic Distance, Consent and other Ethical Issues: Reflections on the Writing of 'A Gentle Going?', *Jonathan Wyatt, Institute for the Advancement of University Learning*

A Defense and Justification of Qualitative Research, *Mary Katherine O'Connor, Virginia Commonwealth University and F. Ellen Netting*

234 A Methodology of the Heart: Honoring the Contributions of Ronald J. Pelias

1:30-3 p.m. 215 Union

Chair: *Alice Filmer, University of Illinois*

Indians in the Park, *Norman Denzin, University of Illinois at Urbana-Champaign*

The Emotional Life: Honoring Ron Pelias, *Carolyn Ellis, University of South Florida*

Etudes, *Lesa Lockford, Bowling Green State University*

There is No Nudity in this Performance!, *Denise A. Menchaca, Bowling Green State University*

235 Battles in the Science Wars

1:30-3 p.m. 217 Union

Chair: *Michael W. Seltzer, Virginia Polytechnic Institute and State University*

Philosophy of Science, History of Science, and Qualitative Inquiry, *Michael W. Seltzer, Virginia Polytechnic Institute and State University*

Questioning the Foundational Assumptions of Evidence-Based Research: The Role of the Lived World, *Serge F. Hein*

Medicalisation of Research Frameworks: Theories, Practices and Strategies, *Rosalie Aroni, Monash University*

Doing social “science:” The double life of poststructural activist research, *Marcia McKenzie, University of British Columbia*

236 Re-Thinking Performance

1:30-3 p.m. 403 Union

Chair: *June Rabson Hare, Ben-Gurion University of the Negev*

The Performative Turn: What can Classical Psychodrama Contribute?, *June Rabson Hare, Ben-Gurion University of the Negev*

Reflexive Literacy: A Theory that Needs an Alternative to Evidence-based Experimental Science, *Rick Evans, Cornell University*

Process-based Validity for Performance-related Qualitative Work: Imaginative, Artistic, and Co-reflexive Criteria, *Jeasik Cho, University of Wyoming and Allen Trent*

Qualitative Research Methodology for Beginners, *Shujun Chen, University of Illinois at Urbana-Champaign*

Words, *Claudio Moreira, University of Illinois at Urbana-Champaign*

237 IRBs and the Politics of Informed Consent

1:30-3 p.m. 404 Union

Chair: *Gaile S. Cannella, Arizona State University*

Research ethics and regulation in the UK: the case of informed consent, *R. Wiles, University of Southampton, UK; G. Crow; S. Heath; and V. Charles*

Investigating Visual Researchers, Experiences with Institutional Review Boards, *Stephen J. Sills and Bart W. Miles, Wayne State University*

The IRB's role in ethnography of “vulnerable populations”: protection of the subject or protection of the paradigm?, *Amy E. Blank, University of Pennsylvania*

The Dark Side of Truth(s): Ethical Quandries in Accessing and Reporting Qualitative Analysis of Life Stories, *Barbara F. Sharf and M. Carolyn Clark, Texas A&M University*

Towards Ethical Globalization? Freedom of Research and Moral Constraints in Qualitative Research, *Marco Marzano, University of Bergamo*

238 Indigenous Approaches to Creating Knowledge

1:30-3 p.m. 405 Union

Chair: *Yvonne Kaulukane Lefcourt, University of Illinois at Urbana-Champaign*

Navigating between two landscapes: (Re) envisioning Native Hawaiian education through ho`ola (giving life), *Yvonne Kaulukane Lefcourt, University of Illinois at Urbana-Champaign*

Ethnoautobiography - An Indigenous-based protocol for decolonizing the modernist self, *Jürgen W. Kremer, Saybrook Institute Graduate School*

Affirming the will and the way of the ancestors: Black feminist consciousness and the search for good [ness in] qualitative science, *Cynthia B. Dillard, The Ohio State University and Adrienne D. Dixson, Ohio State University*

Pinpointing a blind spot: Indigenous knowledges and rural Japanese women, *Kimine Mayuzumi*

How do you measure empowerment?: Contesting the terrains of partnership, indigenous knowledges, and participatory action research in/ and Aboriginal community development, *Trica McDiarmid, Vancouver Native Health Society/ Sheway; Amy Salmon; and Elaine Prince*

239 The Uses and Abuses of Foucault in the Development of a Counter-Science

1:30-3 p.m. 406 Union

Chair: *Kathryn Bell McKenzie, Texas A&M University*

Panelists: *Kathryn Bell McKenzie; Patti Lather, Ohio State University; Jim Scheurich; and Bettie St.Pierre, University of Georgia*

240 Radical Pedagogy as Teaching

1:30-3 p.m. 407 Union

Chair: *Wendy Haight, University of Illinois at Urbana-Champaign*

Struggles, resistance, fun and joy in radical pedagogies within the Higher Hierarchical University, *Walter Podilchak, University of Toronto at Mississauga*

Researching Social Work Education and Practice, *Donna Jeffery, University of Victoria*

Teaching Qualitative Inquiry Through Action-Oriented Research Projects, *Lynet Uttal, University of Wisconsin-Madison*

Meditative Thinking, Lived Experience and Ethics-Learning about the Nursing Culture, *Billie M. Severtsen, Washington State University*

241 Cultural Discourses

1:30-3 p.m. 314A Union

Chair: *Cele Otnes, University of Illinois*

The Descendants of Time and the Lodgers of Space: The life stories of teacher trainees who immigrated to Israel during the 1990s, *Anat Kainan, Kaye College of Education; Michal Rozenberg; Miri Munk; and Nurit Eilam*

Lights, Camera, Action... Ethics! Innovative Disseminating of Feminist Grounded Theory, *Kathryn D. Weaver, University of Alberta*

Persisting and Failing in the Marketplace: A Cultural-Discourse Interpretation, *Cele Otnes, University of Illinois; Linda Tuncay, University of Illinois; and Eileen Fischer, York University*

Confucianism as the Epistemological Foundation of the Social, Cultural Injustice for Gender Biases in Korea, *Yeanmi You, University of Illinois*

Cultural Competence Discourse: A Racial Project?, *Ruth R Wolfe, University of Alberta*

242 Filling in the Research Gaps: Qualitative Methods in Health Care Research

1:30-3 p.m. 314B Union

Chair: *Noreen M. Sugrue, University of Illinois at Urbana-Champaign*

The Failure to Recruit and Retain Nursing Personnel: What Qualitatively Grounded Studies Teach Us, *Noreen M. Sugrue, University of Illinois at Urbana-Champaign*

Understanding the Environment in Which Health Care is Delivered: Why Qualitative Research is Essential, *Marian Turkel, Northwestern Memorial Hospital and The University of Illinois at Chicago*

Caring for this nation by addressing the nursing shortage: Lessons learned from the regulatory impact on students of multicultural backgrounds in the U.S., *JoAnn Mulready-Shick, University of Massachusetts, Boston*

The Messy Art of Qualitative Research across Borders and Contexts: An International Collaboration to Address Methodological Challenges in the Study of Resilience, *Michael Ungar, Dalhousie University and Marion Brown*

Vicarious Witnessing: Imagining the Trauma of Another, *Patrice A. Keats, Simon Fraser University*

243 Critical Transnational Inquiry

1:30-3 p.m. Union Ballroom 200

Chair: *Aslam Fataar, University of the Western Cape*

Educational and Religious Modernization: Oral testimonies of Muslim teachers in apartheid Cape Town, South Africa, *Aslam Fataar, University of the Western Cape*

Cross Cultural Service Learning in the Dominican Republic: a focus on Generic Abilities to Assess Student Learning, *Caroline Goulet, Creighton University*

A Cross-National Examination of Classroom Culture, *Ai Zhang, Syracuse University*

Never say never: The case for Iraqi Judeo-Arabic, *Talia Isaacs, McGill University*

Now I Can See All What Have Been Hidden To Me. Changes in Body Inscriptions of Power. A Case Study in a Rural Community in Mexico, *M. García Chapela, Universidad Autónoma Metropolitana-Xochimilco, México; D. Gómez; and E. Jarillo*

244 Global Ethnography as Performance

1:30-3 p.m. 161 Noyes

Chair: *TBA*

A New Look at the Maquiladora Industry, *James H. Hamm, Boston College*

Site Seeing : Mapping the field, in fieldwork, *Raji Swaminathan,*

University of Wisconsin-Milwaukee and Huei-Lin

The System of Sugar: The Violence in Society, *Jordyn E. Rice, Buffalo State College*

Performing Creativity and Ethnography: A Multicultural Interpretation of Identity, Meaning, and Cultural Significance in a Montessori Environment, *Pamela B. Thompson, University of Denver*

Decolonizing knowledge production in higher education: Reclaiming and centering subjugated knowledges, *Riyad Ahmed Shahjahan, Theory and Policy Studies and Linda J. Muzzin*

245 Multi-Cultural Politics of HIV/AIDS

3:15-4:45 p.m. 209 Union

Chair: *Rose M Williams, Edith Cowan University*

Searching with communities, *Elmarie Kotze, University of Waikato, New Zealand*

Guyanese health care providers, HIV-related experiences, attitudes and readiness to care., *Cynthia Cannon Poindexter, Fordham University*

Employing a discourse analysis technique in the study of Muslim teachers sexuality/AIDS discourse in Cape Town, *M. Noor Davids, University of Western Cape*

A Narrative Inquiry into the Experiences of a Teacher and Eight Children Learning about HIV/AIDS through Child-teach-Child Curriculum Approach, *Bosire Monari Mwebi, St. Francis Xavier University*

Qualitative Work about HIV in Developing-World Contexts, *Corinne Squire, University of East London*

246 Decolonizing the Academy: II

3:15-4:45 p.m. 210 Union

Chair: *Elizabeth Kendall, Griffith University*

Silenced by the Academy: The Dilemma of Collaborative Doctoral Research, *Laura Cooper, Kwantlen University College and Alex Keating*

Women in academic science: A university's analysis of female faculty, gender issues, and equity, *Sara I. McClelland, The Graduate Center,*

CUNY

Postmodern emergent methodologies, *Margaret Somerville, University of New England*

Decolonizing Qualitative Research: Non-traditional Reporting Forms in the Academy, *Elsa M. Gonzalez y Gonzalez, Texas A&M University and Yvonna S. Lincoln, Texas A & M*

When Women Paint a Story: Participatory Action Research, Indigenous Ways of Knowing, and Stories of Culture and Community, *Elizabeth Kendall, Griffith University and Catherine A. Marshall, Northern Arizona University*

247 Translating Experience

3:15-4:45 p.m. 211 Union

Chair: *Rosalie Aroni, Monash University*

Grounded theory and social justice: a critical examination of underlying assumptions, *Rosalie Aroni, Monash University*

Towards a better understanding of research paradigms: Debating the nuances between the reality-oriented approach and post-positivism, *Julie Stevens, Brock University and Lindsay Sarson, Brock University*

"The Conversational Model in an Australian Salinised Environment." The Application of a Clinical Psychodynamic Model to a Field Research Situation, *Patty Please, Charles Sturt University*

Transparent Feminism: The Qualitative Researcher as The Instrument, *Paige Averett, Guilford College*

Race, Positionality and Cross Cultural Analysis in Qualitative Research: A Conversation in 'Black' and 'White', *Denise Isom, Calvin College and Gail Gunst Heffner*

248 Qualitative Evaluation and Educational Research

3:15-4:45 p.m. 215 Union

Chair: *Barbara Sullivan, Next Generation School*

Really Leaving No Child Behind: Using Qualitative Methods to Track the Progress of Students in Primary and Middle School, *Barbara Sullivan, Next Generation School*

School Reform: An Underused Opportunity for Alternative Research and Evaluation Approaches, *Carolyn Sullins, Western Michigan University*

Echoes From the Classroom: A case study in research utilization in educational policy formation from South Africa, *M.P. Stevens, University of Wisconsin*

Culturally Relevant Expressive Writing (C.R.E.W.): A Model for Integrating Culturally Relevant and Explicit Instruction in an Urban Middle School, *M. E. Shippen, Georgia State University; M. L. Ramsey; and D. S. Puckett*

249 Governance, Machinations and Policy

3:15-4:45 p.m. 217 Union

Chair: *Karen Ferneding, University of Illinois at Urbana-Champaign*

The Discourse of Inevitability and the Forging of an Emergent Social Vision: Technology Diffusion and the Dialectic of Educational Reform Discourse, *Karen Ferneding, University of Illinois at Urbana-Champaign*

Qualitative Social Research Methods, Research Governance and Organisational Process., *Richard Huggins, Oxford Brookes University*

Evidence-based Management: The very idea, *Mark Learmonth, University of Nottingham*

Network Utopias and Alternative Entanglements for Educational Research and Practice, *Jo Frankham, University of Manchester*

Blinding Me With Science: Reflections on Policy Analysis, *Staci T. Lowe, University of Wisconsin-Madison*

250 Mixed Method Designs in Health Care Research: The Challenges of Data Analysis and Interpretation

3:15-4:45 p.m. 403 Union

Chair: *Kathleen Knafl, Yale University*

Strategies for Typology Development Combining Qualitative and Quantitative Data, *Kathleen Knafl, Yale University; Agatha M Gallo, University of Illinois at Chicago; Denise Angst, Advocate Health Care; George Knafl, Yale University; Emily Hadley, University of Illinois at Chicago; and Carol Smith, University of Illinois at Chicago*

Family Information Management in Childhood Genetic Conditions, *Agatha Gallo, University of Illinois at Chicago*

Uncovering a Melody: Using Thematic Analysis to Characterize Parents' Perspectives Surrounding Diagnosis of a Child with a Genetic Condition, *Denise Angst, Advocate Health Care*

Using the Performance Text to Illustrate Research Findings, *Carrol Smith, University of Illinois at Chicago*

251 Concepts, Evaluations, Reforms

3:15-4:45 p.m. 404 Union

Focus Group Method and Educational Research: Issues of Relevance and Praxis, *Anindya Sen, Northern Illinois University and Debra Askelson*

The Conceptual Framework of Focus Group Research: A New Synthesis, *Debra Askelson, Northern Illinois University and Anindya Sen*

Evaluation of Health Services from Mexican Rural User's Perspective: A Dialogic Qualitative Approach, *Maria del Consuelo Chapela, Universidad Autónoma Metropolitana-Xochimilco*

The role of culture in the depressive experiences of Chinese in Sydney: implications for multicultural health policy, *Bibiana Chan, Black Dog Institute, Mood Disorder Units; Maurice Eisenbruch; and Gordon Parker*

New Racisms in Spanish Society, *Juan Jose Bueno Aguilar, University of A Coruna*

252 Story and Narrative

3:15-4:45 p.m. 405 Union

Chair: *Patrick J. Lewis, University of Regina*

Stories I Live/Teach By, *Patrick J. Lewis, University of Regina*

Time of the Trickster, *Susan Wyatt, Antioch University Los Angeles*

What Works, *Jodi Kaufmann, The University of Georgia*

Writing From Home: An Incidental Auto/Ethnography, *Matthew L. Brooks, University of South Florida*

Searching Self-Image: The Un-naming of a Poststructural Identity, *James Haywood Rolling Jr., Columbia University*

Colonial Nostalgia and Postcolonial Memory: Narratives of Former Colonial Officers, *Uma Kothari, University of Manchester*

254 Qualitative Health Care Research

3:15-4:45 p.m. 406 Union

Chair: *Rich Janzen, Centre for Research and Education in Human Services*

Impacts of Mental Health Consumer-run Organizations on the Service System: A Longitudinal Study, *Rich Janzen, Centre for Research and Education in Human Services*

Activities and Impacts of Mental Health Consumer-run Organizations on Individual Members: A Longitudinal Study, *Geoffrey Nelson, Wilfrid Laurier University*

Crossing Cultures: The lived experience of Jordanian graduate students in nursing, *Ellen DeLuca, Lynchburg College and Gina Meadows*

The Usefulness of the Assistential Convergent Research Approach, *Mercedes Trentini, Pontificia Universidade Católica do Paraná and Valéria Faganello*

Life Review following critical illness in young men, *Colin Jones, Liverpool John Moores University*

Participatory Action Research with Mental Health Consumer-run Organizations, *Joanna Ochocka, Centre for Research and Education in Human Services*

255 Human Rights and Human Subject Research

3:15-4:45 p.m. 407 Union

Chair: *Tova Winterstein, The University of Haifa*

Mad Culture — Nothing About Us Without Us, *David Webb, Victoria University, Melbourne Australia*

The Use of Interpretive Biography to Explore the Experiences of People with Psychiatric Disability, *Lana van Niekerk, University of Cape Town*

Impacts of poverty in psychic structure: the case of Mexican poor urban

families, *Carolina Martínez-Salgado, Universidad Autónoma Metropolitana, Xochimilco*

Teaching Revolt: Revisiting Freire through Kristeva's Writings on Revolt, *James Salvo, University of Illinois at Urbana-Champaign*

256 Building an International Action Research Community: I

3:15-4:45 p.m. 314A Union

Chair: *Sue Noffke, University of Illinois at Urbana-Champaign*

Discussants: *Mary Brydon-Miller, University of Cincinnati; Joyce E. King, Georgia State University; Maureen Robinson, Cape Peninsula University of Technology; Bridget Somekh, Manchester Metropolitan University; Ernie Stringer, Curtin University of Technology; and Maria Elena Torre, City University of New York*

257 Qualitative Evaluation and Social Policy

3:15-4:45 p.m. 314B Union

Chair: *Dee Britton, Hamilton College*

Visualizing and Remembering Terrorism: A Symbolic Interaction Analytic Framework, *Dee Britton, Hamilton College*

Genetic Counseling, Prejudice, and Symbolic Interaction, *Aviad E Raz, Ben-Gurion University*

Mushuau Innu Relocation from Davis Inlet, NL to Natuashish, NL: Negotiating community capacity development in the intercultural context, *Ausra Burns, Mount Allison University*

Men who frequent the Free Store/Food Bank: A Qualitative Study, *Linda A. LaCharity, University of Cincinnati*

Exploration in Spiritual Distress of the Patients with Advanced Lung Cancer during Therapeutic Transition, *Szu-mei Hsiao, Shu Zen College of Medicine and Management and Fu-Jin Shih*

258 Patterns of Acculturation: Migration Narratives in the Midwestern USA

3:15-4:45 p.m. 161 Noyes

Chair: *Catherine Borshuk, Indiana University South Bend*

Negotiating Identity: Acculturation and Bi-Culturalism in Asian Indian Migrants, *Catherine Borshuk, Indiana University South Bend*

Developmental characteristics of Asian Indian Children in the US, *M. Gail Hickey, Indiana University - Purdue University, Fort Wayne*

Social Desirability: sub-texts in Asian Indian Narratives, *Aruna Jha, University of Illinois at Chicago*

A Cubist Narrative: Researching Teachers' lives, practices and their performance of success, *Daisy Pillay, University of Kwa-Zulu Natal, South Africa*

259 Roundtable: Wrestling with IRBs

5-6:30 p.m. 200 Union Ballroom

Co-Leaders: *Valerie Janesick, Gaile Cannella and Yvonna Lincoln*

Participants: *Virginia Olesen, Donna Deyhle, Clifford Christians, Aviad Raz, Patti Lather, Lonnie Athens, Tamy Spry and Liora Bresler*

260 Roundtable: Deconstructing Evidence-Based Inquiry: The View from:

5-6:30 p.m. 200 Union Ballroom

Co-Chairs: *Janice Morse and Donna Mertens*

Participants: *Ian Stronach, Phil Hodkinson, Linda Tubiwai Smith, H. Torrance, Carolyn White, Rainer Winter, Gary Knowles, Arda Cole, Rubby Dhunpath, Bettie St. Pierre, Michael Feuer, Lisa Towne, Rodney Hopson, Cynthia Dillard, Adrienne Dixson, Stafford Hood and Julianne Cheek*

261 Roundtable: Views from the Professions and Applied Disciplines

5-6:30 p.m. 200 Union Ballroom

Chair: *Noreen Sugrue*

Participants: *Wendy Haight, Robin Jarrett, Phil Carspecken, Roy Ruckdeschel, Jane Gilgun, Corrine Squire, Robert Stake, Jennifer Greene, Jim Scheurich, Kathryn Bell McKenzie, George Kamberelis, Bryan Brayboy and Sofa Villenas*

262 Roundtable: Into the Future: Views from the Traditional Disciplines

5-6:30 p.m. 200 Union Ballroom

Participants: *Kathy Charmaz, Joe Schneider, Michal McCall, Ron Pelias, Ray Maietta, Jim Holstein, Jay Gubrium, Walter Podilchak, Carolyn Ellis, Art Bochner, Hal Goodall Jr., Stephen Hartnett, Ellen Moodie, Greg Dimitriadis, Cesar Cisneros and Wanda Pillow*

263 Roundtable: Building an International Action Research Community: II

5-6:30 p.m. 200 Union Ballroom

Open to participation

264 Roundtable: International Association of Qualitative Inquiry

5-6:30 p.m. 200 Union Ballroom

Open to participation

Panel abstracts

102 Arts-Based Inquiry

Chair: Jeanine Marie Minge, University of South Florida

The presentations in this panel center on arts-based inquiry, and the ways in which the processes and representational forms of the various arts inform the processes and representational forms of social science research. Specifically, the papers will reflect on how the various arts — visual arts, drama, and music— and research can come together to advance knowledge in the social sciences.

105 From the Outside Looking In and From the Inside Looking Out: Identity Evolution in the Research Process

Chair: Tina Wagle, SUNY Empire State College

For this panel, we examine the insider/outsider dichotomy in research by situating ourselves within the research context. We have drawn together our individual stories to share our experiences as researchers and to encourage others to interrogate their research related subjectivities. Our individual works focus on the following: Latino students and faculty conceptions of identity, African Americans' perceptions of social support networks in the local community, and youth who participate in a gay and lesbian youth center and their conceptions of identity in relation to contemporary media. We have each worked with populations that have historically been politically marginalized and, thus, when we discuss them, we are aware of their status as under/misrepresented voices. Through this discussion, we explore how we are positioned in relation to our participants throughout the research process and, more specifically, how our identities have been challenged and, to some extent, altered through our experiences in research.

106 Dilemmas of Researchers: Doing Value-Mediated Ethnographic Science

Chair: Peter Demerath, The Ohio State University

How are/can new and becoming scholars contribute to understandings of “good science” and “good scholarship?” How will we deal with the challenges posed by subjectivity and context in ways that are honest and ethical? How will our work be accepted, rejected, and adapted to shape educational scholarship and practice? We hold the premise that our training in anthropology and ethnography is not some “freewheeling activity” (Wolcott, 2001), but a systematic, rigorous science of analysis and interpretation. Yet, recognizing that knowledge and knowing have been narrowly defined by a dominant positivist paradigm, we are trying to come to terms with our desire to know, the uncertainty of knowing, and our commitment to use knowledge in projects oriented around

social justice. We are trying to understand our role in constructing knowledge in “a time of global uncertainty.”

108 Using Narrative and Reflection to Study Nursing Practice

Chair: Cynthia Peden-McAlpine, University of Minnesota

This symposium will provide an overview of the theoretical and philosophical bases of narrative and reflection and discuss strategies that can be used to enhance expertise in practice. The first paper will discuss the theoretical and philosophical bases of narrative and reflection. The second paper will outline the design of specific intervention strategies that have been used to extend expertise in nursing practice. These intervention strategies used the mediums of narrative and reflection to effectively bridge the gaps between theory and practice. The third paper will highlight the findings of three qualitative studies that have used narrative and reflection to extend expertise in practice.

111 Diversity of Artistic Inquiry from a Global Perspective

Chair: Lenore Wadsworth Hervey, Columbia College Chicago

This panel will present four examples of artistic inquiry, defined as research that uses art-making as data collection, data analysis, and/or presentation of findings; engages in and acknowledges a creative research process; is motivated and determined, at least in part, by the aesthetic values of the researcher(s). (Hervey, 2000) The research projects cross cultural and disciplinary boundaries in their qualitative methods and research contexts. Panelists will focus their presentations on how art-making, their creative process, and/or their aesthetic sensibilities contributed to the unique shape of their inquiries. The presentational style of this panel will be embodied, artistic, interactive and experiential.

113 Qualitative Inquiry and Educational Environments: Avenues for Cultural Critique and Social Action

Chair: Michael P. O'Malley, Saint Joseph's University

The renewed emphasis on positivistic and empirical epistemologies within social science inquiry is shaped by conservative politicians leveraging influence in the allocation of financial resources, by their intellectual collaborators in the scientific based research movement, and by their theological allies in fundamentalist religious sects. This process is reflective of the “culture wars” unfolding in the United States in that epistemological and axiological differences within the larger community are not met with the valuing of pluralism that ought to be inherent within democracy, but rather by a hegemonic effort to canonize traditional and positivistic research methodologies while silencing others. Our interactive panel explores this issue within the intersection of cultural studies and education. Those attending will be invited to join this discussion by offering perspectives from their own research and theorizing to help broaden our enuncia-

tion of pedagogy that is capable of evoking visceral responses and eliciting democratic action for social change.

114 No Logo Attached

Chair: Desiree Yomtoob, University of Illinois at Urbana-Champaign

Imagining a radical utopian space, we have gotten together in dialogue to investigate and to question our identities in present society. These autoethnographies take knowledge from our experience while seeking transformation. Together on this panel we look to our past, perform in the present and repair the future. The pieces that we are presenting weave together issues of race, ethnicity and representation. As women of color we ask ourselves, how has the construction of the “other” influenced who we are? What are the limitations of those constructions? Where do we seek redefinition? How do we recognize our agency to self-define? What tools do we have at our disposal? Who are we becoming? How can we become agents of change in society? We begin to answer these questions in our performance pieces through movement, spoken word and poetics.

117 Plenary: Science, Etc.: From Bicycle Helmets to Dialogue Across Differences

Chair: Elizabeth St. Pierre, University of Georgia

In the last 20 years or so, claims that “scientific-based research” produces the highest quality evidence for practitioners, administrators, and policy-makers have been increasingly widespread, even in federal law (No Child Left Behind Act of 2001). The National Research Council (NRC), the operating arm of the National Academy of Sciences, has convened a number of committees and produced several reports on this topic. Not surprisingly, there have been critiques of the NRC committee reports. In this plenary session, Dr. Michael J. Feuer, the Executive Director of the NRC’s Division of Behavioral and Social Sciences and Education; Lisa Towne, staff director of some of these NRC committees; and Dr. Elizabeth A. St. Pierre, a postmodern scholar and qualitative researcher who has critiqued the NRC reports, will address questions on all sides of the debate, with a particular emphasis on exploring the roles and responsibilities of both the education research communities and organizations like the NRC in how science is understood and practiced. The purpose of the session is not only to provide a forum to articulate our differences but to leave argument behind for the space and time of this session and begin a dialogue across those differences. Our goal is to [...]

118 Critical Pedagogies

Chair: Lee E Fleischer, Empire State College

This presentation is designed to help colleagues learn about a perspective that has emerged recently in the post-structural tradition of educational research and criticism (Giroux, et al, 1996; McLaren, 1993, 1995, 1997; Peters, 1996, 1997,

1998). This perspective is critical of the uniform, one-dimensional, quantitative, and dominant current focus of the inclusion of special education into general education, and further, the up and coming standardization and control of defining “evidence” under the current Republican Bush administration and No Child Left Behind (2002) legislation affecting public school practices. This relatively new perspective also exposes how both school and society constitute complex and multi-layered realities in which student and teacher are circumvented and crossed by such forces as race, class, gender, globalism, and hierarchy. The current discourse on teacher effectiveness, as linking student test score outcomes, obscures knowledge-power-culture bases that may be instrumental in naming other discourses vital to teacher-student coalition, collectivity, and liberatory action. My work with special education students, and generally, teacher candidates (Fleischer, 1998, 2001, 2004, 2005), examines these [...]

119 Transgressing Technique: Qualitative Pathways Towards Questioning Technology

Chair: Karen Ferneding, University of Illinois at Urbana-Champaign

Typical approaches to studying technology adoption do not address technology itself as an issue because historically technology has been constructed to be a neutral tool or artifact and thus, by association, technology adoption is considered apolitical (Winner, 1980). Moreover, every new innovation is socially constructed to signify the Enlightenment ideal of social progress, a condition that has led western societies towards addressing social questions with technological fixes (Ezrahi, Mendelsohn & Segal, 1994). Such studies are positivistic not only in the sense that technology is conceptualized as a neutral artifact but also in terms of how such studies are designed — typically they utilize quantitative based approaches. Thus, the very questions that are raised reflect the bias and limitations of the research method itself. In this symposium, however, the presenters examine various issues germane to the use of technology within educational settings (K-12 and college level) from a critical studies perspective and thus consider issues related to policy, power and social justice. Indeed, the qualitative research reported in this symposium is also unique in that the nature of technology is understood to be integral to the study of technology adoption. A critical theory of technology therefore addresses much more than the ratio[...]

122 Spirituality and Qualitative Research

Chair: Phil Carspecken, Indiana University

This session has five papers relating spirituality to qualitative research in various ways. All of us have involvements with spirituality ranging from Christianity through Yoga, Sikhism and Buddhism. All of us experience strong connections between our spiritual orientations to life and our work in qualitative research. Two of the papers, Barbara Korth’s and Phil Carspecken’s, examine spiritual implications of some of the logic and conceptual issues permeating qualitative research methodology. Korth’s paper examines the concepts of identity and self as these have been explored through Western continental and post-modern philosophies and as they are treated in Zen Buddhism. Derrida’s con-

cept of trace is used to show strong zones of intersection between Buddhism and Western philosophy of relevance to qualitative research. Carspecken's paper examines spiritual practices like deep prayer, meditation and chanting in relation to the limits of rationality revealed when exploring the concept of validity. He also relates his analysis to the experiences of love and compassion in fieldwork. Kisha Kenebrew explores the importance of spirituality in African-American culture and its role in understanding both repression and the resilience of African-Americans in living under it. Ethnographic studies of the African-American community are flawed where they do not take its spiritual [...]

123 Community Network(ing)s, Participatory Media and Empowerment

Chair: Sascha D. Meinrath, University of Illinois at Urbana-Champaign

This panel investigates the effects of community broadband networks and participants' research on these cutting-edge technologies. What happens when every citizen has the opportunity to be a media producer broadcasting Internet radio, self-publishing journalism, displaying art projects, etc.? When universities, colleges, and K-12 classrooms can cheaply establish networks both creating tremendous infrastructure and maintenance savings versus older technologies? When health-care providers can transfer information to patients with limited mobility as well as exchange patient information among doctors, clinics, pharmacies, and hospitals? When networks facilitate e-government initiatives such as online voter registration, directions to polling stations, bill payment, access to tax advice, and public service announcements? And when wireless infrastructures offer job creation opportunities and as businesses take advantage of lower barriers to market entry and the advantages of high-speed, low-cost communications? These are just some of the questions panelists will begin answering. Paying particular attention to the growing Community Networking movement, this panel discusses strategies and tactics used by participants to study policy implications, support the public good, and ensure that network users benefit, not just from the technologies themselves, but also from the researchers' work. Community Networks are revolutionizing public communications, spurring economic development, and bridging the digital [...]

124 Featured Panel: Qualitative Research and Public Challenges to "New" Regimes of Truth

Chair: Gaile S. Cannella, Arizona State University

The language, actions, and ways of being that are associated with various societal discourses construct and influence the conditions and belief structures that dominate most, if not all, of our everyday lives. Discourses differ across cultures and also shift and change with time and circumstance. For some, the discourses are defined as clearly either public or private; for others, there is no dualistic distinction. The multiple discourses that surround us may vary across individuals and groups. However, societal problems themselves, the will to explore and understand societal problems, and the degree of openness to public

conversations about solutions are certainly embedded within dominant public languages, political actions, and policy decisions. Research as "construct," the problems that are chosen for identification and study, and the methods used are certainly grounded in the diverse discourses that dominate society. A recent example is the shift in U.S. federal government texts from the focus on research as situated within context to a more clinical, sterile perspective. This shift in discourse influences other public discourses, for example funding policy, and even influences the roles that are imposed on researchers themselves.

125 How we make meaning in our qualitative research activity and the challenges of dissemination in a neo-conservative discourse context

Chair: Sharon M Keller, University of South Florida

We propose that the research process results in dynamic synergy between researcher, participant, and context. We contend that when interactions occur, the responses that emerge guide the questions and probes to making meanings of our lives at the professional, public, and personal levels. Interactions within these junctures produce tensions, complications and consequences to our work, and it is through these interactions that great things happen. As panelists, we will illustrate through our work with in-service and pre-service teachers the depth and substance that emerges at junctures where multiple perspectives meet and confront each other, opening spaces of transformation for the participants and ourselves. Narrative research processes within a disability, ethnic, and feminist perspective provide the context for our work. The challenges of taking our work into the public domain of a neo-conservative agenda without diminishing its essence will also be discussed.

127 Issues, practices, and tales of learning qualitative inquiry

Chair: Drew K. Ishii, The Ohio State University

In this session, we are interested in discussing qualitative methodological issues as they relate to new researchers, graduate students, and those who are new to qualitative inquiry. Tales and experiences of novice researchers are especially relevant to this panel to provide a description of qualitative research concerns of practitioners from various fields and perspectives. Along with these issues we will discuss ways in which qualitative researchers engage in methodological conversations with colleagues to hone their research skills, practices, and maintain reflection upon their work. We are interested in presenting best practices for those who engage in on-going conversations about qualitative research, as well providing disconfirming evidence and experiences that are not supportive in the progression of becoming a qualitative researcher.

130 The role of portraiture in affecting public language and professional practice

Chair: Dave Goodwin, Southwest Missouri State University

Qualitative research is part of society looking at itself, and thus part of the eyes and conscience of society. Already a key medium to diagnose society's ills, it should be equally used to make vivid the inspiration and spirit of the human being and the moral-ethical and aesthetic worlds in different social contexts. Particularly portraiture and case study have unique opportunities to evoke both kinds of realities with high standards of craftsmanship, high awareness and integrity, and compassion. In this process it is important that the researcher does not stop with particular insights in particular cases, but take pains to develop and bring into the public discourse new language - words, phrases, concepts - that express the heart of what she has seen. The first panel paper gives an overview of this issue, the others discuss examples, or the need to address this issue, in different areas.

132 Improving Public Health Policy and Practice: How Qualitative Research Contributes

Chair: Sharon Hume, private evaluation consultant

Quantitative research has long been a stronghold in the production of knowledge in healthcare. Although qualitative research has made gains by expressing elements of the social that quantitative research fails to do, more recently evidence-based knowledge is re-establishing a authoritative standard for treatment decisions, policy and program development, and for management and accountability. Papers in this session analyse and illustrate a) the specific contributions of several qualitative approaches to public and/or international policy, research, and programming in health; b) how "science", as traditionally understood, and especially the increasing hegemony of "evidence-based knowing", subvert the contribution of qualitative methodology; c) efforts some scholars and practitioners are making to reclaim the social benefits of knowing the world differently than through the lens of positivist science.

133 Critical Methods and Research for Empowerment

Chair: Phil F. Carspecken, Indiana University

This session focuses on the emancipatory interests of critical theory and method. As examples of post-enlightenment theory and methodology, our research integrates egalitarianism, expressivism and criticalism by drawing on a dialogic theory of intersubjectivity (Mead, Habermas, Carspecken, Brandom, Tugendhat, for examples). Each of the papers develops methodological theory in an innovative way, but a way that illustrates the pragmatic intersection of power, praxis, and truth. When cultural power is at play those subjugated to it know this to be the case in ways related to mismatches between identity needs, thematic cultural presuppositions and the specific ways that recognition under-

lies consent to or rejection of validity claims. Phil Carspecken's paper explores the concept of power, arguing initially for some specific ways to understand the intimate connection between power, self and action. The three additional papers report on studies that innovate critical methods in such a way as to emphasize the emancipatory potential. In Judy Radigan's paper potential drop-outs conduct interviews with dropouts. In Elizabeth Payne's study, a critical approach is taken with respect to the life histories of adolescent lesbians in order to locate broader ideological and social phenomena entailed in the stories. Barbara Korth's paper explores the use of theatre [...]

136 Parent methamphetamine abuse in rural Illinois: Applied ethnography in child welfare research

Chair: Wendy Haight, University of Illinois at Urbana-Champaign

This panel will present a program of applied ethnographic research on parent methamphetamine abuse initiated by rural child welfare workers. The abuse of methamphetamine, a powerful central nervous system stimulant and neurotoxin, is a growing and urgent problem across the United States. Rural law enforcement officers and health, mental health, and child welfare professionals increasingly encounter children living in homes where methamphetamine is produced and abused. Children whose parents abuse methamphetamine often are exposed to toxic chemicals, violence, criminal behavior, neglect and abuse. In the rural site of our ethnography, approximately 25% of all child abuse hotline calls involve parent methamphetamine abuse. Yet, there is little understanding of the rural, cultural contexts in which children have developed and their parents' methamphetamine abuse has thrived. Our research examines the contexts, perspectives and practices of community members, child welfare workers, and parents who abuse methamphetamine and their children.

139 Special Featured Panel: Monsters of Evidence: Qualitative Research and Globalization of Audit Culture

Chair: Patti Lather, Ohio State University

This panel will compare recent developments in audit cultures in Scandinavia, the UK and the US by tracing the differences in the construction of the nexus of political technologies of auditing that presently permeate educational institutions. Panelists will look at academic compliance and intellectual responses to evidence-based policy research in education via language use, concepts, discursive practices, knowledge construction, scientific ideals and political rationalizations. From this body of shared knowledge we will trouble the dichotomy between 'soft' qualitative inquiry and the 'monstrous randomization ideals' of evidence based models by dismantling concepts, twisting and creating meaning and proposing strategic choices of mixed methodologies in an effort to construct viable alternatives that are accountable to diversity, social complexity and intersecting processes in learning.

141 Featured Panel: Performing Social Sciences: How dance, short stories, and writing as craft can contribute to qualitative inquiry

Chair: Marcelo Diversi, Head Start

We are interested in discussing performance text in qualitative inquiry. Each presenter has long been engaged in developing performance texts as a way to address the complexities of being human in our information society. Performance text is defined broadly to include forms of expression typically associated with humanities and arts. Our panel will include dance, short stories, craft and essay/play. Discipline focus varies from cultural studies to sports to writing and human development. The unifying theme is the attempt to represent experience in ways that account for human elements mostly ignored by the traditional paradigm in social sciences: subjectivity, creativity, otherness. An underlying assumption here is that if a text can invite people to enter and see themselves in the Other's life, if only for a fleeting moment, then more people will be moved into action based on connectedness with, not fear toward, the Other.

142 Featured Panel: Movin' On: Autoethnographies of Race, Blended Families, Queer Activism and Political Volunteerism

Chair: Carolyn S. Ellis, University of South Florida

This session features autoethnographic accounts of issues of concern in a time of global uncertainty. Using multi-methods — autoethnographic writing, co-construction, interviews, and participant observation — and multi-forms of presentation — stories, multi-voiced narrative, and poetry — participants will explore: political volunteerism with MoveOn PAC, living in blended families from the viewpoint of a step-daughter and a step-mother from different families, and the experience of Black Ph.D. students in predominantly white universities. The goal of this panel is to “move on,” to use our knowledge and opportunities to dialogue with participants and each other about how to create a better world—more humane political leadership and better communication across segments of the US population, more understanding and effective role-taking within blended family forms, and better communication and bridges between racial groups in academia.

144 Portraiture and the whole person as the fundamental unit of understanding

Chair: Klaus Witz, University of Illinois at Urbana-Champaign

Portraiture in the broad sense introduced by Lawrence-Lightfoot and Davis (1997) embodies the principle that any substantive characteristic or phenomenon in a person should be seen as part of the person as a whole. This means that any more significant aspect of a person, e.g. a teacher's philosophy and deeper

concerns in teaching, a scientist's understanding and vision of science, etc. should be understood subjectively and objectively as part of her personality and general nature (“the kind of person she is”), in the context of her experience growing up and formative experiences etc. Essentially, this takes the person seen unified from within and as a whole from within and without as the fundamental unit of understanding in research with human subjects. The panel papers either illustrate this principle in concrete portraits or show its implications for sociological understanding or educational practice.

145 Enhancing Reflective Practice in Preservice and Inservice Teachers Using Web-Based Applications

Chair: Maria D. Avgerinou, Saint Xavier University

This panel presentation highlights the assignments designed by four teacher educators to enhance reflection, from e-discussions to sophisticated rubric-driven web-based journal entries. These designs are intended to provide a continuum of developmental reflective practice not only to preservice observers, but also to experienced inservice teachers. Additional continua intersect with the first one: technological knowledge and comfort with using technology for communicating and journaling; the degree of structure required by the professor to elicit reflective journaling (requirements of length, type, milieu, respondents, classmates, colleagues, and frequency vary along this continuum); and evaluation from loosely noting entries to using a rubric to score each entry. The panel will explore the reflective practice models designed for their respective audiences and demonstrate where the intersections along the aforementioned continua occur. Participants will be able to identify starting and intersecting points for their own use of e-learning in teacher preparation.

148 Special Featured Panel: Embracing the seventh movement in qualitative inquiry: Lifting conversations about caring, democracy, and social change in schooling and our larger public space

Chair: Rodney Hopson, Duquesne University

Qualitative inquiry is at a distinct place in time in educational and social science research. Locating the field of qualitative inquiry is an awesome task. Denzin and Lincoln identify the history of the field as one characterized “more by breaks and ruptures than by a clear, evolutionary, progressive movement from one stage to the next moving farther and farther away from grand narratives and single, overarching ontological, epistemological, methodological paradigms” while embracing and anticipating “a continued performance turn in qualitative inquiry”. The future for them is now, the seventh movement, characterized by social sciences, humanities, and educational fields becoming “sites for critical conversations about democracy, race, gender, class, nation, freedom, and community” (2000):1047-1048). The papers in this session embrace this seventh movement in the field of qualitative research, while discussing how notions of caring, democracy, and social change manifest in schooling and our society.

149 Communications, Culture and Policy: Examining the Intersections

Chair: Paula Treichler, University of Illinois at Urbana-Champaign

This panel will address the ideas gained through an ongoing Initiative on Communications, Culture, and Policy, which was organized by faculty members and graduate students in the Institute of Communications Research at the University of Illinois. Highlights from an occasional paper on the project will be given and the project's web site will be demonstrated. The Initiative on Communications, Culture, and Policy was developed to provide a forum for sharing insights into policy formation within an interdisciplinary academic framework. The project mapped the cultural and policy arenas of communications onto the following four vectors: Globalization and Telecommunications Cultural Studies and Cultural Policy Science, Medicine, and Technology Media Literacy and Media Analysis. Panelists will address these areas.

154 Subjectivity, Fiction and Truth

Chair: Feiwei Kupferberg, The Danish University of Education

The idea that empirical facts somehow are able to deliver a presumed objective "truth" has been increasingly challenged in the social sciences. In a sense the very idea of qualitative research has been to abandon the very idea of objectivity in relation to truth and ground it in how social agents or individuals construct their own, subjectively valid truth or truths. Although I basically agree with the epistemological strategy of reconstructing truth from the subjective rather than objective point of view, I at the same time feel that this movement somehow leaves some questions about subjectivity and truth unanswered. How do we for instance account for the phenomenon that Sartre calls "bad faith," that is the more or less subtle ways in which individuals hide for themselves truths about themselves or about values and life worlds they hold dear, which they are aware of but do not want to acknowledge, as this would force them to abandon some of their cherished beliefs? And how do we account for the techniques of self-presentation that Goffman identified as part of an individual's identity-work etc.? The question I would like to raise in this panel is what methods we can use in [...]

156 Thought's Reach to the Future: the Perils and Promise of Autoethnography

Chair: Joseph Schneider, Drake University

Drawing on writings from poststructural feminist, postcolonial, and queer theory, the papers of this panel take up questions set out in recent work by Patricia Ticineto Clough that both appreciate and are hesitant about the genre of autoethnography in the human sciences. Among aims central to these papers is a challenge to current definitions (within governments as well as academic settings) of what constitutes good science and good scholarship by interrogating

autoethnography as a writing practice having methodological, theoretical, and applied relevance. Evidence-based models of argument and writing as well as the limitations of authorized knowledge will be considered.

158 Post-process Qualitative Evaluations in Education Studies

Chair: Mustafa Yunus Eryaman, University of Illinois at Urbana-Champaign

Today, two contrasting epistemological approaches dominate the discourses on educational evaluation. In the first approach, evaluation practice is seen as a kind of scientific and procedural activity that is the application of a technical, universal, and instrumental knowledge to evaluation process in order to "obtain reliable and valid knowledge relevant to education activities and programs." (No Child Left Behind Act (NCLB), 2002). In this way of looking at the educational evaluation, evaluation is limited to enacting a given set of technical skills or strategies, and understanding the evaluation means having objective, scientific, instrumental knowledge about it. Today, with the NCLB Act, calls for more scientifically based evaluation in education studies have gained a new momentum in Washington policy circles. The Act now requires school leaders who depend on federal funding to be aware that educational programs and practices must be grounded in the results of "scientifically based" research and evaluation studies. This panel, on the other hand, aims to explore an alternative approach to the educational evaluation that identify evaluation practice as a political, ideological, gendered, sexual, racial, transformative, social, discursive, and performative Praxis. In this approach, the distinction between ontology and epistemology seen in [...]

162 Liberating Methodology: Activist Research in the Spirit of Jemima

Chair: Joyce King, Georgia State University

This panel highlights how Joyce E. King's praxis of "liberating methodology" has inspired other activist researchers. King will discuss the theory, evolution and future directions of her approach to participatory research-as-pedagogy grounded in heritage knowledge, Diaspora literacy and community-mediated inquiry. Taylor Brandon's research focus is pre-service teachers engaged in action research to explore race, class, gender and/or language in the classroom experiences of urban youth. Williams focuses on the narrative inquiry experiences of K-12 Black women urban teachers using autobiography to support social justice pedagogy.

164 Interrogating Racial Utopias

Chair: Adrian Burgos Jr., University of Illinois at Urbana-Champaign

This panel interrogates the myth of racial utopias in diasporas communities inside and outside of the United States. Maritza Quiñones argues that for years

the Immigration and Naturalization Service (INS) checkpoint in Puerto Rico serves as the “U.S. imaginary border” to control the bodies entering the mainland. Using critical cultural studies and feminist theory, she examines the ways in which the policing of blackness erases notions of national belonging and citizenship for Puerto Ricans of African descent. Following Quiñones presentation, the rest of panelists explore discourses of racial integration and class boundaries by examining both communities inside and outside of the United States. In her paper, Zaire Dinzey-Flores shows how the housing built environment has become a representation of a segregated racial system that betrays a discourse of racial fluidity and integration. She explores the solidification of neighborhood boundaries both spatially and socially through the expressions and views of residents of two public housing sites and two adjacent private housing enclaves. Alyssa Garcia discusses the notion of racial utopia in Cuba (on the island) or rather how these ideologies are transferred to the U.S., and how Afro-Cubans (and others) utilize these ideas in terms of cultural capital to [...]

165 Violent Spaces: Architectural, Urban, and Territorial Reifications of Fear and Terror

Chair: Ellen Moodie, University of Illinois at Urbana-Champaign

From sites defined by remembered or anticipated damage, through injuries located in “domestic” space or “natural” disaster, to geographies of secure centers and uncontrolled peripheries, violence is inextricably enmeshed with the spatial. Yet violence does not simply occur in space; rather, violence transforms space, a transformation that is left unanalyzed by most methodologies, which pose space as merely the container or context in which violence takes place. This panel takes a new angles on qualitative inquiry into a topic that has confounded researchers. Approaching violence as a situated local practice and space as a social product, in this panel we resist the hegemonic metaphors of globalization and nationalism and attempt to reterritorialize acts and effects — to resignify locality as central to meaning. Against prevailing understandings of violence as a means to gain control of space or destroy space, here we use various ethnographic, discourse-analysis and historical methodologies to examine violence as production or reproduction of space that engenders subjects, objects, and extrinsic sites of power, authority, and domination. Each of our papers examine different practices and registers of space, ranging from daily interactions observed in long-term ethnographic fieldwork to historical analysis linking urban destruction and modernization to semiotic study of [...]

166 Subjectivity, Fiction and Truth

Chair: Feiwei Kupferberg, The Danish University of Education

The idea that empirical facts somehow are able to deliver a presumed objective “truth” has been increasingly challenged in the social sciences. In a sense the very idea of qualitative research has been to abandon the very idea of objectivity in relation to truth and ground it in how social agents or individuals construct their own, subjectively valid truth or truths. Although I basically agree with the epistemological strategy of reconstructing truth from the subjective rather than objec-

tive point of view, I at the same time feel that this movement somehow leaves some questions about subjectivity and truth unanswered. How do we for instance account for the phenomenon that Sartre calls “bad faith,” that is the more or less subtle ways in which individuals hide for themselves truths about themselves or about values and life worlds they hold dear, which they are aware of but do not want to acknowledge, as this would force them to abandon some of their cherished beliefs? And how do we account for the techniques of self-presentation that Goffman identified as part of an individual’s identity-work etc. ? The question I would like to raise in this panel is what methods we can use in [...]

168 A Conversation on Ethics, Qualitative and Participatory Action Research, and Activism

Chair: Mary Brydon-Miller, University of Cincinnati

Traditional research ethics are based on the assumption that researchers remain at a distance from those they study, that the purpose of the research is to gather data not bring about change, and that researchers are expected to maintain an objective and value-neutral stance vis-à-vis those being researched. These expectations have driven the development of a set of research ethics codified in most university human subjects review processes and in the codes of ethics of professional research organizations. By contrast, qualitative inquiry is located in relationships acknowledging the nature of our subjective experience of social events. Participatory action research focuses on the development of collaborative relationships with community members and on a shared and on-going commitment to working together for positive social change. These models of more engaged scholarship and of the scholar/activist role bring with them different and extremely challenging sets of ethical concerns issues of voice and representation, coercion and shared responsibility that are not addressed in current discussions of research ethics.

169 CRT in Education: The triangulation of parents, students and policy in contemporary education

Chair: Annel Medina, University of Illinois at Urbana-Champaign

This interactive and interdisciplinary session proposal focuses on the relationship between educational policy and community action papers addressing topics as diverse as Latinos/as in K-12 policy, college access, and educational reform among Latino/a parents. Postmodern qualitative researchers intend their work to make a difference within education to include a diverse range of perspectives that accentuate democratic research rights, demographic shifts, and racial agency among Latinos/as. Using Critical race theory and LatCrit theory, the papers hope to address the inequities that exist within the pathways for Latinos/as to college access in California and Illinois in particular. The members of this panel agree that overarching shifts between policy makers, educators, students, and families must be made in order to highlight the continuing disparities among school rhetoric in K-16 policy discussions. In sessions like this, qualitative researchers can make visible the effects of their work through action-ori-

ented research in Midwestern barrios and already established California barrios to understand the complex changes of education and immigration today. SESSION DESCRIPTION The wide array of educational issues presented in this session will illustrate how stakeholders including parents, students, university administrators, educators, etc. benefit from an ongoing dialogue concerning college access [...]

172 Featured Panel: Performing Autoethnography

Chair: Ronald J. Pelias, Southern Illinois University

This panel offers three autoethnographic performances by three doctoral students from Southern Illinois University. The first, "Looking for Communion," explores the relationship of the individual body as it moves through ritual experiences. The second, "I'm not that kind of []" interrogates immigrant and minority sexuality status in an engaging dialogue of difference. The third, "Performing Consequential Femininities," probes the disparate archetypes/stereotypes that the performer confronts in her daily encounters. Together, these performances demonstrate the power of making evident our research findings on stage and show the potential for empowerment in autoethnographic stage presentations.

174 Qualitative Strategies to Study People's Interpretations of Social and Political Processes

Chair: Ruth Sautu, Instituto Gino Germani - Universidad de Buenos Aires

The objective of this panel is to discuss and critically compare diverse theoretical and qualitative methodological approaches for the study of people's interpretations of social processes that have overwhelming presence in their daily lives. Poverty, unemployment, social exclusion, corruption and power abuse are just some of the social problems that the recently achieved Latin American democracies have not yet been able to overcome. Qualitative research methods are particularly pertinent to comprehend the meaning that those processes have for the people who are involved in them or suffer their consequences. They are designed to gather data on people's viewpoints, biographical experiences and emotions. The panel proposes a reflexive examination of our usually taken-for-granted assumptions on research methods, interpretative practices, and ideological orientations. It also intends to discuss the implications of our 'presence' in the texts that we produce, and our ethical commitment towards the people we study.

179 Case Studies, Nationhood and Nationalism

Chair: Layane Thomas Mabasa, University of the North

This presentation explores African immigrant's experiences about their work and livelihoods using in-depth interviewing and participant observation. The presentation is informed by a yearlong ethnographic study of fifteen families of African immigrants and refugees in Southern Maine. First, the presentation

explores the prevailing discourses of the "American Dream" highlighting the current concerns that new immigrants become a burden to the United States economy because they are dependent on public assistance. As part of interrogating current discourses about the new immigrant, part two highlights a silent discourse emerging from immigrant voice "who is eating through my bones"? A discourse that remains overshadowed by acculturation discourse yet it shows resistance to unfair labels and a desire for economic success by new immigrants. The conclusion emphasizes that qualitative methodology can address the concerns of new immigrants not only by listening through silence but interrogating the predominant discourses to engage new understandings.

188 Evaluating the Qualitative Analysis Process

Chair: Lea Kacen, Ben-Gurion University of the Negev

This study demonstrates the advantages of qualitative evaluation in assessing the effectiveness of support groups for patients after their first myocardial infarction. Quantitative research to evaluate support group effectiveness included a state anxiety questionnaire that participants fill out 6 times: before, during and after the group intervention. 170 patients filled out the questionnaires, half of whom participated in the (experimental) groups and the other half waiting for the next groups to open (control). This presentation presents the results of the quantitative evaluation while acknowledging its drawbacks, such as the limitations of measurement "before" and "after" an intervention, the meaningless of average results (even significant findings) and so on. Furthermore, qualitative evaluation is shown to be of benefit in assessing group effectiveness: What support group participation means to individuals, identifying persons who do and do not benefit from the groups, the meaning of anxiety among people who experienced their first heart attack, meaningful processes in support groups, etc. Conclusions show that qualitative methodologies display distinct advantages in evaluating support group effectiveness.

195 In their Hearts and Minds: Teachers Respond to California's Reading Reform

Chair: Jennifer McCormick, UCLA

This panel will explore how many teachers have responded to the mandated use of Open Court and Language!, widely adopted literacy scripts that are purportedly based on the federal government's definition of "scientific research." California's State Department of Education has embraced the Reading First Initiative of the No Child Left Behind Act without question. In 2002, the Federal Government earmarked \$147.7 million to bolster the Reading First Initiative in California schools. Much of that money has funded and will continue to fund Open Court. The state embraced the federal emphasis on direct instruction and uniform methods by approving only two textbook series, one of which is a highly structured script that includes a rigorous pacing plan. California also mandates that teacher education programs emphasize phonics oriented instruction and enforces phonics based reading examination. This emphasis on a structured literacy program dismisses the value of writing that is not in the form of

explication and thus ignores the role of the aesthetic in the development of literacy. It also undermines teacher autonomy in the classroom by requiring everyone, regardless of training, years of experience, or effectiveness, to follow the same highly scripted reading curriculum.

199 Institutional Narratives in the Discourse Between Oncology Social Workers and Cancer Patients' Self-help Organization

Chair: Lea Kacen, Ben-Gurion University of the Negev

This study reports the findings of research that examined the elements of discourse between members of the Hosen Association — a self-help organization of Cancer patients and their families (SHO) — and oncological social workers (OSWs) on the subject of support groups for cancer patients. Eight OSWs and eight Hosen volunteers served as the key research population. Using the interpretive-narrative approach to research, we applied a variety of data-collecting methods and a combination of data analysis methods: Narrative analysis and discourse analysis. The findings point to the simultaneous existence of two institutional narratives for each organization, one internal and the other external. It was found that discourse between the organizations takes place at the external institutional level only, with each body maintaining the mistaken impression that the other's perception of reality is similar to its own (false consensus). The internal narratives, that include such conception of the "other" narrative, attest to the latent meaning of the discourse that governs interaction and effectively prevents effective dialogue between the respective organizations. The proposed solution to the false consensus problem calls for candid discourse based on personal acquaintance between the two sides, enabling each to free itself of the false narratives created about one [...]

200 Featured Panel: Revisioning the Social: The Work of Patricia Ticineto Clough

Chair: Joseph Schneider, Drake University

Sociologist and feminist cultural critic, Patricia Ticineto Clough, has for the past twenty years written insightful and provocative feminist materialist, post-structural theory and criticism that takes as one of its main topics the nature, production, and effects of professional academic knowledge and discursive authority, most especially that of the human sciences and of sociology and the social sciences in particular. Drawing on a deep knowledge of psychoanalytic theory and criticism, cybernetics and informatics, and feminism, Clough has shed new light on a range of topics central not only to the vitality of feminism but also to many of the sea changes or "turns" in the human sciences as well, including critiques of ethnography and scientific realism, representation, identity, subjectivity, marxism and materialism, and, most recently, global capital, affective economies, and complex systems that operate under conditions far from equilibrium. This panel will draw on colleagues of Clough who know her work well and who offer commentary on this body of work.

208 Autoethnography as Relational Practice

Chair: Arthur P. Bochner, University of South Florida

This program will focus on autoethnography as a form of relational practice and inquiry. Each of the four papers is inspired by the researcher's own personal, social and/or political experiences. The topics range from the experience of exile from one's homeland recalled over 40 years later; a coming out story that explores the ideal of relational responsibility in the context of a son's search for emotional connection to his father; a woman's unanticipated entry into the violent world of professional football and her personal investigation of intimacy in the relationships of these players; and a narrative by a recovered bulimic that encompasses both her own story and the storied numerous women she has interviewed over the past fifteen years. In each case we see the autoethnographer in the process of attempting to find language that is adequate to portray their experiences and we resonate with the human significance of trying to lead meaningful lives and make sense of experience.

210 Building Knowledge Through Researching Social Transformation

Chair: Bridget Somekh, Manchester Metropolitan University

This panel will explore the process of building knowledge through participatory research into social transformations of people, institutions and systems in education. It draws on several theoretical frameworks which have strong overlaps but are not often looked at in relation to one another, including participatory action research, existentialism, activity theory and semiotic interpretation. This will be an interactive symposium in which short inputs, supported by written handouts, will be followed by discussion. It will focus on how these various approaches can shed light on the meaning of social transformations and the knowledge-building process.

212 Funded Qualitative Research: In-Depth Longitudinal Study of HIV-Infected Women

Chair: Patricia E. Stevens, University of WI-Milwaukee

Since June 2000, University of Wisconsin-Milwaukee Principal Investigator, Patricia E. Stevens, RN, PhD, FAAN, and her research team have attracted extramural funds totaling \$1,580,000 from the National Institutes of Health for their research, In-Depth Longitudinal Study of HIV-Infected Women #R01NR04840. Qualitative methods have been used exclusively in this 5-year study. A repeated qualitative narrative interview design was used to follow 55 women living with HIV/AIDS over two years and 10 data collection points. Specific aims focused on the meaning and impact of HIV/AIDS, health needs, adherence to treatment regimens, risk reduction, and access to health care and social services. With NIH support, the research team developed a model for accomplishing qualitative research on a large-scale with systematic longitudinal

data collection, technology-assisted data management, and innovative qualitative analyses. In this panel, Stevens and her Co-Investigators share how they designed and implemented the study, and present some of the findings.

215 Multi-Methods for Studying Race & Class in No Child Left Behind

Chair: Katherine Ryan, University of Illinois at Urbana-Champaign

This panel seeks to further add to debate as to what constitutes “good science” and “good scholarship.” The current educational accountability system in the United States, No Child Left Behind (NCLB), promotes evidence based scientific research as the “gold standard” for assessing student performance. Unfortunately, this takes an epistemological stance that systematic inquiry is best accomplished through quantitative methodologies. Taking such a stance not only attacks the credibility of findings produced through qualitative and mixed methodologies, but ignores contextual variables such as differences in learning styles, learning environments, and socio-economic status (SES). Through the use of qualitative or mixed methodologies, the panel will explore how specific mandates within NCLB have influenced school districts locally and placed educational obstacles on schools, teachers, and students. Panel presentation includes studies that involve low-income students, charter schools, alternative education programs, tracking, and achievement test.

216 The Transformative Prism: Resilience and Social Justice in Mixed Methods Research

Chair: Donna Mertens, Gallaudet University

The world of research can be seen as trying to understand the reality of social phenomenon as through a prism. The prism refracts the differences of experiences into an ever-changing pattern of different lights, while we seek ways to understand the use of culturally appropriate, multiple methods in understanding the pattern of diverging and converging results of the research. While the world of research is operating at the moment with several competing paradigms: The post-positivist, the constructivist, the transformative, and the pragmatic, the transformative paradigm provides a tool to examine a world view with its accompanying philosophical assumptions that directly engages the complexity researchers encounter in culturally diverse communities when their work is focused on a social justice agenda (Mertens, 2005). Underlying assumptions of the transformative paradigm will be used as a basis for research in international development, race-based research, and the psychology of parenting a deaf child.

219 Revealing power imbalances through qualitative inquiry

Chair: Annie Mills, Manukau Institute of Technology

‘Power imbalances’ in the quantity and quality of information received by individuals in particular contexts can affect decision-making. Information that is believed to be democratised at the source, instead often contains discourses

capable of affecting different individuals and groups in multiple ways. A significant aspect of discourse lies in its ability to affect power relations through social interaction. This is evidenced through the investigations presented in this panel: manipulation of marginalised religious groups across countries, influences in options for women’s contraceptive decision-making, ideological tensions in the development of national education policy, and the foundations laid for effective school classroom interactions. The relevance to this conference of our studies in the areas of politics, education, and health is that they consider the subtle differences arising from, and in relation to gender, race, ethnicity, linguistic status and class and relate to power imbalances that emanate from political, ideological or cultural influences in different disciplines.

225 Process Oriented Qualitative Evaluations in Education Studies

Chair: Mustafa Yunus Eryaman, University of Illinois at Urbana-Champaign

Today, two contrasting epistemological approaches dominate the discourses on educational evaluation. In the first approach, evaluation practice is seen as a kind of scientific and procedural activity that is the application of a technical, universal, and instrumental knowledge to evaluation process in order to “obtain reliable and valid knowledge relevant to education activities and programs.” (No Child Left Behind Act (NCLB), 2002). In this way of looking at the educational evaluation, evaluation is limited to enacting a given set of technical skills or strategies, and understanding the evaluation means having objective, scientific, instrumental knowledge about it. Today, with the NCLB Act, calls for more scientifically based evaluation in education studies have gained a new momentum in Washington policy circles. The Act now requires school leaders who depend on federal funding to be aware that educational programs and practices must be grounded in the results of “scientifically based” research and evaluation studies. This panel, on the other hand, aims to explore an alternative approach to the educational evaluation that identify evaluation practice as a political, ideological, gendered, sexual, racial, transformative, social, discursive, and performative Praxis. In this approach, the distinction between ontology and epistemology seen in [...]

229 Life History Research: Ethics, Representation, Epistemology

Chair: Fazal Rizvi, University of Illinois at Urbana-Champaign

A. Preamble: Much has been written about lifehistory research in recent times. It has been paraded as a counterculture to the traditional research canon, and celebrated as a genre that promotes methodological pluralism. However, as lifehistory researchers we have an obligation to transcend spurious claims about perceived merits of the methodology and extend the debates around how the genre simultaneously makes problematic and responds to the competing challenges of Ethics, Representation and Epistemology. Each of the presentations in this panel interrogates Lifehistory research from an epistemological perspective,

focusing on how our individual projects have transgressed or expanded traditional boundaries of epistemology and ontology; of how the work has satisfied the rigors of thesis production and contributed to the changing conceptions of knowledge, what knowledge gets produced and how knowledge is produced when we make particular methodological choices. Knowledge production is inextricably linked to representation. In the process of representation, presenters highlight what innovative representational choices they made, why these were mad, and how these choices influenced the kind of knowledge generated. The presentations also provide theoretical justifications for the transgressions indicating how the experience of representation disrupts essentialist notions of research production and for whom it is produced. When challenging [...]

232 Technography: Qualitative Approaches to Technological Experiences

Chair: Grant Kien, University of Illinois at Urbana-Champaign

Technography (defined anthropologically as description of the arts and crafts of tribes and peoples) is an under-developed frontier in qualitative inquiry. This panel solicits auto-ethnographic papers that explore human relationships with technology not as a mediator but rather as social participant, focusing on agency, finding and/or demonstrating ways that people are active in the construction of their own existence in spite of the instrumental programmatic natures of technology. The goal is to reveal opportune moments whereby potentially anyone — not just a vanguard of hi-tech experts — achieve some demonstrable, cognizant manifestation as agents in their own lived technological experience, while acknowledging social programs built into and enacted by technological devices. Building on a Latourian perspective, to understand the social implications of technology, technological devices and systems must be located as social actors on equal footing with humans, and thus must be treated as equal participants in so far as their codes or programs will let them in any ethnographic endeavor seeking to study technology. Ideally, papers will seek to incorporate technology as active participants (Latourian actants) in the social actor-network, contributing to the evolution of Technography as a qualitative communications research method with the goal of illustrating human/technology experience [...]

233 Dilemmas of Researchers: Doing Value-Mediated Ethnographic Science

Chair: Peter Demerath, The Ohio State University

How are/can new and becoming scholars contribute to understandings of “good science” and “good scholarship?” How will we deal with the challenges posed by subjectivity and context in ways that are honest and ethical? How will our work be accepted, rejected, and adapted to shape educational scholarship and practice? We hold the premise that our training in anthropology and ethnography is not some “freewheeling activity” (Wolcott, 2001), but a systematic, rigorous science of analysis and interpretation. Yet, recognizing that knowledge and knowing have been narrowly defined by a dominant positivist para-

digm, we are trying to come to terms with our desire to know, the uncertainty of knowing, and our commitment to use knowledge in projects oriented around social justice. We are trying to understand our role in constructing knowledge in “a time of global uncertainty.”

234 A Methodology of the heart: Honoring the Contributions of Ronald J. Pelias

Chair: Alice Filmer, University of Illinois at Urbana-Champaign

A Methodology of the Heart: Evoking Academic and Daily Life” offers a collection of studies on everyday life written as methodological alternatives to what one typically finds in academic scholarship. The essays all originate in the desire to write from the heart, to put on display a researcher who, instead of hiding behind the illusion of objectivity, brings himself forward in the belief that an emotionally vulnerable, linguistically evocative, and sensuously poetic voice can place us closer to the subjects we wish to study. In this sense, A Methodology of the Heart is a book located in the researcher’s body—a body deployed not as a narcissistic display but on behalf of others, a body that invites identification and empathic connection, a body that takes as its charge to be fully human (Pelias, 2004: 1). In his latest book, Ron Pelias illustrates various methods he has drawn upon for integrating knowledge of the heart into his scholarship. In this panel, both colleagues and former students come together-performing methodologies of the heart-to honor Ron’s work as scholar-teacher-performer.

242 Filling in the Research Gaps: Qualitative Methods in Health Care Research

Chair: Noreen M. Sugrue, University of Illinois at Urbana-Champaign

The purpose of this session is to explore how qualitative methods when incorporated into the study of health care delivery, financing, access, and labor more fully explain the complexities of the systems, organizations, interpersonal relationships, and outcomes. Health care research is dominated by economists and quantitative analyses of everything from quality of care to retention and recruitment of allied health professionals. These quantitative studies have produced some important and interesting findings; however, they fall far short in conveying how health systems work. In addition, this quantitative domination suggests and supports policies and interventions that often fail to achieve desired outcomes because they are based on a partial understanding of the motivations and decisions of patients, providers, and payers. What is needed is a research agenda grounded in qualitative methods if the labor, access, financing, quality, and myriad of other problems in health care are to be adequately identified and addressed. The papers in this session will explore the uses of qualitative methods in health care research. The panel participants will present papers documenting how the use of qualitative methods enhances the findings in health care and how those findings lead to better policy outcomes.

250 Mixed Method Designs in Health Care Research: The Challenges of Data Analysis and Interpretation

Chair: Kathleen Knafl, Yale University

Mixed method designs are well accepted in health care research. With the increasing use of mixed method designs researchers are challenged to devise analytic strategies that incorporate multiple types of data. Prior discussions of data analysis in mixed method studies have focused on issues of consistency and the use of one type of data to validate the other. Relatively little attention has been directed to the development of specific strategies for linking and interpreting diverse forms of data and analyses. Drawing on data from a study of 86 families (143 parents) in which a child had a genetic condition, the objective of this session is to demonstrate the use of diverse analytic approaches to provide a more comprehensive understanding the families' experiences. Qualitative data were gathered through individual interviews with parents that focused on their perceptions of family life and their efforts to access, interpret, and share information about their child's condition. In addition, parents completed three structured measures of family functioning (Family APGAR, Feetham Family Functioning Survey, Family Hardiness Index). Presenters will discuss the how they have used diverse qualitative analytic approaches (thematic analysis and performance text) as well as quantitative cluster analysis to represent the [...]

255 Human Rights and Human Subject Research

Chair: Tova Winterstein, The University of Haifa

The purpose of this study was to describe and analyze the ways in which old battered women from traditional North African Jewish cultural background describe their life history in violence. By facilitating a narrative which moved between folktales which were used to present the normative aspect of their lives and dreams which were told in order to express fears related to their actual experiences, we gain a complex picture of aging in violence. The paper will identify the themes emerging from the life history interview and discuss the specifics of the method as a way to elicit her experiences in violence. The method suggested is culturally sensitive as it takes into account the cultural background of the informant which is at variance with the one of the interviewee and is interpersonally sensitive as it takes into account the emotional difficulties arising from talking about difficult and charged topics. The research and clinical uses of the method are suggested.

256 Building an International Action Research Community

Chair: Sue Noffke, University of Illinois at Urbana-Champaign

Action research is a very visible, if contested, form of social research. Its roots and frameworks in many contexts have varied greatly. It is, arguably, closely articulated with social movements toward agendas of social justice, but is also marketed by large publishing concerns and administrative organizations. This

congress presents a unique opportunity to bring together action researchers who have been working through various 'strands' and contexts to engage in a 'town meeting' format. It will initiate dialogue about their differences, but also plan for mutual work to maintain a core of principles. Given the current context of market-driven, conservative politics-oriented political policies, this is indeed a timely occasion. Through discussion with participants, it is hoped that relationships will be formed around issues, allowing for collaborative efforts, perhaps beginning with plans for mutual communication and support and coordination of efforts. Particular emphasis will be placed on the ways in which current action research efforts could include a range of social justice coalitions.

258 Patterns of Acculturation: Migration Narratives in the Midwestern USA

Chair: Catherine Borshuk, Indiana University South Bend

Asian Indians are currently one of the fastest growing ethnic groups in the United States. In spite of their strong social and economic presence, there is a dearth of literature about their family lives and everyday experiences in U.S. communities. The social and psychological dynamics of immigration are complex and not well understood; generalist theories of acculturation and intergroup relations provide little specific information on the Indian community as it exists in particular cultural, family, and religious contexts. As qualitative researchers with shared interests in culture, identity, and family process, we have undertaken a multi-disciplinary project to explore the effects of migration and acculturation on an Asian Indian community in Indiana. With access to 80 oral histories, our analysis of the narratives from different perspectives related to our respective areas of expertise shed light on themes of cultural identity, child-rearing, social desirability, and experiences with discrimination.

Individual abstracts

Abdool, Shelly

Exposing Realities: When Conceptual Ideals meet Lived Experience. Are Women in Rural Gujarat Empowered through Political Participation?

See Vissandjee, Bilkis

Acar, Esin, *University of Illinois at Urbana-Champaign* Hidden Curriculum in 4th Grade Math Classroom

This ethnographic study aimed to address if there is a hidden curriculum in math class, and how it is applied by the teacher. My goals focused on the implementation of the formal and informal curriculum. The study was conducted in the natural classroom environment observing the class and interviewing the teacher. The participants were all fourth grade students and their teacher. The results of the study showed that extracurricular activities have hidden purposes and hidden curriculum is conducted by the teacher effectively in math class. Even though the teacher was generally unaware of using examples from her culture, she sometimes planned extracurricular activities that used social cultural patterns consciously. Furthermore, although math curriculum is related to numbers, there is a hidden curriculum in the math classroom that I observed and teacher used common values or cultural traditions in classroom instruction.

Adame, Alexandra L., *Miami University*

Recovered Voices, Recovered Lives: A Narrative Analysis of Psychiatric Survivors, Experiences of Recovery

The discourse of the medical model of mental illness tends to dominant people's conceptions of the origins and treatments of mental distress. However, Western society's dominant medical model narrative does not represent every individual's lived experience, and furthermore "explaining human unhappiness in medical terms is still nothing but a hypothesis, one which minimizes the possibility that people can change, grow, and develop" (Chamberlin, 1978, p. 110). A group of individuals who identify themselves as psychiatric survivors have been steadily growing in numbers, strength, and voice since the late 1960's. Most of these individuals have rejected the dominant medical discourse of mental illness and therefore have authored alternative tellings of their experiences of emotional distress, healing, and recovery. Using the method of interpretive interactionism, this study explores how psychiatric survivors position themselves in relation to the medical model master narrative and author alternative narratives of recovery.

Adams, Jill, *University of Victoria*

From Lived Experience to Evidence. Mapping the process of obtaining a restraining order in British Columbia

What happens to the experiential accounts abused women provide the courts in applying for restraining orders under constraints of objectivity? Goals of objectivity, neutrality and 'equal' treatment have remained aspects of the Cana-

dian legal system that most people expect and uphold. However, to assume law is neutral is to detach it from the social relations that maintain and reproduce structural and ideological patriarchy through everyday decision-making. Dorothy Smith's institutional ethnography was used to explore how the practices of institutional objectivity determine the outcome for restraining order applicants in British Columbia. It was found that the institutional agenda of objective, 'fair' treatment influences the way court service workers make sense of, and respond to abused women. In particular, women's experience is transformed into written accounts that conform to preset objectified terminology, compromising assessments based on women's own articulated accounts.

Adams, Tony, *University of South Florida*

Seeking Father: Relationally Reframing a Troubled Love Story

Tension plagues the relationship between me and my father especially when it comes to golf- and gay-related issues. I'm stuck between two canonical stories, one that says I must always try to work things out in order to fulfill my responsibilities as a son (Pelias, 2002), and another that tells me to let go, to realize that I "can't choose my relatives," and to view the relationship as a waste of time. However, such thoughts provoke an all-or-nothing scenario, not allowing for a middle on which to rest. Using a relational worldview, I attempt to find this middle, to re-frame the father-son relationship in which I find myself immersed. I'm a victim, so is my father. I'm an oppressor, so is he. We are victims and oppressors together, simultaneously hurting and being hurt while never deciding to quit. My story is about the troubled relationship that separates us; it's a story of sexuality and sport, of gayness and hegemonic masculinity, of a gag and his golf clubs; a story of love and hate.

Ahmad Khan, Iftikhar, *MS University of Baroda*

Governmentality, Institutional Anomie and Qualitative Inquiry: The Case of Gujarat Universities Common Ordinance 2004

Universities the world over are the prime locale for 'qualitative inquiry'. Historically, they evolved as autonomous institutions for generating knowledges seen to be vital for sustaining the needs - material, intellectual, and moral - of a complex array of civil societies. In western European societies, at least, they also came to represent a re-working and, one might even argue, a necessary relocation of paradigmatic aspects of the sacred within an increasingly secularized world. Under the impact of globalization, and other processes and agendas, regimes and states in several countries are prone to assuming the role of promulgating the goals and bases of scholarship, and thereby collapsing the distinction or boundaries between state and academia. Representing a new thrust in governmentality, these endeavors constitute an insidious exercise in controlling the proliferation of discourses that tend to harbor forms of resistance as well as visions of other, presumably better and more humane, social orders. In India too this trend has come to the fore. Rightwing governments in different federal states of India have been seeking to control Universities through political appointees in key executive positions and even legislation directed, overtly, to the objectives of 'rationalizing' University administration and imposing new regimes of truth. Implicated [...]

Ahmad, Rana Gulzar Rana, NGO
Empowering High Risk Youth

As poverty continues to grip Pakistan, the number of urban street children grows and has now reached alarming proportions, demanding far greater action than presently offered. Urbanization, natural catastrophe, disease, war and internal conflict, economic breakdown causing unemployment, and homelessness have forced families and children in search of a “better life,” often putting children at risk of abuse and exploitation. Objectives: To reduce drug use on the streets in particular injectable drug use and to prevent the transmission of STDs/HIV/AIDS among vulnerable youth. Methodology: Baseline study and situation assessment of HIV and STDs among street children of Quetta, Pakistan from January to April 2004. Activities & Conclusion: The program launched a peer education program, including: awareness of self and body protection focusing on child sexual abuse, STDs/HIV/AIDS, life skills, gender and human rights awareness, preventive health measures, and care at work. Relationships among AIDS-related knowledge and beliefs and sexual behavior of young adults were determined. Reasons for unsafe sex included: misconception about disease etiology, conflicting cultural values, risk denial, partner pressures, trust and partner significance, accusation of promiscuity, lack of community endorsement of protective measures, and barriers to condom access. In addition, socio-economic pressure, physiological [...]

Ahmed, Fauzia E., Brandeis University
Good Listening: The Role of the Literary Imagination in Qualitative Research

Researchers agree that good listening is critical to qualitative research. But few understand how the literary imagination helps the researcher to develop the ability to listen well. This paper explores how a knowledge of the tools of the novelist enable the researcher to listen to how human beings view their lives. The literary imagination is critical to good listening because it helps us understand how human being also fictionalize experience, the meanings of silence, and how people use the hyperbole, metaphor and irony, tools of the story teller. It helps the qualitative researcher respect marginalized cultures, which may not be literate, but have, in fact, highly developed oral traditions, which are often subterranean. The author draws on her own field research with sharecropper families in rural Bangladesh. The emphasis on how to become a good listener also directly addresses the question of what rigor means in qualitative research and how good listening bridges science and ethics.

Alfonso, Moya L., University of South Florida
Something's Got to Give: A Wife's Layoff Tale

“Something's Got to Give: A Wife's Layoff Tale” is an autoethnographic account of one family's layoff experience. Inspired by the multiple hurricanes that affected Florida in 2004, an emergency response model warning signs, preparation, the storm, aftermath, and response and recovery is used to structure the narrative. A detailed portrait of one family's reaction to contemporary social, economic, and political storms, including high unemployment in the technology industry, loss of health insurance coverage, and the 2004 Presidential election, is provided. The author's stance as mother, student, wife, and woman inform the narrative. Primary themes explored include perceived control, the

performance of middle class, work and family, and close relationships. The roles economic and social factors play in surviving storms are illustrated.

Allegranti, Beatrice, Roehampton University
Personal Text/Public Body: Investigating the Performance of Gendered Identities with/in Interdisciplinary Practice

My practice-based doctoral inquiry weaves a tripartite connection between Dance Movement Therapy, Performance/Choreography and Poststructuralist/Feminist discourses. Within this investigation I seek to interrogate how interdisciplinary insights can be used to deconstruct and re-constitute the “performance” of gender in every day life and in performance (dance/theatre and filmatic images). Over the past decade, my interdisciplinary output includes clinical practice, performance and film works. Emerging from this diversity is the Personal Text/Public Body model and within this construct I hold held a deep awareness of the dialectical nature of the gendered body, it is both personal and public. A key feature of this research is to investigate and work with my embodiment of the mutually influencing roles of clinician and artist. Consequently, my presentation includes photographic and video excerpts from; solo movement practice *In my body* (2005) and the facilitation of an ongoing performance laboratory *Personal Text/Public Body* (1999-date).

Altman, Melissa
Epistemologies of Doing: Technologies of Identity and Difference in Digital Environments

See Gajjala, Radhika

Altrichter, Herbert, Johannes Kepler University
Changes in Governance of the Education System in German Speaking Countries

German-speaking countries are engaging in varying innovations to their educational systems: promoting school autonomy, school-based management, self-evaluation of schools, and an output-oriented testing regime. The paper traces three shifting phases of change, discusses possible problems and concludes with some proposals for future action and research.

Amtzis, Alan, The College of New Jersey
Smart, Angry and Out-of-Control: A study of how teens in drug and alcohol treatment “re-learn” school

Drawing on the school experiences of teens with drug and alcohol problems, this presentation explores ways in which therapeutic education can be developed to meet the academic and spiritual needs of students in recovery. This presentation focuses on interview data (collected over a full school year) from eight students attending a residential therapeutic school for teens in drug/alcohol recovery in order to understand whether and how school became a positive and transformative experience for them. By focusing on the ways these students talked about school, this study argues that school occupies a critical role in adolescent recovery based on several critical and interlocking spheres of influence. Students' stories, insights and experiences suggest a framework for creating therapeutic education programs that focus on combining high academic

achievement with emotional growth. In this environment, where community IS method, students can re-learn a meaningful relationship with school that supports their substance abuse recovery.

Anderson, Dale L., *The University of Memphis*
Interpreting Breast Augmentation

The primary purpose of this project is to focus on how women use breast augmentation surgery to frame their identity. In the end, only those women who choose to undergo this surgery can verbally account for why they actually did so. Therefore, it follows that the only way to gain any understanding as to why so many women opt for breast augmentation surgery is to engage in a dialogue with women. The vocabulary that women use to describe their relationship to their body, and their breasts, is critical to understanding the impact of gender socialization for women in general. By gaining a better understanding of how women account for choosing surgery to alter their physical appearance and conform to the ideal body type perhaps we can also gain understanding into how the Western concepts of beauty are used by women and against women in society at large.

Angst, Denise, *Advocate Health Care*
Uncovering a Melody: Using Thematic Analysis to Characterize Parents' Perspectives Surrounding Diagnosis of a Child with a Genetic Condition

Objective: To illustrate how thematic analysis was used to characterize parent perspectives surrounding the diagnosis of a child's genetic condition. Methods: As part of a larger study addressing families' interpretation and use of genetic information, the purpose of this analysis was to examine parents' perspectives surrounding the diagnostic experience in the context of childhood genetic conditions. The analysis is based on data from 86 families of children with various genetic conditions, including sickle cell disease, phenylketonuria, cystic fibrosis, neurofibromatosis, Marfan syndrome, hemophilia, and thalassemia. Parents were recruited from multiple specialty clinics where children with genetic conditions receive care. Individual, audiotaped qualitative interviews were conducted with participants and transcribed verbatim. Interviews were then processed and coded using ATLAS.ti software. In addition, case summaries were completed for each participant, focusing specifically on the diagnostic experience. Results: Thematic analysis revealed important factors that influenced parents' experiences, including the pathway to diagnosis, parent-provider interactions, and parents' initial understanding of the condition. Conclusion: Study results highlight provider strategies that parents report as both helpful and hindering to their initial adaptation. As such, results will sensitize nurses and other health care providers to families' experiences and needs.

Angst, Denise, *Advocate Health Care*
Strategies for Typology Development Combining Qualitative and Quantitative Data

See Knafl, Kathleen

Arbuthnot, Keena, *University of Illinois at Urbana-Champaign*
Exploring Black and White Achievement Test Difference: A Mixed Methods Design

This study investigates the patterns of differential item function (DIF), between Blacks and Whites, on an eighth grade mathematics assessment. Additionally, it investigates the differences between Black and White test-takers on DIF items that favor White examinees in terms of cognitive and motivational (interest, test engagement, and persistence) patterns. The McDonald method was used to investigate DIF on the mathematics test. Additionally, to understand test-taking processes verbal protocol methodology was used to augment the DIF analyses. The results showed that a majority of the items that showed a moderate to high level of DIF favoring White test-takers were fairly easy items. The study indicated that there were some content and cognitive complexity patterns that emerged on the DIF items. Both the quantitative and qualitative findings from this study can help test developers better understand the factors that contribute to DIF.

Arceneaux, Kathleen C., *free-lance (member VA Tech Ctr. for Theory and History*
Critical Thinking, Media, and Contemporary Enculturation

Rhythmic patterns can be seen in everything from patterns of conversations and gestures between two people, to the shifts, or edits, in television imagery, to the rise and fall of civilizations and the periodic cleansing of forests by fire, a phenomenon that allows a different range of species to thrive. There is an underlying pattern in contemporary American culture that consists of a staccato rhythm of the disjointed fragments that are a format of the packaging of information. This pattern can be seen in the suburban strip-mall, the form and content of American public education, and in mass media. Rapid readings of a barrage of information is a lateral rather than a vertical skill, and is enculturating the American public to be responsive rather than reflective at a time in world history when critical thinking is absolutely necessary.

Arnold, Abby, *University of South Florida*
Silent Screams, Shared Steps: An Exploration of Blended Families

This paper explores the emotional tensions that exist in a blended family by entering into the backstage world through a co-constructed narrative written by a step mother and step daughter. Although this story is a collective account between the actual experiences of the two families represented, it reveals many of the lived experiences of members of blended families including many moments of joy, pain, frustration and connection.

Aroni, Rosalie, *Monash University*
Grounded theory and social justice: a critical examination of underlying assumptions

Qualitative researchers often assume that by engaging in their preferred practices of data collection and analysis that they inevitably will produce work that is of benefit in producing socially just outcomes in the social and political arena. Such assumptions are built on previous practices of social researchers who focussed downstream by exploring the views of those who experience injustice or by focussing on the systemic features of societies that have produced injustice as outcomes. This paper critically examines the outcomes of two distinct fields of research in which grounded theory has been used with implicit assumptions that the carrying out of the research would produce the means by which social

justice could be achieved but did not produce the desired outcomes. The two areas discussed are research in gender and health and research examining the impact of war. This examination focuses on the implicit and sometimes explicit beliefs held about the nature of grounded theory and its use both as method and as a means of effecting social change to produce social justice. The models developed from this analysis are then outlined and also critically examined.

Aroni, Rosalie, *Monash University*

Medicalisation of Research Frameworks: Theories, Practices and Strategies

It has been noted that the evidence-based medicine movement has produced a model of research which is centered on randomized controlled trials (RCTs) as the core research method of value in providing evidence for decision-making both in clinical and policy settings. While the work done by Sackett and Cochrane and their followers was originally designed to help shift medicine away from the inappropriate modes of decision-making that were linked to personal preference and whim, their calls have been translated and reified into rigid models of how knowledge can be ascertained across discipline boundaries and for all research questions. In order to move away from returning to the science wars this paper critically examines the theories presented by advocates and opponents of these movements and matches them with practices in the framing and funding of research and the impact on policy development. This is done by critically examining what and when qualitative research is constituted as legitimate evidence by national research authorities and outlining the features of successful strategies that have enabled the appropriate methodologies to be used in not only answering research questions but in forming them.

Arvold, Bridget, *University of Illinois at Urbana-Champaign*

Relationships in Academia

Professor Bridget Arvold and graduate student Claudia Petty will perform a presentation that highlights the intermingling of their lives. Their woven together autoethnographic accounts will emphasize their personal and jointly constructed experiences that occurred over a five-year period in academia. This presentation will focus on helping listeners vicariously experience the frustrations and tribulations that at times threatened to destroy the relationship between these two women. The presentation will conclude with their mutually constructed understanding of what it means to know, to learn, and to triumph through relational knowing.

Asaf, Merav

Critical Pedagogy or Whose Pedagogy is it? The case of teachers in the newspapers

See Kainan, Anat

Askelson, Debra, *Northern Illinois University*

The Conceptual Framework of Focus Group Research: A New Synthesis

In spite of the diversity of the disciplines that now use focus groups, at a foundational level, focus group research methodology has some common elements. This paper looks at the different components of the conceptual framework that

underlies this research method: research topics, contexts, and goals; group composition and selection; group dynamics and cohesion; group process factors; and group moderator factors. While the paper assumes that the above components of the conceptual framework are common to and are equally relevant to all types of focus group research, attention will nevertheless be still drawn to vital differences that need to be kept in mind when we consider how the diverse nature and backgrounds of the disciplines that nowadays use focus group research affect its real life praxis.

Askelson, Debra

Focus Group Method and Educational Research: Issues of Relevance and Praxis

See Sen, Anindya

Athens, Lonnie, *Seton Hall University*

Amorous Salesmen: “Be Patient Please, Floyd Pumice Aims to Please”

The Amorous Salesman Pays a Call (“Be Patient Please, Floyd Pumice Aims To Please”) While Pop worked in the lot behind his cafe, Floyd Pumice, a romantic product salesman, drops in. Although Pop frowns on Pumice for selling his merchandise in the café, his counterman, “Pete the Greek,” welcomes the opportunity to watch Pumice ply his trade on the café’s patrons. Pumice, who adroitly tailors his sales pitch to his customers, closes sales with a long-married, middle-aged man with a wife of the same age, a young single man who is desperate for sexual relations with his steady girlfriend, and young single man suffering from feelings of sexual inadequacy. When Pop unexpectedly enters into the café, Pete the Greek and Pumice must find a quick and graceful way to get out of an awkward situation.

Athens, Lonnie, *Seton Hall University*

Romantic Product Salesmen: A By-gone Occupation

Romantic product salesmen sold what now is popularly known as “sex toys,” but in their day were called “marital or sex aids.” They plied their trade in the Bible Belt and served a primarily male clientele. By playing on their clientele’s sexual ignorance and sexist attitudes, romantic product salesmen were able to sell merchandise that ironically increased rather than decreased their customers’ sexual frustration at outrageously inflated prices. With the spread of X-rated book stores to the Bible Belt in the mid-sixties, this little known and secretive occupation vanished from the American cultural landscape.

Aureli, Kristen, *Suny College at Buffalo*

Sweaty Towels and Miller Lite Cans: Commodity Fetishization and the Obsession of Things

I’m thrown into my closet and it’s cluttered with clothes they I will never throw away. There’s an idea of maybe someday fitting into the two-sizes-too-small jeans worn three years ago, or the shirt I wore when I met a past lover. I have an obsession with my own personal collection of objects that hold a type of meaning I fear to lose, for I’d then be losing a piece of myself and my history. We play off the things we have, live through them, and play a role by means of display. Being clothed versus being naked, finding a shirt you can look into the

mirror and accept or being naked in front of a triple split mirror and the battle and thought process happening therein. "I've been looking so long at these pictures of you, that I almost believe that they're real." Memories absorb themselves and seep out of the things we own, where one glance at a photo or a beer can bring back a world of emotions, as if we were living it again.

Averett, Paige, *Guilford College*

Transparent Feminism: The Qualitative Researcher as The Instrument

This paper focuses on the importance of transparency on the part of the qualitative researcher. Issues touched upon will include; the art of transparency in methods and writing via self reflection and disclosure, levels of disclosure, and dealing with legitimacy in a positivist research community. Special focus will be given to the role of transparency in feminist research and by female researchers. Integrating ideas of Gilligan (1982), Guba & Lincoln (1982) and postmodernity, the author will attempt to further the notion that objectivity is highly unlikely and transparency is a more honest, worthwhile and credible research standard.

Avgerinou, Maria, *Saint Xavier University*

Enhancing Reflective Practice: Using Web-Based Applications with In-service Teachers

This case study investigates the effects of blended collaborative learning on the reflection skills of in-service teachers who are beginning to develop an action research project as part of graduate study research requirement for the Master of Arts in Teaching and Leadership (MATL). In response to semi-structured teacher-generated prompts, the students post weekly reflective journals with the view to demonstrate active and critical engagement with the course content; establish and maintain commitment toward improving their own collaborative learning skills; systematically expand their understanding of instructional technology applications; develop action research skills; and, improve their practice as educators through self-examination and analysis. Online journals are posted in the small group discussion board of Blackboard- an open forum that fosters and supports a collaborative community of learners. Assessment of the journals count 30% toward a student's overall grade, while its criteria include content, process, premise, and critical self-reflection. Teacher-facilitated class discussion summarizes and reviews key points of online journals during weekly face-to-face class meetings.

Baez, Jillian M., *University of Illinois at Urbana-Champaign*

(Re)membering the "Latina" Body: An Autoethnography of Self, Identity, and Popular Culture

This performance piece explores how the everyday life is informed by the construction of the "Latina" body in U.S. popular culture. The author uses her own experiences as a Latina to interrogate the ways in which popular culture has constructed a Latinidad that is often homogeneous and largely gendered as feminine. This performance utilizes a theoretical framework of feminist media studies that focuses on women of color and transnational feminisms. This paper uses a mixed methods approach integrating autoethnography, textual analysis of advertisements, films and music, participant observation and informal interviews with other Latinas. Ultimately, this performance piece attempts to

demonstrate how autoethnography can be used to examine how everyday life is experienced vis-à-vis popular culture in complex ways.

Bagheri Noaparst, Khosrow, *Tehran University*

Epistemological Challenges of Globalization for Education: Emphasizing J. F. Lyotard View

The impact of globalization on epistemology and education will be emphasized here. The first challenge of globalization relates to the nature of knowledge. According to the information revolution, the most important characteristic of knowledge is to be sought in this equation: knowledge = information. This involves reducing different facets of knowledge to quantitative informations. In addition, having a communicational dimension, knowledge will be qualified by means of virtual community viewpoint which in turn would lead to the problem of fragmentation of identity in pupils. To deal with these challenges, education needs: a) to resist the reduction of knowledge to information and, instead, equate knowledge with wisdom rather than information; b) to extend imaginative and creative procedures; c) to develop interdisciplinary studies as an important way for extending imagination; and finally, d) to provide relationships between virtual and real communities of the pupils.

Ballinger, Claire, *London South Bank University*

Rehabilitation as Work: A discourse analysis of older day hospital attendees' accounts

Rehabilitation is a new discipline, defined as 'a process of active change by which a person who has become disabled acquires the knowledge and skills needed for optimal physical, psychological and social function' (McLellan 1997:1). Within the UK, rehabilitation for older people is commonly provided within community day hospitals. The methodology adopted for this study was postmodern/poststructural discourse analysis (Parker 1992). Semi-structured interviews were carried out with fifteen older community day hospital service users. Ten of the fifteen participants were female. Questions focused on purpose of attendance, activities and outcomes. 'Rehabilitation as work' formed one of the discourses available to participants in constructing their accounts. Within this discourse, physical progress was achieved through perseverance and effort. Similarities will be highlighted between this discourse and health professionals' descriptions of motivation in rehabilitation. Assumptions inherent within this discourse will be made explicit and a number of problems will also be identified.

Banerjee, Subhabrata Bobby

Subverting the Other: Masking and Neocolonial Embeddedness in Accounts of Indigenous Management

Sustainability and sound ecological management of the natural environment, allied to the expanding body of work on managing tacit and explicit knowledge, has led to an increased interest in the contribution which anthropology can make to the practical adaptation of indigenous environmental knowledge and practice to the improvement of organization in western societies. This provides a critique of the ways in which, at the same time as it is purportedly represented, indigenous thought is masked and thereby subverted. Much anthropological accounting in this area remains implicitly rooted in neocolonial thought to the

extent to which it is disembedded from the indigenous consciousness of their own economic, social and political history, and similarly for its reception requires a similar disembeddedness in the receiving culture - which then applies a loose analogy or even caricature of indigenous behavior to its own practices. To import these features into organizational theorizing without recognizing the deeply problematic nature of contemporary anthropological practice can only produce a reductionist and romanticized picture of native ontologies.

Baptiste, Ian E., *The Pennsylvania State University*

Mixed and Mixed-Up Methods: Toward a Conceptualizing of Mixed Method Studies

As mixed-methods studies gain popularity, methodologists have been constructing typologies to help researchers navigate the terrain. These typologies are based largely on two criteria: a) ways in which the studies combine so-called qualitative and quantitative aspects, and b) the functions or purposes the studies fulfill. Regarding the current discourse, two issues concern me. First is an insufficient focus on what constitutes a mixed-methods design. Presumably, a study qualifies as a mixed-methods design once it incorporates some qualitative and quantitative aspects-however small or great. My second concern is the tacit assumption that mixed-methods designs necessitate the employment of BOTH qualitative AND quantitative procedures. Presumably, one cannot conduct a mixed-methods study by utilizing ONLY qualitative OR quantitative aspects. This paper proposes a reconceptualization of mixed-methods designs. Epistemologically, it explores two key distinctions: a) doing something qualitatively versus doing something quantitatively; and b) mixed-methods designs versus single methods that incorporate mixed strategies.

Barak, Adi

Transforming personal knowledge into political manifest

See Krumer-Nevo, Michal

Barnett, Shirley, *Massey University*

Mai a Papa i a Rangi: Maori research methods, methodology and theory - A ground up approach

Maori are the Indigenous people of Aotearoa/New Zealand, and along with other Indigenous Peoples, “have a different epistemological tradition which frames the way we see the world, the way we organise ourselves in it, the questions we ask and the solutions which we seek” (Smith, 1999, pp187-188). This epistemology has given rise to a methodology known as ‘kaupapa Maori research’ which provides validity for Maori knowledge, language and culture (Smith, 1999 p183). This paper presents an overview of kaupapa Maori research undertaken by Nga Kairauhi (a collaboration of Ngati Kahungunu marae). In 1998, research showed that rural Maori in the Hawkes Bay were poorly serviced in terms of what health services were available and accessible.

Beecham, Ruth, *Charles Sturt University, Australia*

The dangers of trusting the words of another...

This paper explores the notion of trust in the development of narrative

knowledge creation. While I accept that motivational pluralism (Sober and Wilson, 1998) governs the initial thrust of the narrative research project, I also believe that trust-in-the-truth-of-the-word-of-the-other is the primary moral condition for its success as a research method. I examine the idea of trust as an ethical condition for a research approach, linking this to three groups of danger. Firstly, I outline the dangers within trustful speaker/hearer/listener collusion and how trust itself can establish ‘insider-outsider’, ‘us-and-them’ polemics within and between the three-way narrative research relationship. Secondly, I talk about the dangers inherent in a non-trusting research relationship; in particular the status of words that are spoken, heard, interpreted – and later denied. And thirdly, I discuss those dangers that arise from trusting in the linguistic skills of the researcher who simultaneously mediates and creates the conditions for narrative truth-making. The first of these dangers concern the ability of skilled fictive wordsmanship to both market and manipulate emotional response; while the second concerns the potential exclusivity of a research approach that is so dependent on skills of writing-as-fiction (and particularly English language writing-as-fiction) in order to promote its [...]

Bell, Brandi L., *Concordia University*

The Ethics of Researching Weblogs: Public or Private Spaces?

Recently, “scholars have recognized that [weblogs] are more than mere tools for communicating online; rather, they provide new possibilities for the Internet as a rhetorical space” (Gurak, Antonijevic, Johnson, Ratliff, & Reyman, 2004). As an emerging area of interest and activity, internet weblogs pose a complicated challenge to those seeking to explore and understand the phenomenon through qualitative research. While much scholarly work has addressed the ethics of conducting internet research (see, for example, King, 1996; Jones, 1999; and Ess & the AoIR Ethics Working Committee, 2002), weblogs represent a relatively new internet application that necessitate a revisiting and rethinking of ethical issues. This paper will review ethical issues significant to internet research, focusing on the particular challenges presented by weblogs as they represent spaces that confuse the boundaries between private and public in a variety of ways. I argue that it is important to determine how notions of public and private are implicated in weblogs and associated activities since the assumed public- or private-ness of these spaces has profound effects on the ethical considerations for researchers. With this in mind, I draw upon theories of the public sphere, and of publics generally, to examine various elements and characteristics of weblogs in [...]

Berger, Magi, *Duquesne University & Wilkinsburg Academy*

Caring matters: Toward educational reform in urban schooling

A host of comprehensive and direct strategies have focused on improving the achievement and academic success of urban schools in the United States burdened too often with low test scores, poor attendance, and increasing behavioral problems that make teaching and learning far fetched ideals. Educators, in their wont for increasing scores, some argue, have often overlooked the affective development of children beside their socio-academic needs. Levin (1986), for instance, contends that unique needs of educationally marginalized populations can not be addressed by cookie-cutter academics that fail to address a comprehensive array of strategies. This paper address the institutionalization of caring in one alternative school through the following research questions: 1) How do

urban, at-risk African American students attending alternative schools perceive caring? And 2) Does caring in schooling matter to these same students? These research questions will assist the urban educator/researcher/principal who wishes to more fully understand the dynamics and influence that caring has on the urban at-risk student's school experiences. The paper addresses preliminary findings in a study-in-progress, reflecting on how students' identification of time and the importance of relationships symbolize notions of caring.

Best, Katherine A., *Department of Mental Health Law & Policy*
Competing Values During a "Tarasoff-Like" Incident

This paper describes ethical challenges that emerged during an evaluation of the experiences of health care recipients diagnosed with depression. A "Tarasoff" concern developed during a focus group, in which a participant made a threat to kill two doctors that had performed unsuccessful surgeries, which led to permanent impairment. The challenges included maintaining confidentiality-duty to the participant- and the opposing -duty to protect-, notification to the targeted third party. Additional compelling ethical and practical questions that emerged from this case were: Do qualitative researchers establish a "special relationship" as clinicians do? And what are the ethical and legal obligations attached to that relationship? As qualitative researchers what are our ethical obligations to pursue measures to reduce potential harm to all involved and to respond to the research participant's lived experiences by arranging to provide care for unmet needs. This presentation outlines relevant literature, case law and recommendations for research protocols.

Bezalel, Yocheved

Critical Pedagogy or Whose Pedagogy is it? The case of teachers in the newspapers

See Kainan, Anat

Bhattacharya, Kakali, *University of Georgia*

The invisible, yet agentic stranger: Depicting accommodations and resistances of transnationals in higher education in U.S.

With a continuous increase in transnational migration into U.S., especially in higher education, this paper will explore the material consequences on transnationals as they negotiate multiple cultural boundaries. At the rudimentary level, transnationalism refers to the practices of migrants who live their lives across multiple nation-states if not at least two nation-states. Additionally, Grewal and Kaplan (1994) situate transnationalism in political opposition to hegemonic social structures as they state that the transnationalization of accumulation promotes shifts "that challenge the older, conventional boundaries of national economies, identities, and cultures" (p. 9). However, Grewal and Kaplan (1994) state that feminist interests are often absent from transnational discourses. They urge feminist political practices to "understand the material conditions that structure women's lives in diverse locations. "If feminist movements cannot understand the dynamics of these material conditions, then they will be unable to construct an effective opposition to current economic and cultural hegemonies that are taking new global forms" (Grewal & Kaplan, 1994b, p. 17). Therefore in this paper, I will be exploring two ethnographic case studies

informed by transnational feminism. These case studies are grounded in my dissertation research where I examine how female Indian graduate students who have been in the USA for [...]

Bhattacharya, Kakali, *University of Georgia*

One step in and one step out: Falling in and out of rhythm to the tune of decolonizing methodologies

How does one question the colonizing nature of research and maintain rigor in qualitative inquiry? If rigor in qualitative inquiry implies a methodological expertise, what expertise gets normalized? In this paper, I will explore conceptualizing qualitative inquiry from decolonizing perspectives and the associated implications. Specifically, this paper is grounded in my dissertation research where I ask as a transnational researcher studying other transnationals, how do I incorporate decolonizing methodologies in my research? What deliberate departures can I make to decolonize my work? What are the limits and possibilities of decolonizing methodologies given my colonized education and upbringing? These departures were mostly informed by decolonizing scholars such as Linda Tuhiwai Smith, Mutua and Swadener, Kamala Visweswaran, and Trinh T. Minh-ha. I read decolonizing research as that which interrogates the imperialistic foundation of research that privileges Euro-American construction of knowledge and silences or remains ambivalent towards knowledge constructed by those who are at the margin (women, people of color, people with disability, etc.). Decolonizing research can be generated from multiple theoretical frameworks including postcolonialism, feminism, postmodernism, and transnationalism. However, none of these theoretical frameworks operate in a completely decolonized space where they can erase all effects of colonized/colonizing discourses. Consequently, when [...]

Biffle, Richard L., *University of Denver*

Improvisations of Voice and Space: A Qualitative Geo-Ethnographic Narrative of Community

Our presentation invites participants to engage in constructive dialogue on the purposes of community within the context of urban landscapes. The focus of our research has been to explore the dynamic improvisational nature of community building as it relates to teaching and learning spaces. In our work, we use examples of Blues music to further illustrate the blending of group and individual voices in the intentional construction of nurturing places for human diversity. Our presentation will highlight Blues music woven through visual slides relating text, imagery, and lyrics from our participants. We will initiate an interactive dialogue with presentation attendees. We employed a geo-ethnographic methodology, drawing on qualitative data collected through interviews from a wide array of sources, including education, business, local government, and community activism. Geo-ethnographic approaches utilize rich description, seek to interpret human action in terms of spatial environments and illustrate how natural and man-made features shape identity.

Biffle, Richard L., *University of Denver*

Weaving A Tapestry of Multicultural Education: A Geo-Ethnographic Mosaic of A Day in the Life

The changing ethnic face of today's society has brought growing cultural diversity to our work places, schools and communities. Throughout these institutions, effective communication across cultures is the key to establishing good relations for productive teaching and instruction. To date, the ability to harness the strengths of diversity and solve these institutional challenges remains underdeveloped. This presentation shares the experiences and 'voices' of teacher candidates in a graduate multicultural education/diversity course and highlights their action research projects entitled "Shadow Study: A Day of in the Life of Student of Color". The presentation also includes practical examples from teacher candidates who developed integrated units of study using the multicultural and cultural competence research of James Banks. The paper provides some essential foundations for understanding the interrelationships of school cultural and organizational practice, teaching and instruction, geo-ethnographic research methodology, and their impact in diversifying teacher education programs and field experiences.

Binns, Rachel, *University of South Florida*

Inside the NFL: An Autoethnographic Study of Players and Their Partners in the National Football League

When her partner was drafted into the National Football League (NFL) in the spring of 2004, the author was thrust into a world unlike any she had ever known. This article explores her journey into the world of partners of NFL players through both ethnographic and auto-ethnographic research. The author addresses the benefits and struggles that come with being partnered with a player in the NFL and explores how the association affects the relational dynamic. The author tells both her own story and those of other partners of NFL players. A co-constructed narrative is also presented to introduce the perspective of the NFL player.

Bird, Sharon R., *Iowa State University*

Mothering Across Social Class Differences: A Performance Ethnography

This feminist performance ethnography weaves the diverse voices of low-income mothers and middle-income academic mothers with theorists of mothering creating a "mommy dialogue" through which the struggles and joys of motherhood can be vicariously felt. As a social critique, the dialogue reveals how a mother's social class position and the media mediate how she experiences and practices motherhood. At the end of the performance, we analyze the audience reactions to this performance at an earlier women's studies conference on mothering and then ask the Congress of QI audience to share their responses and ideas about critical action. In doing so, we aim to further the theoretical understandings of this form of qualitative methodology.

Black, James, *Methodist Hospital, Peoria, Illinois*

In these bleak times: Parent methamphetamine abuse from the perspectives of rural adults

This paper will describe the perspectives of knowledgeable, rural community members on the problem of parent methamphetamine abuse. We conducted in-depth interviews with adult informants. These child welfare workers, other community professionals (e.g., educators, law enforcement personnel), and foster

caregivers described their experiences with families involved with methamphetamine. Overall, informants described that children are brought by their methamphetamine abusing parents into a rural drug culture characterized by distinct, antisocial beliefs and practices. Children's experience of this culture includes environmental danger, chaos, neglect, abuse, loss and isolation. Informants believed that children develop antisocial beliefs and practices such as lying, stealing, drug use and violence through direct teaching by their parents and, indirectly, through observing parents' own antisocial behavior. Informants described children as displaying psychological, social and educational disturbances. Informants noted a need for effective child mental health services in the area, and for ensuring a positive environment for children's future development.

Blake, Tracy, *University of Florida*

Pedagogy to Practice: A Phenomenological Exploration of the Perceptions of Engineering Graduate Students on the Effectiveness of Preparation for Teaching Responsibilities

Engineering education has recently become the focus of research at the Center for the Advancement of Scholarship in Engineering Education (CASEE) at the National Academy of Engineering (NAE). After completing an internship at CASEE in the Fall semester of 2003, I became interested in how engineering faculty are trained. Because many engineering faculty members serve as a graduate teaching assistant during the pursuit of their doctoral degree, I have focused on exploring and examining the preparation of teaching assistants, specifically teaching assistants in the College of Engineering. Teaching assistants play a significant role in helping define and strengthen the overall quality of teaching in the university setting (Hammich, 2001). With the rise of the constructivist paradigm, as well as with the new interest in teaching practices at the higher education level, the instruction and preparation that universities are providing to teaching assistants needs to be evaluated. In addition to evaluating the instruction, the conceptions teaching assistants hold about teaching, pedagogy, and the role of a teaching assistant must be examined. For this study, I utilized a phenomenological perspective to examine teaching assistant's perceptions of the effectiveness of preparation for their role as a teaching assistant. My goal was to capture [...]

Blank, Amy E., *University of Pennsylvania*

The IRB's role in ethnography of "vulnerable populations": protection of the subject or protection of the paradigm?

Background: For many years researchers have debated what place qualitative research methods have in mental health services research. These debates have centered on discussions of the "appropriateness" and "legitimacy" of these research methods in bio-medical research. In recent years, these debates have led to an increased acceptance of some forms of qualitative research methods in mental health services research. However, this increased acceptance comes with the price of decreased autonomy for qualitative researchers working in this area. This loss of autonomy has many degrees and takes different forms, but nowhere is it more evident than in the increased control that Institutional Review Boards exert over the design, content, and implementation of qualitative research conducted within the context of bio-medical settings. Issue: This paper will outline the tensions and barriers encountered in the IRB application process for an inductive, ethnographic investigation designed to examine how staff of a short

term mental health treatment service negotiate access to the traditional treatment system, on behalf of their clients who are a doubly “vulnerable population” (i.e. people with mental illnesses who are also prisoners). This paper will analyze the conflicting paradigmatic assumptions (i.e. positivist vs. interpretivist/constructivist) that created tensions and barriers, such as [...]

Bloom, Leslie Rebecca, *Iowa State University*

Mothering Across Social Class Differences: A Performance Ethnography

See Bird, Sharon R.

Boniolo, Paula, *University of Buenos Aires*

A Working Class Theory of Corruption: Thematic Analysis of Workers' Ideas About Corruption and its Consequences

The objective of this paper is to analyze workers' definitions of corruption and their judgments of its individual and collective effects. This analysis takes into account that people's theories about society and corruption are interwoven with the beliefs and emotions that they relate to corrupt practices, such as despair, sadness, and hopelessness. Data come from 30 interviews with open-ended questions conducted in October 2004 among male and female workers of the Metropolitan Area of Buenos Aires. The paper discusses the methodological issues related to a thematic strategy of data analysis based on the systematic reading of the full verbatim transcriptions of narratives. The aim is to recover people's voices identifying different interpretations, definitions and the theoretical concepts used by workers to explain corruption.

Boothroyd, Roger A.

Competing Values During a “Tarasoff-Like” Incident

See Best, Katherine A.

Borshuk, Catherine, *Indiana University South Bend*

Negotiating Identity: Acculturation and Bi-Culturalism in Asian Indian Migrants

Secondary thematic analyses of Asian Indian migrant narratives reveal the diverse ways that cultural identity is constructed by members of a cultural community. Identity constructions take place both in the home and in institutions of the wider culture, such as schools and workplaces. The family is one site where cultural identity is negotiated, often inter-generationally, as first and second generation immigrants debate the perceived appropriateness of integrationist or assimilationist strategies. Contact with non-Indians is also linked to the development of cultural identity, including bi-culturalism; a self-perception of bicultural competence may be related to the level of contact or the quality of relationships with others outside the primary community. This paper examines the social psychological processes of identity development and acculturation as they occur within particular contexts of family, inter-group contact and religious practice of Asian Indians in the Midwestern U.S.

Boser, Susan, *Indiana University of Pennsylvania*

Complexity in Insider/Outsider Constructions: Implications for Participatory Action Research

Qualitative research which explores insider /outsider relations typically examines the values and experience of the outsider in some depth, but generally views insiders as homogenous. Such reflections on the presence of one's self have important implications for quality in qualitative research and should continue. However when practicing participatory action research, failing to understand and engage with the diversity among participant stakeholders has ethical and methodological implications. I will make the case that such practice requires seeing potential community-based co-researchers as heterogeneous, complex and dynamic. This paper will offer six dimensions for framing understanding of the “insiders,” illustrating each of these dimensions with a case example of an actual participatory action research project. Finally, the paper will consider the methodological implications of a more nuanced appreciation for “insiders” in the practice of community-based participatory research.

Bourscheid, João Teodoro, *UNIJUI*

Solidarity: The Overcome of the Rules of the Capitalism Creating Survival Spaces

To live in the peripheries of the Brazilian cities identifies their residents as individuals with low education, excluded of the productive process. Such situation reinforces the solidarity in the production of the survival. One of the problems that maximizes the lack of life quality is the habitation lack and of work. On these last years the family and the community were important for the need of the State to divide the responsibilities and the costs of the public politics of the individuals' social protection growing an attendance attitude more and more with their support programs and the middle classes and discharges of the population again, a services rendered in philanthropy, protects and defense of rights. The family, for is time, enlarges their bows of friendships more and more as form of to resist and to survive in a social space with the almost total absence of money.

Boyd, Steven T.

Organizational Ethics as a Framework for Teaching and Learning About Social Justice

See Jensen, Gail

Boylorn, Robin, *University of South Florida*

E Pluribus Unum: Out of Many, One

E Pluribus Unum: Out of Many, One is written to initiate a dialogue about race in the academy. The narrative focuses on the experience of Black Ph.D. students in predominantly white academic institutions. Experimental in method and representation, this paper poses important questions about race in academia. I utilize several qualitative opportunities; writing as autoethnography, poetry, and narrative. As a subject and researcher of the experience I am given the unique position of telling and listening, observing and explaining, strategizing and editing. I take your story, (a construction developed to create a bridge between your world and mine), and combine it with my story, (my motivations for writing about this experience) and fold it into their story, (compiling the findings of the research based on an interview), to create our story, (a collective narrative of the Black Ph.D. experience). Hence, the title, E Pluribus Unum, which translates ‘out of many, one’.

Boylorn, Robin M., *University of South Florida*
Beyond Words: In the Shadow of My Memories

In this paper stories of the author's childhood are juxtaposed as memories to tell a story that exposes her vulnerability and strength, her capacity to overcome and her capacity to remember. The author struggles, through words and to find the words, to tell stories/memories that have suffered years of contamination caused by the interference and inclusion of other people's memories, stories, and voices that sometimes don't coincide with her own. While involving text from Floyd Skloot's book, *In the Shadow of Memory*, she finds the courage to embark on this reverse journey to learn more about herself while taking the time to learn more about what she remembers and why. This narrative piece aspires to encourage readers to take a retrospective and introspective glance at the power of memories and the power of words in re-telling and understanding the stories we tell ourselves and the stories we share with others.

Brady, Miranda, *Pennsylvania State University*
Visualizing accountability: Feminist methodology in documenting social

See McIntosh, Heather

Brady, Patricia
Crossing Contexts: Longitudinal case studies of learning to teach English

See Clift, Renee T

Brantmeier, Edward J., *Indiana University*
Spiritual Moments in Ethnographic Methodology: Empathy in an Intercultural Peace Research Process

In this presentation, the author examines the power of empathy, which Webster's New World Dictionary defines as "intellectual or emotional identification with another." In an empathetic moment, one assumes the perspective and experience of another by "getting inside the head and heart of the other" (Bennett, 1998). If one of the purposes of critical qualitative research is to obtain an emic perspective, then empathy becomes a vital tool to obtain an insider's account of her lifeworld and subjective experience. In the context of an intercultural peace curricula development and implementation process, empathy as a research tool as well as the transformative power of empathy for both researchers and participants will be explored. In "dialogical data generation" (Carspecken, 1996), researchers and participants become intensely connected during the individual and group interviewing process. Moments of intense connectedness, or "spiritual moments," for both the researchers and participants will be examined for understanding the role of empathy in critical ethnographic methodology. Should researchers steer participants toward moments of empathetic insight in the context of critical and transformative action research?

Britton, Dee, *Hamilton College*
Visualizing and Remembering Terrorism: A Symbolic Interaction Analytic Framework

Public memorials representing national identity were declared an archaic public art form during the 1960s and 1970s. Modernity's focus did not include rep-

resentational commemorations of tradition and history. And yet, the postmodern United States is constructing numerous memorials that attempt to integrate a social understanding of terrorism and vulnerability into a heritage that has emphasized invincibility, power, and might. The time compression of these postmodern national memorials has resulted in a change of the form, location and intent of the commemorations. Most memorials have transformed from "Lest You Forget" to "We Won't Forget" memorialization projects. The time compression and memorial typology have been directly controlled by the people who have commanded the collective memory process. This paper defines a new analytic symbolic interaction framework that includes: the Lost, the Bereaved, the Survivors, the Agents, the Creators, the Invisibles, the Interpreters, and the Perpetrators. This framework will then be used to analyze the design and construction of memorials for terrorist activities in the United States and their impact upon US national identity.

Brogden, Lace Marie, *University of Regina*
Nostalgia, Goodness and Ethical Paradox

We re:search in Saskatchewan, in the Dry Land elucidated by Trevor Herriot (2001). We start with his notion that "those of us who live west of the 100th meridian have been using nostalgia to construct a romance fiction out of our history... there is no denying the power of nostalgia." (p. 2) Because our landscape shapes us as we in turn shape it, we feel obligated to be sensitive to the glimmers of nostalgia. Our prairie landscape evokes questions: What does it mean to research in this space? What are the possible foci of our nostalgia? And how do we navigate the ethical paradoxes in which we find ourselves. This paper will argue that research pushed by cultural norms creates double-binds around notions of "good" and "R/right". By juxtaposing nostalgia and goodness, we examine ethical paradoxes facing us as academics in an effort to renegotiate these double-binds.

Brogden, Lace Marie, *University of Regina*
Wikis, Blogs and Something Called a Book: Intertextual Reading/Research Praxis

Drawing on Jean Baudrillard's (2000/2003) notions of symbolic, universal and impossible exchange, and in the context of his assertion that "quotation is never innocent" (2001/2004, p. 13), this paper plays with the vicariousness of reading praxis. Intertextual meaning making with/in the research process is, I will argue, both a solitary and social performance. Exploiting technological notions such as wikis, weblogs and books, I combine autobiographical texts, song lyrics and journal excerpts to illustrate/interrogate reading and research practices and the theories which inform those practices as I "do" research. Viewing these practices as an exchange of ideas which are universally accessible and impossibly elusive, I set aside an economic notion of exchange which might try to reduce academic thought to value (grants and other funding, publishing, etc.) and play instead in intertextual spaces of meaning-making which favors a multiplicitous approach to research praxis.

Bronson, Carrol
Direct Instruction, and the Politics of Evidence-Based Instructional Models in

Urban Schools: A Performance Ethnography

See Dentith, Audrey

Brooks, Matthew L., *University of South Florida*

Writing My Way Out of Solitude: Confession and the Places Between Story & Self

My paper examines and writes a confessional tale. Like Robert Coles, I believe that “the subject of ourselves is an ideal one for the ears of others.” In sharing unique experiences, we inevitably construct a community; we strive for intimate union with the other. The proliferation of confessional tales in contemporary U.S. culture speaks to a general feeling of disconnection at the locus of everyday life. Even the raw spectacles witnessed on talk shows like Jerry Springer express a desire to commune across and in the face of the grotesque. At the nexus of total alienation there remains a split second of self-reflection — a moment in time filled with potential. By looking at and writing a confessional tale, I examine the hopeful claim that “the moral genius of storytelling is that each, teller and listener, enters the space of the story for the other.” I further examine the confessional tale as a carnival text. How does it distort the norm at the level of individuals for the purpose of creating community? Does the reflexive nature of the tale, even as it struggles to maintain a status quo, rupture the moment “we” identify? In turning back, “we” becomes a subject to [...]

Brooks, Matthew L., *University of South Florida*

Writing From Home: An Incidental Auto/Ethnography

In my story I write about a week in my life where I examine external events and my internal condition in an attempt to make sense out of the banal. I try to imagine “the field” as a space where there is no “researcher” who goes somewhere with the intent to discover and catalogue someone else’s experience. In “real” life, I occupy multiple subject positions that only collapse under the weight of being a researcher as I sit at my computer and reflect-through sociological introspection-on the day’s events. In being aware of my awareness as a researcher I am able to approach the politics of the ordinary in surprising and hopefully discursively disruptive ways.

Brown, Hilary Matte, *Brock University*

Self: Method and Text

I teach who I am (Palmer, 1998), but who am I? This is the question that as a teacher/researcher I seek to understand. Telling stories, sharing anecdotes, viewing artifacts and listening to the questions I ask reveal my personal ethnography. These elements allow my life story within the culture of teaching to be unearthed. Through the deconstruction of each sample, an opportunity to reconcile my past in the moment, and create a space for me to envisage my future as a teacher/researcher suggests itself. When navigating my role, I interconnect events in my life, alongside my present teaching life. I witness how autoethnography can be used as both a method and a text (Reed-Danahay, 1997). Perhaps, in doing so, I can meet likeminded teachers and/or researchers and not walk alone on this journey of self-discovery within the culture of teaching.

Brown, Marion

The Messy Art of Qualitative Research across Borders and Contexts: An International Collaboration to Address Methodological Challenges in the Study of Resilience

See Ungar, Michael

Brown, Tanya, *Duquesne University*

Conversations matter: Working with others to promote social change

Amidst heightened political dissension, we continue to bear witness to a decline in civic engagement. The disintegration of a sense of connection between individual citizens and social/religious structures result in the diminution of spaces where people learn, challenge assumptions and explore meanings with one another (Putnam, 2001; Schwartz, 1997; McMillan & Chavis, 1986). Such concerns led me to question: what happens in dialogue that connects a person with another and evokes concern for him/her and the broader social context? My paper addresses such cleavages in our society through discussion of an ongoing ethnoevaluation of a 3 year community initiative, Conversations for Commonwealth (CCW). CCW serves as a response to how civic action may be situated in order to cultivate a space for civic engagement. It is a 7 week long program that endeavors to evoke a heightened concern for community involvement and development in weekly gatherings over dinner. An ethnoevaluative approach to CCW allows exploration of the space, and the kinds of meanings or connections that emerge. The paper will discuss my efforts to understand the extent to which such meanings connect the participants to one another and the resulting implications of their shared, bridged, or divergent perspectives. I [...]

Bruno, John, *Florida State University*

Resistance to Multicultural Education by Preservice Teachers: The look and feel

Even though Pre-service teachers elected to be involved in a comprehensive program with a focus on Service Learning and Social Justice, a small minority exhibits strong resistance to discussions of issues related to Race and Privilege. This study looks at the dimensions of this resistance and seeks to identify some of the roots of the resistance. We will also discuss our responses to this resistance as instructors.

Bryant, De, *Indiana University South Bend*

Shifting Tides: Ethics and Accountability in International Action Research

The processes and outcomes of international community interventions were examined using a multiple case study design. The researchers were participant observers working in collaboration with community partners. A qualitative design was used so that relationships and social contexts could be articulated. Data were drawn from multiple sources: process logs, artistic works, journals, and a survey. The two interventions, implemented between 1992 and 2000, were, 1. the Pioneer Community Library established in Iboland, Nigeria, and 2. an arts education program in collaboration with a dance troupe from a Black township in KwaZulu-Natal, South Africa. In both cases a resource network redistributed information and technology between a midwestern community in the USA and a comparable international community. Analysis was done using

triangulation of data and coding/comparison cycles to identify emerging patterns. The findings revealed an evolutionary process during which accountability is dynamic. The networks that emerged, and the accompanying cross-cultural complications, raised ethical discussions about the nature and expectations of stakeholders. As they changed during the course of the intervention, the community psychologist had to continually reassess relationships and obligations. A general framework of strategies for international service-learning activities is introduced.

Brydon-Miller, Mary L., *University of Cincinnati*
Ethics and Action Research: The IRB and Beyond

Traditional research ethics are based on the assumption that researchers remain at a distance from those they study, that the purpose of the research is to gather data not bring about change, and that researchers are expected to maintain an objective and value-neutral stance vis-à-vis those being researched. These expectations have driven the development of a set of research ethics codified in most university human subjects review processes and in the codes of ethics of professional research organizations. By contrast, participatory action research focuses on the development of collaborative relationships with community members and on a shared and on-going commitment to working together for positive social change. This model of more engaged scholarship and of the scholar/activist role brings with it different and extremely challenging sets of ethical concerns — issues of voice and representation, coercion and shared responsibility — that are not addressed in current discussions of research ethics. In this session, I will explore some of the dilemmas facing participatory action researchers and other scholars committed to working toward positive social change with the hope that this might provide a foundation for a broader conversation on ethics, research, and activism.

Buchanan, M. J., *University of British Columbia*
Yes I Can — No You Can't: Supervisory Relationships in Qualitative Trauma Research

See Keats, P. A.

Buchbinder, Eli, *University of Haifa*
Hebron Jewish Adolescents Political Participation and Encounters with Law Enforcement Forces

See Enosh, Guy

Buehring, A.
Can we ever benchmark quality? Criteria used to evaluate the quality of qualitative research within the business and management field

See Cassell, Catherine M

Buell, James, *University of Illinois*
Developing professional identity in a changing workplace: Stories from educational technology specialists

Educational technology specialists play a multitude of roles within schools

today, and these roles continue to change rapidly (Davidson, 2003). This ongoing dissertation study draws from active interviews (Holstein & Gubrium, 1995) with two dozen graduates of an online master's degree program in Curriculum, Technology and Educational Reform (CTER), to explore how technology specialists in schools develop their professional identities. CTER graduates were selected for the study because of their common professional interest in computer technologies for schools and the diversity of their employment, which ranges from classroom teaching in various grade levels and skill areas to school and district technology coordination. The collection of interview data is guided by a life narrative approach, in line with suggestions by Linde (1993), Mishler (2000), Riessman (1996), and Selfe & Hawisher (2004). Data analysis proceeds from Charmaz's (2000, 2001) recommendations for constructivist grounded theory.

Buell, Marcia Z., *University of Illinois at Urbana-Champaign*
The Minority in the Mainstream and the Mainstream in the Minority: Hybrid Discourse in Application Essays

Students who use English as an additional language (EAL) create hybrid discourse, by highlighting or downplaying cultural identities, experiences and epistemologies as they interpret local contexts. Application essays for university programs provide a rich site for examining such hybridity, because applicants must convey unique aspects of their backgrounds, while demonstrating that they espouse the values of their chosen institution. However, it is hard to pinpoint institutional values because readers respond in multifaceted ways, reflecting affordances and constraints of local settings as well as individual preferences. Through in-depth interviews and textual analysis, this study explores how two bilingual Latina women represent their ethnicity when applying for mainstream programs and minority-oriented ones. In addition to discussing the writers' perceptions of their essays, this paper will examine the roles that intermediate and end respondents play in determining which representations will be encouraged and which will be repressed.

Buffington, Melanie, *Eastern Michigan University*
Learn by doing: The development of researchers through writing and reflection

See Ishii, Drew K

Buffington, Melanie, *Eastern Michigan University*
Supporting the Journey to Qualitative Research

Three years ago, we were assigned to form a writing group and, over time, evolved into a cohesive group of qualitative researchers. Through discussions, we identified salient aspects of our group's success: its interdisciplinary nature, our commitments to social justice, physical presence, and support. Though we have similar groundings in qualitative research, we come from varied fields: foreign language, mathematics, and visual art. These differences allow us to approach each other's writings as "intellectual outsiders." We hold similar values about social justice and the role of education. We function at varying levels of embodiment and consistently find that our in person meetings are the most productive. Through dialogue, we transcend grammatical issues and clarify theories. As a group, we support each other intellectually and procedurally. We share ideas about communicating qualitative ideas to quantitative audiences and

ways to navigate academic departments dominated by quantitative theories.

Burbules, Nicholas C. *University of Illinois at Urbana-Champaign*
Beyond Method: The Role of Epistemological Virtues in Social Inquiry

In social inquiry, the status of “scientific” methods and criteria for judging research is a perennial debate. In educational research it is a major issue today in light of the Federal push for funding only “scientific” research and the formation of the new Institute of Education Sciences. I want to suggest that this debate is often misframed by making it an argument over appropriate methods. Educational research, and social research generally, cannot be made more “scientific” by the imposition of particular methods of investigation. Problems of reliability and objectivity, to the extent that these are applicable criteria to apply in judging the status of inquiry, need to be reconceived in relation to the underlying epistemological virtues that animate and guide inquiry. Epistemological virtues comprise attitudes, skills, and dispositions in the researcher(s) at work. With these virtues, choices of method cannot be settled across the board; and quantitative, qualitative, or mixed methods studies may all be worthwhile. Without these virtues, methods are useless in guaranteeing “scientific” credibility.

Burns Jager, Kathleen. *Michigan State University*
Privileging voices of survival and relationship: Qualitative, feminist-informed interview research with women engaged in family-based mental health services

This research examined effects of traumatic abuse survival on relational perceptions for mothers in multi-stressed families engaged in family-based services. Family-based services’ goal is to help families gain empowerment and improve functioning by connecting with natural and community supports. With multi-stressed families, multigenerational crises of traumatic physical and sexual abuse are commonly noted. This qualitative inquiry centered on mothers’ relational perceptions involving trauma experiences, parenting “at-risk” children, and partnering with natural and community supports through family-based services. Sixteen women were interviewed using qualitative, feminist-informed methods. Women discussed how their trauma experiences and survival skills affect their daily lives, their perceptions of community responsiveness, and their partnerships with natural supports as they participate in family-based mental health systems of care. Thematic findings illustrate that facilitating family empowerment supports multi-stressed families by bridging obstacles and ending isolation. Findings call upon family-based services professionals to address contextual obstacles and barriers that women experience.

Burns, Ausra. *Mount Allison University*
Mushuau Innu Relocation from Davis Inlet, NL to Natuashish, NL: Negotiating community capacity development in the intercultural context

Many northern communities, and Canadian First Nations communities in particular, experience serious social and economic challenges. Complex barriers to increasing or regaining quality of life in these communities run along political, cultural, policy and economic lines, but also have important physical environmental dimensions. Issues facing Aboriginal and Innu population groups are often related to poor housing conditions. This paper describes and reflects on findings from four years’ (2001-2004) participatory research and community

capacity building work related to the Mushuau Innu of Davis Inlet, Labrador, relocation to the new community of Natuashish. It focuses on collaborative policy and self-government capacity development as it relates to Natuashish’s housing management. Particular attention is directed toward evaluating evolving relationships between Mushuau Innu and the federal government, and with other First Nations in Canada’s Atlantic Region.

Buseh, Aaron. *University of Wisconsin, Milwaukee*
Understanding Stigma from the Perspective of African American Women Living with HIV

We investigated how the 29 African Americans in our sample experienced HIV stigma. Thematic coding revealed that the depth of stigma women perceive in their communities fuels shame, fear of ostracism, lack of disclosure of HIV status, and isolation; and compounds their difficulties seeking health care, taking medications, and engaging in safe sex. Data indicate that a major way stigma is enacted in the interpersonal realm is through rumor mongering. In the institutional realm, participants reported denial of services, breaches in confidentiality, hurried and dismissive treatment, and invasive questioning, all of which they attributed to HIV stigma. Participants’ vividly told stories demonstrate how they found strength and pride in the face of HIV stigma by drawing on positive family relationships, finding support among others who had HIV, placing their faith in God, “accepting the HIV and dealing with it,” confronting perpetrators of enacted stigma, and redefining stigma as ignorance.

Bussing, R.
African-American teenagers, participation in a longitudinal and qualitative application of ESM: Lessons learned about the method itself, participant motivation and activation

See Koro-Ljungberg, M.

Callaghan, Megan. *University of Michigan*
Joyriding and Punishment in Northern Ireland

During the Troubles, when relations between segregated Catholic communities and the Royal Ulster Constabulary were at their worst, the IRA began disciplining individuals involved in criminal and “antisocial” activities. It has remained an informal police force within Catholic areas, and its methods of enforcement have included threats, beatings, shootings, executions, and expulsions. Although these disciplinary actions have long been a subject of controversy within Catholic areas, the recent peace process has drawn greater public scrutiny to the issue of violent punishments and has prompted a reevaluation of the need for IRA policing. Young people in particular, often the targets of such punishments, offer pointed critiques of IRA authority. This paper focuses specifically on youth discourse about republican authority in relation to joyriding, a frequent cause for IRA reprisals, as well as a practice through which young people attempt momentarily to appropriate and resignify their own spaces.

Cambré, Bart. *Katholieke Universiteit Leuven (Catholic University Leuven)*
Evaluating research by returning to the field: a critical inquiry

The field of qualitative research is caught in a series of tensions between post-modern ideas of doubt and hesitation and postpositivist conceptions of truth, validity and reliability. In this paper, we intend to illustrate these tensions with data from two projects in which the researchers returned to the field. We see a (false?) discrepancy between two ways of returning to the field: (1) As a researcher you are the voice of the people you do research upon. In this perspective, research conclusions that are not supported by the people in the field seem trivial and redundant. (2) In the (post)positivist tradition, one possible validity check is to return to the field and to see if the respondents agree with your research conclusions. Their agreement however is not a necessary condition for the validity of the research, if the conclusions are supported by other validity checks.

Campbell, Laurel H., *University of Illinois at Urbana-Champaign*
Portraits of reflective practice of art educators

There exists a profound need for in-depth descriptions of examples of reflective practice in teachers who have experienced self-actualization and fulfillment in order to prepare future teachers. Examples that illustrate reflective practice are most accurately acquired through portraiture, which allows the researcher to articulate the manner in which a person changes or evolves through reflection. In portraiture methodology, the specifics of each participant's experiences are tempered by the researcher's skills that have become fine-tuned through interaction in a carefully nurtured relationship. The portrait is written as a conversation with the reader, with analysis and interpretation by the researcher providing structure for the portrait. By studying such portraits, preservice art educators can increase self-understanding by reading evocations of how an experienced teacher's being evolves, thus allowing them to formulate future action in their own lives. This presentation will include a sample case study, a complete portrait, of a reflective teacher who exemplifies reflective practice in art educators.

Campbell, Lyn, *University of Melbourne*
Networked learning/Learning Networks

Actor-network theory might suggest that online education is a socio-material affair, where entities like computers, servers, software, peripherals, university enrollment policies and administrative procedures, students, teachers, programmers, help desk staff and telecommunications providers come together to form networks. ANT is interested in how the links between these heterogeneous network entities are built, contested and maintained. This study draws upon actor-network theory to describe teaching and learning practices mediated by information and communication technologies in a post-graduate, higher education setting. It explores online education as a socio-material practice where actors' multiple memberships have a profound effect on how networked teaching and learning practices are organized in space and time. The data stories talk of networked teaching and learning as shaping and being shaped by both human and non-human entities. They tell tales of how learning technologies contribute to shaping teaching and learning practices, often in unpredictable ways. Further, networked spaces are described as uncertain, intersected spaces where ICTs unsettle learning networks, concluding that actor-networks are porous and vulnerable. When entities, both human and non-human, maintain membership in

multiple networks - identities are constantly contested and redrawn. In lifting contested practices up to view, the study proposes that dis/order might be [...]

Campbell, Marie L., *University of Victoria*
Reading "Quality" Reports in Health Care: Who Knows How?
See Green, Carolyn

Campbell, Michelle, *Northwestern University*
From Sexy M.F. to Natalie Woody: One Drag King's Performance of Race

Writing an autoethnographic dissertation "My Life as Mick Mounter: Performing Gender(s) with the Chicago Kings" - has challenged me to perform anti-racist queer genders. As a half Puerto Rican, half white queer, I have found a fit for my queer female drag persona: Natalie Woody. Taking my female drag name from the white actress Natalie Wood, who portrayed "Maria" "in the film version of West Side Story, I camped up the well known actresses' name while also connecting with Wood's "Maria," the-white-girl-passing-as-Puerto-Rican. My paper investigates what happens when drag kings take race for granted, perform race explicitly, or ignore the always implicit ways race performs. The first section details my personal journey to critical race performance, emphasizing my role as a co-performative witness, while following sections discuss the reception of race performance in the larger drag kinging community and the interventions queers of color must enact.

Campuzano, Hugo, *University of Illinois at Urbana-Champaign*
Academic Success: The role of Latino/a Students

As projected by the 2000 U.S. Census, the demographic landscape of this country has shifted significantly. We currently find ourselves in a situation where our previous focus over the last 30 years on a white/black paradigm has distracted us from understanding the educational experiences of other racial/ethnic groups in Education, specifically Latinos/as. While increasing attention is being paid to this issue, the focus has been on K-12. This study seeks to further our understanding of Latinos/as in higher education. Specifically, this study will examine the college experience of Latino/as' students at a four year university in Illinois. All participants in this study attended high school in the Chicago metro area as well as participated in the university transition program. A brief history of the transition program as well as its goals and academic support it provides the students will serve as the backdrop for this study. In an attempt to move away from a deficit model of examining educational issues, the focus of this study will be on the successful Latino/a students. Using Critical Race Theory to interpret the data, several themes have surfaced as being essential to Latino/a success at the [...]

Cannella, Gaile S., *Arizona State University*
Critical Qualitative Research and the Transformation of Public (and Policy) Discourses
See Ortiz, Karen

Cannella, Gaile S., *Arizona State University*

A Postcolonial Critique of the Ethnographic Interview: Research analyses Research

See Viruru, Radhika

Cantaffa, David, *University at Buffalo, State University of New York*
(Re)Presenting Us: 'Gay' Youth Speak Out About Sexuality Identities, Media, and Their Lives in the Cultural Context of 21st Century Heterosexism/Homophobia

The guiding question in this research is as follows: For youth who participate in a gay and lesbian youth center, what meanings do they make of sexuality identities as represented through contemporary media and to what extent do these media images influence the production of sexuality identity positions for them as they negotiate the heterosexist cultural terrain? And, to what extent does the youth center offer these youth a space to contest this terrain? To address this question, this research included participant observation, interviews, and focus group discussions. Here, the researcher will discuss how when he first entered the site, he began to feel that his identity as gay was in some way not 'authentic,' because in ways that seemed important to many of the youth and adults involved in the center, he did not correspond — for example, he had no tattoos or piercings, he did not drape himself or his belongings in the rainbow flag, and he was not integrally involved in the 'gay community.' Over the course of the research, however, he began to feel an increased sense of comfort in his identity as gay and over the time he has been at the [...]

Carawan, Lena

Narrative Research and North American Ethical Review Boards: Are they Compatible?

See Clews, Rosemary

Carducci, Rozana, *University of California, Los Angeles*
Connecting Critical Theory and Critical Methodology Through Person-Centered Research

This paper summarizes the key scholarship and theoretical tenets informing a methodological framework for connecting critical theory and qualitative research design through the use of person-centered ethnography. Grounded in the literature and practice of psychocultural anthropology, person-centered research is focused on understanding the dynamic and reciprocal relationship between the social and psychological dimensions of culture and community. After providing a brief introduction to the field of psychocultural anthropology, the defining principles and practices of person-centered research are discussed and illustrated through the presentation of excerpts from a series of person-centered interviews conducted by the author. The conceptual and methodological congruence between person-centered research design and critical theory is then established through a discussion of four characteristic dimensions of critical scholarship. The paper concludes with a call for increased reflection and dialogue on critical methodology as a means to ensure the continued vitality and transformative potential of critical qualitative scholarship.

Carey, Stephen

Pre-Service Language Teachers' Attitudes towards Technology in Their Classroom Practices

See Guo, Ruth Xiaoqing

Carless, D.

Getting it back together again: Perceptions of the benefits of golf as a form of physical activity for people with serious mental health problems

See Douglas, K.

Carless, D.

Yet another Black Swan? An alternative story of elite professional sport participation

See Douglas, K.

Carless, D., *University of Bristol*

When your time comes: Understanding physical activity experiences of older women in rural areas

While much research has investigated physical activity participation, health, and well-being through the ageing process, most has failed to consider older persons' perceptions of the meaning and value of physical activity in their lives. We conducted in-depth interviews with ten women aged over 60 living in rural England to explore the psychosocial factors involved in maintaining physical activity in later life. In accordance with our desire to communicate meaning and value at the individual level we used creative analytic practice to create three poetic representations which we hope evoke a rounded, accessible and empathetic account of participants' stories. The poetic representations challenge the dominant narrative of inevitable physical and psychological decline through the aging process, offer hope and encouragement to other older women who may struggle to incorporate physical activity into their lives, and question the modern-day reliance on residential care for older persons.

Carnevale, Franco A.

Qualitative Health Research and the "Illumination Test": Answering the "So What?" with Qualitative Inquiry.

See Macdonald, Mary Ellen

Carrillo, Laura, *Universidad Autónoma Metropolitana-Xochimilco*

Subjective aspects of urban planning failure. A case study at querétaro city in méxico

Problem. Since 1980, outside planned urban land reservoirs (ULR), people migrating to the City of Querétaro in México settles in non-regulated land. Presently, the city administration cannot cope with necessary provision of water, sewage and other services to those settlements neither with ecologic problems. Objectives: To identify the perception and motives of people for their reluctance to use the ULR. To contrast these perceptions with institutional arguments for the designation of ULR. Method: A case study constructed from official documents, site observation, testimonies and deep interviewing of critical

and typical cases in non-regulated settlements. Results: Some results, coming from my initial field work show that the perceptions of people in non-regulated settlements are likely to be different to the arguments used by official planning.

Carson, Terry, *University of Alberta*

Transformations of the Experience of Schooling

The project, “Negotiating Institutional Change in Ethno-culturally Diverse Urban Schools,” began by looking at how a school administration and teachers negotiated institutional changes in response to demographic changes in the community. Through PAR, the work became transformative, showing how increasing attention to diversity and human rights is changing public education in Canada.

Carspecken, Lucinda, *Indiana University*

The Transformative Power of Words

The 15th century poet and Sikh Guru Nanak viewed words - whether spoken, sung, listened to or contemplated on - as having transformative power. I plan to explore this theme in his poetry and also in the philosophies and experiences of some of his present-day followers. How and under what circumstances do words have power and what kinds of changes can they bring about? I will base my discussion on some of Nanak’s poems (in translation), and also on in-depth interviews with two American practitioners of a Sikh tradition and one Sikh of Indian origin. All listen and chant Nanak’s songs on a regular basis using the Guru Granth, which is a collection of hymns including Nanak’s, Kabir’s and many others. The collection is itself regarded as a teacher or “guru”, a dispeller of darkness - another indication that words are seen as powerful in Sikh traditions. For the purpose of comparison I may refer to other devotional poetry besides Nanak’s, from both Nirguna and Saguna traditions.

Carspecken, Phil, *Indiana University*

The Good, the True, the Beautiful and the Moment; spirituality and the concept of validity

The goal in various meditation and chanting techniques is usually to disrupt normal flows of thoughts and emotions by either concentrating solely on one thing, over and over in the repetition of a mantra, chant or ideation; or to disengage an investment of self in this flow of consciousness, once again through a process of repetition but in this case as a sort of repetition of remembering—remembering to disengage, detach. The goal in deep forms of prayer is actually not dissimilar, though the method is. In deep forms of prayer one contemplates an ultimate Other, a spiritual or cosmic Other, initially talking to this other internally but over time realizing that the very concept of an ultimate Other is such that no talking is required. In the words of St. Augustine, “Indeed, Lord, to your eyes the very depths of a man’s conscience are exposed, and there is nothing in me that I could keep secret from you, even if I did not want to confess it. I should not be hiding myself from you, but you from myself.” Deep prayer, then, eliminates the desire to talk to God in favor of a contemplation of an ultimate [...]

Carspecken, Phil F., *Indiana University*

On Power and Empowerment: Methodological Notes

How are subtle forms of power discovered, reconstructed and dealt with in critical qualitative research? This paper explores the concept of power, arguing initially for some specific ways to understand the intimate connection between power, self and action. Related to that conceptual nexus is the analytical distinction between action orientated toward consequences (self to physical-world relations) and action oriented toward understanding (self to other-subject relations). From that distinction an understanding of the difference between power as constraint and power as empowerment may be elucidated. Next, cultural power is discussed conceptually in relation to the unavoidability of universalizing validity claims in everyday action and speech. The inevitability of a universalizing validity claim is related to the I-me dynamic of self-construction, self-maintenance and self-claiming: all of which are aspects of empowerment and the quest for empowerment. A culturally internal standard for methodologically accessing forms of cultural power and reconstructing them is based on this connection between universalizing validity claims in everyday life, the third person speech position as one presupposed structure in validity claims, and the third person speech position as simultaneously integral to the I-me dynamic and the internalization of culturally constructed generalized others. In short, when cultural power is at [...]

Cassell, Catherine M, *University of Sheffield*

Can we ever benchmark quality? Criteria used to evaluate the quality of qualitative research within the business and management field

This paper is based on a U.K. government-funded project through which we are investigating how the quality of qualitative research in the management field can be enhanced. The eventual task of the project is to develop materials and training workshops to encourage informed and reflexive practice in qualitative management research. In this paper we reflect on the project overall. We debate whether quality in qualitative research can or should ever be benchmarked, and the potential consequences of achieving the project aim of generating ‘appropriate criteria’. We also reflect on the nature of government-funded project research, and our desire to achieve change through enhancing the profile of qualitative research within the management field.

Chan, Bibiana, *Black Dog Institute, Mood Disorder Units*

The role of culture in the depressive experiences of Chinese in Sydney: implications for multicultural health policy

Chinese living in Sydney represent Australia’s largest-growing non-English speaking group. This study seeks to explore the dance of culture and depression. A combined qualitative and quantitative methodology by survey and focus groups enabled us to compare Australian and Chinese groups while exploring meaning. Chinese-Australians, either born in Australia or migrated 10 years exhibited a higher level of acculturation compared with first-generation Chinese.

Chang, Chun-Chi, *Jen Te junior college of Medicine, Nursing and Management*

The Road Difficult to Walk: Unfolding Stories Behind Taiwanese Student Nurses With Learning Difficulties

Aim. One of the biggest challenges to nurse educators today is to uncover

background context of the student nurses with learning difficulties (SNLD). The purpose of this study was to explore the process and factors contributing to SNLD's low academic achievement in the one-year medical-surgical nursing program. Method. A purposive sample of the student nurses with scores lower than 60 in the medical-surgical nursing course was obtained from a nursing college in the northern Taiwan. In-depth interview with semi-structured interview guide was conducted. Data were tape recorded and analyzed by qualitative content analysis method. Results. Eighteen subjects participated in this project with the mean age of 18 years old. The process of nursing difficulties was found to encompass latent, initial, and abrupt stage. Three categories contributed to their learning difficulties. They are: (a) less social interaction with classmates and instructor than others (N = 23); (b) lack of adequate family support (N = 12); and (c) negative impacts of previous academic performance, lower self-esteem, confidence and competency in learning nursing profession in particular (N = 7). Meanwhile, subjects reported starting to feel incompetent performance during their sophomore year. However, their academic distress did not appear until the first semester of the junior year [...]

Chapela, M., *Universidad Autónoma Metropolitana - Xochimilco*
In the Gang I have my Brothers. Difference and Bounding in First Year University Students in a Mexican Public University

Context. First year students at Universidad Autónoma Metropolitana, Xochimilco follow an interdisciplinary syllabus. Students are expected to develop team work skills but are often reluctant to work with other students they see as different. Objective: To learn about their boundings (Bourdieu) and difference. To look for pedagogic alternatives to overcome exclusion. Method: A base line observation the first week followed by observation of group structure and processes. Data was constructed triangulating my perception; students' comments and other. Results: Boundings expressed in students' selection of term's prescriptive research topic. As the term advanced, they learned to see to each other. 'I did not know that there are different truths...' 'There in the gang I have my brothers. I did not know that one can be brother without fighting...'

Chapela, Carolina Consejo, *Universidad Nacional Autónoma de México*
Power relations and moral values in medical student professional ethical formation

Power relations and moral values in medical student professional ethical formation Background Adverse environmental factors in modern hospital institutions influence medical ethical formation. The lack of a critical approach to the professional practice and learning process has been linked to the crisis in professional ethics. Purposes: We intended to understand the relations existing between the power-knowledge structures, in a surgery department of a Mexican public medical institution, and the medical ethical formation. Methodology: We made a descriptive and analytic case study as an applied research, following the groups of home surgeons, residents and under graduated interns with shadow observations and recorded interviews. Results: We identified power structures, and correspondent moral and knowledge systems that ruled in an implicit way, how things were done in the department. Discussion: Hospital structures of power-knowledge are intimately related with moral value systems that could

determine the formation of a characteristic medical habitus.

Chapela, Maria del Consuelo, *Universidad Autónoma Metropolitana-Xochimilco*
Evaluation of Health Services from Mexican Rural User's Perspective: A Dialogic Qualitative Approach

Context: As part of a larger research study in a rural village in México, village health promotion students were immerse in dialogic processes of elucidating their health problems' causes. Objective: To better understand problems emerged in the provision of medical services. Method: During dialogue, students set forward testimonies useful for lived experience understanding. Results: Juana's father entered a regional public hospital because of heart failure. Juana's father's doctor informs Juana: Doctor: 'Your father has a heart failure' Juana: 'What is the problem?' Doctor (with anger): 'He has a valve failure' Juana (who has been learning during a health critical training about heart) 'Which valve?' Doctor (with anger and contempt) 'Are you a doctor? I most leave now.'

Charles, V.
Research ethics and regulation in the UK: the case of informed consent
See Wiles, R.

Chattopadhyay, Shibani, *University of Florida*
Re-Exodus of Indians from the Original Silicon Valley to the Indian Silicon Valley — Globalization: Bane or Boom!!!!

Globalization as a process has attracted rigorous scrutiny from political, social scientists, economists and policy-makers in recent times. My paper would be focussed on examining the sociological and political impact of globalization on immigration. In this instance with immigration of the diaspora being a catalyst and its subsequent impact on the social/economic development of the home country. The case under review — Indian Diaspora's immigration to the Land of Golden opportunities — U.S.A. and its economic and social impact on the Indian sub-continent. What does it speak for the phenomenon of Globalization? Technology, the right hand bogeyman of globalization offered just the right chance for the numerically gifted Indians to make a breakthrough into the American Society and a better life in the late 1980s and early 1990s. My paper traces out the the unfolding story after their return to the souring of the dream. I argue that globalization posed challenges for India in terms of social, economic and political governance and the demands placed on democracy as such. Even tough it integrated India into the world market and offered the benefits of a free market yet Joseph Stiglitz's arguments resonate well with the Indian experience — in questioning globalization at what [...]

Cheek, Julianne, *University of South Australia*
The Practice and Politics of Funded Qualitative Research

Measures of research output and quality, particularly those premised on amount of funding and bibliometric techniques, are fast becoming mantras in universities and research institutions globally. Qualitative research has not always responded well or actively to the effects of such trends. Rather it has

been buffeted and constantly on the back foot. This presentation questions assumptions that getting qualitative research into the funding milieu is necessarily advancing qualitative research. It also takes a re-look at the effects of the trend to quantify research impact and scholarship using what are arbitrary and less than objective bibliometric techniques – even those that are supposedly qualitative research “friendly”. The presentation is designed to challenge us to consider the type of qualitative research identity we wish to have and to expose tensions inherent in achieving this desired identity whilst surviving in a competitive climate where dominant discourses of success are often equated to funding amounts and citation indexes.

Chen, Michael S., *National Chung Cheng University*

In the Field or in the Ivory Tower? An Interpretation on the Operation of Taiwan's National Health Insurance

At its inception, the National Health Insurance (NHI) was not promising at all. The detractors of NHI asserted that, among other reasons, the program was doomed to fail in no time because it was a public and a monopolistic program, which went against the grain of the basic tenet of Taiwan's economy. The experience of the NHI, however, belied discourses along this line. We believe the secret lies in the daily operation in the field, instead in the grand theories cooked in the ivory tower. We made visits to the staffs of Bureau of NHI, the investigator giving a speech and then heeding to what the employees had to say. The records were then analyzed according to the procedures of the grounded theory. The analyses revealed that, the human factor and the indigenous way of knowledge creation were the reason why the NHI has not failed as predicted by some.

Chen, Rong-Ji, *University of Illinois at Urbana-Champaign*

Power and Reason: A Case Study of a Novice Teacher's Conceptions of the Teaching and Learning of Mathematics and Technology

Using Foucault's work on the constitutive nature of power, I investigate how “truths,” in terms of mathematics teaching and learning, especially with respect to technology, are produced through the complex inscriptions of power relations. I also try to understand how a novice mathematics teacher mediates such “truths” as he conceptualizes the nature of technology and mathematics as well as the teaching and learning of mathematics. The study illustrates the interplay between the teacher's pedagogical conceptions and the discourses circulating in the social context in which he is situated.

Chen, Shujun, *University of Illinois at Urbana-Champaign*

Globalization Debate: How Globalization Affects Chinese Immigrants in the US

This is an introduction paper for the topic of globalization and transnationalism. Beyond the acknowledgement of a real or perceived intensification of global interconnectedness, there are substantial disagreements as how to conceptualize globalization, what is the dynamic cause of globalization and what is the structural construction of contemporary globalization. This paper starts with the key debate of globalization from three broad schools of thoughts, sceptics, transformationalist, and hyperglobalist, which correspond to whether one views globalization as primarily an economic, a social or a political phenomenon. Then key issues of globalization such as changing concepts of time and space,

world compression and global consciousness, informationalism, the common problems facing all the world's inhabitants, and migration, are discussed in order to further understand how we define globalization and what are the major components of the topic of globalization. The second part of this paper pays particular attention to how the contemporary process of globalization impact on the study of Chinese immigration to the US and the experiences of recent Chinese immigrants in the US.

Chen, Shujun, *University of Illinois at Urbana-Champaign*

Qualitative Research Methodology for Beginners

This is an introduction paper for people who are at the early stage of doing qualitative research. It starts with the key debate of qualitative vs. quantitative in terms of what each method argue and believe about knowledge and truth. Their critique to each other is also presented. Then paradigm shifts are explained regarding what positivist/postpositivist, critical theorist, and postmodernist (poststructuralist) believe and reject from their epistemological, ontological and methodological premises. Specific examples of how these debates and shifts have affected the way we do and think about qualitative research including discussion of key issues like truth and reality, objectivity and subjectivity, validity, voice and reflexivity, and representations. Postmodern ethnography is also mentioned in this paper discussing the topic of what is text and how mixed genre texts are used widely in the field of ethnography. The paper ends with a discussion of where the field of qualitative research is at present and where it may be going in the future.

Chen, Yihuan, *Texas A&M University*

Female Principals in Communication: A Case Study of Strategies and Skills, Contributions and Conflicts

Although a great deal of communication research has addressed the issue of communication behaviors, surprisingly little has focused on gender and communication outside of laboratory settings in Taiwan. Feminist researchers are personally committed to the way we do research and the way we look at the context. It generates its problematic from the perspective of women's experience, making women and the problems the core of research. Feminist research looks at the relationship between organizational structures and gender enactments, uncovering the ways that organizational ideologies, such as hierarchy and bureaucracy oppress women and other minorities in organizations. Based on the feminist perspective on organizational communication research, the objectives of this study were 1) to increase awareness of the characteristics and attributes of female principals' communication behaviors, and 2) to describe female principals' communication behaviors under specific contexts. Thus, this research focuses on communication behaviors of female principals; understanding problems and challenges as well as how they construct communicative behaviors in specific contexts. The study took place in a densely populated area in Taiwan. Two female principals were invited to participate. Data was collected through interviews, observations, and documentation. The data was analyzed using content analysis to make judgments and meanings [...]

Chernobilsky, Lilia, *University of Buenos Aires*

Methodological reflections about teaching Computer-Assisted tools for the analysis of qualitative data

The aim of this paper is to approach critically several pedagogical aspects related to the increasing demand of computational tools for the analysis of qualitative data. Our teaching experience in the academic and research community over the last years has confronted us with some obstacles which can be traced down to the student's preconceived ideas about the computer software potential and use: a belief in that the software will automatize the entire analytical process, the assumption of achieving a faster and more efficient analysis than with other tools, or the possibility of generating results that can be directly included in final reports. Other important pedagogical obstacle is inexperience in the analysis of data in qualitative research. In order to resolve these obstacles we have implemented several pedagogical strategies to teach the students the correct theoretical use, from a methodological point of view, of computer assisted qualitative data analysis software (CAQDAS).

Chesney, Margaret, *University of Salford*
Critique of Analysis

Rare are those who realise what they come up with is not a structure of their (women) narrative but a reconstruction of the story (Trinh 1989:142) The analysis of data from an ethnographic study on women's birth experiences in Pakistan resulted in the publication of two journal articles on interaction and understanding me in the research (Chesney 1998) and the dilemmas of self in the method (Chesney 2001). Within these I purged myself of the criticism of self indulgence and through self scrutiny and reflection forged a pathway to analyse the data. The pathway was laid upon thirty years of employment in the British National Health Service and old English University, both resound with a culture that judges randomised controlled trials to be the gold standard for research and ethnography to be beneath this. The reflexive autobiographical, interpretive ethnographic methodology used for my research created an internal dissonance and was translated into a convoluted analysis framework. On reflection the analysis framework took its shape to increase the research rigour and academic credibility of the work, not to ensure a clearer picture of women's perspective on birth in Pakistan, which was the research aim. The drive for research credibility overshadowed [...]

Ching, Cynthia Carter, *University of Illinois at Urbana-Champaign*
Technobiographies: An alternative approach to studying teachers and technology

Current trends in educational policy prescribe an instrumental view of technology. Standards, recommendations, and federal legislation (e.g., NCLB, Illinois State Technology Standards, ISTE, etc) mandate specific technology use as a quick-fix for perceived problems with public education (Cuban, 2001). This approach fails to acknowledge how individuals' current praxis with technology is situated within lifetime trajectories of previous experience, and within individual systems of motivation and meaning-making (Hawisher & Selfe, 2004; Margolis & Fisher, 2002). Our research objective was to examine the life narratives (Clandinin & Connelly, 2000) of pre-service teachers and investigate the role of technology in their personal and professional lives. We also sensed it might be

fruitful to compare pre-service teachers to students of some other discipline. So, drawing largely on our own personal histories in the performing and visual arts, we chose the arts. Our study analyzes the technology-related life narrative interviews, or "technobiographies," of 30 pre-service teachers and 10 students of the arts at a Midwestern university. The overall goal was not to strictly compare these two groups to one another, or to establish some quantifiable conclusion about their differences, but rather to open up new questions about the conditions and contexts of technology in preparing for different professions [...]

Cho, Jeasik, *University of Wyoming*

Process-based Validity for Performance-related Qualitative Work: Imaginative, Artistic, and Co-reflexive Criteria

In what ways can we assess performance-related qualitative work? This presentation proposes working criteria for judging the validity of performance-related qualitative work based on Conquergood's dialogical performance and Madison's cross-referenced understanding of performance. A series of criteria are proposed in light of three performance-based stages: (1) Imaginative performance is an ongoing textual rehearsal process as the researcher finalizes the analysis and interpretation of the data collected. (2) Performance-in-use, associated with artistic representation, involves transacting lived experiences of others to audiences by means of the performer. Autoethnographic performance requires a connection of the past to the present and the future to be able to better communicate between audience and performer. And, (3) Post-performance is nurtured by a co-reflexive member checking process among subjects, performers, and audience. In conclusion, a mix of inward and outward reflexive performance criteria about contested, multiple realities is provided.

Cho, Kyoul-Ja

Caring Experience of Korean Mothers of Children with Nephrotic Syndrome

See Yi, Myungsun

Cho, Younghan, *University of North Carolina at Chapel Hill*

Broadcasting Major League Baseball as a Governmental Instrument in South Korea

This paper aims to investigate governmentality within the relationships between nation-state and global sports through examining the contexts of broadcasting MLB in South Korea. In the 1980s, Korean government tried to utilize Korean Baseball League as governing tools by diverting public interest into non-political issues and by encouraging state-nationalism. With the sensational popularity of MLB during the IMF intervention, however, it became imperative to examine new governmentality. I analyzed this governmentality as the technologies of self rather than as discipline, and illustrate its details into three: legitimating global competition, emphasis on responsible individuals, and the birth of a new kind of citizens. Rather than arguing either total failure or success of the governmentality in the 90s, I suggest individual-nationalism as its consequence by which I mean that most of Koreans were still deeply involved with nationalistic discourse but they responded to it in different and diverse ways.

Cho, Younghan, *University of North Carolina at Chapel Hill*
Technology and Expansion of U.S. Sports in Asia

The aims of the paper are to study the development of telecommunication technology and to examine its influence on expansion of American sports. For those purposes, I investigated the development of technologies such as cable, satellite television and the Internet and the transformation of media corporations. Such global changes contributed to localization of U.S. sports in Asia and U.S. sports could be much more immersed in the ordinary lives in Asia. Rather than to choose either homogenization or heterogenization as a consequence of the expansion of U.S. sports, I explained it as three important elements: An economic initiative, the role of the state, and national sentiments. Such aspects suggest that recent alternatives such as hybridity, diaspora, cosmopolitanism are not enough to explain globalization and cultural transformation in the local. Through tracing concrete processes, I provided more specific contour of the globalization of cultural commodities and its appropriation in local circumstances.

Choi, Gayoung, *University of Illinois at Urbana-Champaign*
I don't know why he did that: Children's perspectives of their parents' methamphetamine abuse and its effects on their own lives

See Sheridan, Kathryn

Choi, Soo Jung
Crossing Contexts: Longitudinal case studies of learning to teach English

See Clift, Renee T

Cinoglu, Mustafa
An Expertise Oriented Evaluation of Privatization as a New Policy Tool to Address Educational Problems in Turkey

The paper is about evaluation of privatization in Turkish educational system. Expertise (1970's) evaluation model was used in this study. Eisner is the well known author most often associated with this model. The main purpose of this paper is to explore whether privatization should be used in education as a policy tool to address educational problems. In this paper, focus group, observation, and interviews were used for data collection. The findings of this evaluation study reveals that private schools could meet the diversity needs in society and increase the quality in education, and help to government by sharing educational expenditure. However, the issues of social justice and equality in privatization process needs to be further discussed. The paper suggests expanding the proportion of private schools for poor students by using voucher system, tuition waiver, and regulating an effective student loan system in Turkey.

Cisneros-Puebla, Cesar A., *Autonomous Metropolitan University-Iztapalapa*
Focusing Interview Society Dilemmas from Developing Country Perspective

How does it look like the Latin American cultures as viewed by means of the "interview society" lens? In this paper I do intend to draw the experience and practice of qualitative interview conducted in developing countries. Methodological issues emerge in analyzing the social and psychosocial elements

embedded in the Latino hegemonic culture in where the interviewing process is done. Is the self a proper object of narration in a culture as the Latin American one where the process of modern individualization is unfinished? Particularly I will take in account the Mexican context to illustrate a particular set of obstacles and challenges of doing qualitative interview. The paper addresses the problem of researchers who wants to do creative writing instead of formal scientific when the report is request. Postmodern ways of presenting findings are discussed in order to analyze the upcoming features of Latin American cultures as "interviewing societies".

Clark Keefe, Kelly, *Appalachian State University*
Degrees of Separation: An Ourstory About Working-Class and Poverty-Class Academic Identity

This autoethnographic (Ellis, 2004) text invites readers into identity work at the interstices of growing up working-class and becoming an academic. Influenced by mystory scholarship (Denzin, 1997, 1999; Magolda, 1999), the author has crafted a performance-oriented "ourstory" that blends academic, personal, biographical, and popular culture discourses. Following an introduction, the author presents four-scenes chronicling her own and one research participant's moments pre-college through present day. Assisted by what Ellis (2004) calls the "back and forth autoethnographers gaze" (p. 37), the text invites readers to look through a wide angle lens at the social dimensions of being a first-generation college student/academic. In proximate existential moments, readers also move inward, being exposed to two vulnerable, incomplete, and sometimes contradictory "selves-in-process," which are being shaped by, resisting, and transgressing cultural interpretations. A critical text reflecting the belief that the ethnographic, aesthetic, and political can never be neatly separated (Denzin, 1999; Barone 2005), it seeks to generate critical debate about how this and other forms of interpretive inquiry can provoke us to deconstruct the degrees of separation between private troubles and public issues.

Clark, M. Carolyn, *Texas A&M University*
The Dark Side of Truth(s): Ethical Quandries in Accessing and Reporting Qualitative Analysis of Life Stories

See Sharf, Barbara F.

Clarke, Adele E., *University of California, San Francisco*
Helping Silences Speak: Positional Maps in Situational Analysis

Based on Strauss's ecological framework in social worlds/arenas/discourse theory, and moving with Foucault beyond "the knowing subject," situational analysis supplements basic social process analyses characteristic of traditional grounded theory with three kinds of analytic maps: 1) maps of situations including key human and nonhuman elements; 2) maps of social worlds, arenas, and discourses; and 3) maps of positionality in discourses on salient analytic axes. Maps may use fieldwork and interview materials and/or extant discourse data—narrative, visual and historical. Positional maps lay out major positions taken, and not taken, in the discourses in the situation vis-à-vis particular issues organized into axes of variation, difference, concern, and controversy. Differences in discursive positions and absences of positions where they might be expected

(sites of discursive silence) are noted. Significantly, positions are not correlated/associated with persons or groups or institutions but instead are positions in discourses, enabling us to see situations more clearly.

Clews, Rosemary, *St. Thomas University*

Narrative Research and North American Ethical Review Boards: Are they Compatible?

This paper reviews ethical dilemmas faced by three narrative researchers from the disciplines of social work and anthropology in Canada and the US. We will show how federal and institutional ethics panels and policies rarely help us to grapple with the ethical challenges in our research and sometimes actually impede our work. Many of our research participants, including fishers in North Carolina and elderly people in Canada, were concerned about requirements for written informed consent and confidentiality. As researchers we have been pushed into making decisions at the outset of our work that we prefer to make as our studies unfold. Federal and institutional ethical guidelines have been silent about troubling insider/outsider issues or issues related to auto-ethnographic studies and studies that involved our family members. Our presentation will end by suggesting principles that we believe will assist narrative qualitative researchers in their endeavors to conduct ethical research.

Clift, Renee T, *University of Illinois at Urbana-Champaign*

Crossing Contexts: Longitudinal case studies of learning to teach English

We discuss the overlapping impact of biography, influence of the teacher education program, and work contexts on the career development and developing practice of twelve graduates' from the UIUC English teacher education program. Eleven are women. One is Vietnamese American, one is Latina, and the others are White European Americans, as is the only male. All but one, who is in law school, are currently teaching. Five years of data include coursework, lesson plans, observations and interviews with the participants and their reflection on their own data. Using a framework that combines Bourdieu's conceptions of habitus and field with the conception of appropriation of practical and conceptual tools drawn from activity theory, we describe how individuals' espoused views of teaching and are and are not embodied in practice as they work with diverse populations over time and as some work in content areas for which they were not prepared.

Cochran, Teresa, *Creighton University*

Organizational Ethics as a Framework for Teaching and Learning About Social Justice

See Jensen, Gail

Cochran, Teresa, *Creighton University*

Learning from experience, exploring meaning in complex communities using a case analysis model

Academic-community partnerships are increasingly used for addressing complex health needs, profound resource deficits, and issues of social justice. In academic-community partnerships, traditional accountability requirements by fund-

ing agencies focus on quantitative measures. Such measures have proven superficial for fully understanding impact and meaning of complex and multidimensional partnerships. Qualitative methods are well suited to a dynamic and reflective model of analysis to explore meaning. Case study design is a valid method for exploring complex educational constructs of learning across community settings. Shulman's model of case analysis provides a structure for learning from experiences that focus on four core components: active agency, metacognition/reflection, and collaboration occurring within the context of community. The purpose of this presentation is to apply Shulman's model for case analysis to reflect on learning from experience. A federally funded ten-year partnership between a Midwest university and two Native American tribes provides the context of the case. The longitudinal case analysis reveals interdependent complexity within the context of social justice. Themes that arise include interprofessional challenges, cultural elements and community components that impact collaboration. The application of qualitative methods through this case analysis allows us to become an active agent in reflectively exploring the project experiences in community [...]

Colker, Wren

Silent Screams, Shared Steps: An Exploration of Blended Families

See Arnold, Abby

Conklin, Thomas A., *John Carroll University*

Method or madness: Transcendental phenomenology as knowledge creator

This paper reviews the research method of transcendental phenomenology and the steps in application to human experience. This is conceptualized in the context of a study performed with a number of participants and their experience of finding their "calling". Their experiences are used as the medium through which Husserl's method is explored. Commentary on the experience of conducting the study is included with attending questions and concerns about this radical approach to creating and understanding new social knowledge. The researcher's integrity in application of some of the phenomenological constructs is also explored.

Contandriopoulos, Damien, *University of Montreal*

Interested Evidences: The role of lobbying in public policy

At present, there is a growing emphasis on building new partnerships between researchers and decisions-makers which are expected to allow for more rational policies. On the other hand, everybody knows that lobbying and lobbyists obviously influence public policies but this is seldom seen as desirable. There is a huge amount of scientific literature that describes what lobbyists do: They collect and even produce information, make huge efforts to establish good communication channels with decision-makers and make sure that those evidences that fit the interests of their clients get diffused. In our view, the parallel between the new role of researchers and the traditional action of lobbyists is at the very least intriguing. In this context, what are the substantive differences in position and in the nature of the evidences diffused that keep us from confounding the "new researchers" and the "old lobbyist"?

Cooper, Laura, *Kwantlen University College*

Silenced by the Academy: The Dilemma of Collaborative Doctoral Research

In 1999, Alex Keating collaborated with her sister, Laura Cooper on Cooper's doctoral research which examined institutions marginalizing those living with HIV. Infected in 1986, Keating narrated her life story chronicling years of advocacy, research, lecturing and activism. Framed against Cooper's analysis of master narratives that deny agency to ill persons, the collaboration explored the healing power of counter stories. Crucial to the methodology and with the support of the supervisory committee, Keating had editorial control over her own story, could provide unedited comment on Cooper's analysis and had access to the supervisory committee. Upon completion of the dissertation, the University denied Keating the right to be listed as co-author; furthermore, Cooper's external examiners found that Keating's power throughout the project diminished the authority of the process. Critically examining these experiences, this paper explores ways in which the Academy attempts to silence the voices of those who challenge its authority.

Coppard, Brenda

Learning from experience, exploring meaning in complex communities using a case analysis model

See Cochran, Teresa

Cortez, Gabriel, *University of Illinois at Urbana-Champaign*

A critical interpretation of Chicago Public School Policy and its relationship with the Latino community

This presentation is a historical interpretation of recent K-12 educational policies implemented in the (CPS) Chicago Public Schools. The focus is on the consequences of corporate-embedded policies that do not address local community concerns. Through Latino Critical Theory, this presentation displays how measures of the CPS Reform Amendment Act of 1995, the CPS bilingual reform of 1998, and the 2001 federal mandate, No Child Left Behind, pushed the immediate needs and concerns of the Latino community out of Chicago Public Schools. Using a compilation of periodicals, speeches, reports, and scholar literature this presentation will display the Latino community's struggle to attain social capital amidst an educational institution that has limited its services to Spanish dominant speakers. These policies have contributed to the multifaceted dropout crisis the Latino community faces in Chicago. In 2000, the U.S. Census estimated that 44,000 Latinos in Chicago between the ages of 16 and 24 are dropouts. That is approximately one-third of Latinos in that age group. This statistic should be of great concern for the social capital of the Latino community in the years to come. The Latino population was estimated at 753,644 (26.0%) in the city of Chicago. This represents an increase from [...]

Cotanda, Dionel, *University of South Florida*

Voices at Mother's Kitchen: An Autoethnographic Account of Exile

In *Voices at Mother's Kitchen: An autoethnographic Account of Exile*, I draw on my memory to relive my interactions with my mother and my wife together with my experiences before my arrival to the U.S. My autoethnographic writing is an attempt to understand my departure from Cuba and my relationship with

my mother and my wife. I discuss concepts of collective unconsciousness and the reluctant immigrant and how the historically constituted power relations define the identity of Cuban exiles. I contrast and highlight two polar opposites guiding Cubans today: the politics of passion-what ought to be-and the politics of affection-an instrumental and affective logic that justifies fulfilling personal needs (material and otherwise). As the politics of affection undermine the goals of the politics of passion, the moral imperative of what ought to be is not achieved and becomes an antecedent to exile.

Coulter, Nicholas J., *State College at Buffalo*

An Army Of Sorts

Literary symmetry and material development through nostalgic identification are two very developed however rare concepts in our world today. Often we find ourselves lost in literary patterns and speech that identify who we are and the culture in which we are developed through. Using these two essential concepts in understanding an individuals increase in connections to life as material this work begins to weave a nervous system between an individuals displaced worth in the material and in doing so displays literary alteration that fuses several authors visions with poetic verse to create an ever-changing and shifting arsenal of concepts and theoretical ideas through everyday observation. Literary development through contemporary theory juxtaposed by contemporary socio-anthropologists, philosophers, poets, political artists, and sociologists proves to make this work an ethnographic understanding of life concepts such as the double (literary symmetry); as developed by Jacques Derrida, spatial development, post 9/11 fear, phantasmagorical third world phenomena, gender instability and relation as well as thematic displays of artistic prose that display themselves throughout our lives. These systematic structures in everyday life as well as strategically placed poetic design make it possible for the reader to develop and rearrange this piece into their own artistic construction [...]

Crane, Betsy, *Indiana University of Pennsylvania*

Using Qualitative Methods to Show How Change Occurs: Developing A Program Logic Model for an Empowerment-based Training and Credentialing Program for Frontline Family Workers

How can stakeholder knowledge elicited qualitatively be used to influence social policy? Building on policymakers' interest in outcomes-based evaluation, and funders' increasing requirements for program logic models, this qualitative evaluation research presented and illuminated participant perspectives on process and outcomes. This paper will describe how qualitative methods were used to surface constructs for a program logic model for a statewide, interagency, community-based training program for frontline family workers, the New York State Family Development Training and Credentialing Program, developed at Cornell University. The research showed how this program, which uses adult education principles such as critical self-reflection, to teach a strengths-based, empowerment model of helping practice, can lead to changes in workers themselves, the families they work with, their agencies, and their communities. Interviews, focus groups, document analysis and observations were used to discover outcomes related to the training as perceived by various stakeholders. Those interviewed represent a broad spectrum of research partners,

including frontline workers and family members, trainers, workers' supervisors, and policy makers at the state and local level. Participatory analysis procedures included a group coding exercise and member checks that helped to surface perceptions of the stakeholders as to why these effects were occurring. Findings showed that [...]

Crow, G

Research ethics and regulation in the UK: the case of informed consent

See Wiles, R

Cruz, Mariolga Reyes, *University of Illinois at Urbana-Champaign*

Decolonizing My Own Research: A Story of an Autoethnography Gone Bad

Self-reflection, voice and authorship are central to various approaches to qualitative inquiry. As a woman of color and a graduate student living at the margins of my discipline, "having a voice" requires not only actively looking for and opening spaces where I could speak and be heard but also reclaiming my right to shape, interpret and fully own my work. In this presentation I will explore the ways in which a research project borne out of my autoethnographic impulse to explore issues of race, discrimination and identity with Puerto Rican women was challenged and distorted in the name of the cannons of mainstream U.S. American psychology. This process effectively put me "in my place" as a colonized subject, silencing the voices of the women involved in the project including my own. This paper is meant to be a step to decolonize that effort and contribute to my own liberation process.

Culver, Diane, *University of Ottawa*

A Collaborative Inquiry Approach in a Sport Psychology Context: A Groundbreaking Experience

The purpose of this presentation is to discuss the challenges and benefits of using collaborative inquiry (CI) (Bray et al., 2000) to explore how knowledge might be enriched when a sport psychology consultant/facilitator collaborated with sport coaches to help them learn within their community of practice. Data were generated using interviews, participant observation, a journal, and group meetings. In line with the primary purpose of CI, the outcomes of this research project were practical (Heron, 1996). Unlike most qualitative researchers in sport psychology (Culver, Gilbert, & Trudel, 2003) who have worked within the modernist period (Denzin & Lincoln, 2000), the CI approach used in this project was groundbreaking. Issues related to the double role of researcher/participant and to the production of the research report are discussed. Finally, the contribution of this approach as a method for adult learning is highlighted.

Cyrus, Duane, *University of Illinois at Urbana-Champaign*

Making Selves/Masking Selves (the grin and the lie)

See Yomtoob, Desiree

Daggs, Joy L., *University of Missouri-Columbia*

Straight from Harry and Sally: Developing a Theory of Cross-Sex Friendship

In 1989, O'Meara presented four challenges faced by pairs of cross-sex

friends. However, when they were tested empirically in 1994 by Monsour et al., it was discovered that most cross-sex friends did not see them as challenges for their relationships. This study seeks to identify challenges faced by pairs of cross-sex friends as identified by those in cross-sex friendships by interviewing those in cross-sex friendships and allowing them to identify challenges and characteristics of the relationship. Another goal of this study is to advance this line of research in terms of theoretical development.

Dalle, Pablo, *Instituto Gino Germani - Universidad de Buenos Aires*

The Meaning of Democracy Among Working Class People

See Sautu, Ruth

Daniel, Esther Sarojini, *University of Malaya*

Emergent Paradigms in Malaysian Qualitative Research: Deliberations

Research in Malaysia is as is elsewhere, diverse. The traditional positivist and non-positivist paradigms have long been at opposite poles. However, a form of 'mixed methods' approach is fast gaining popularity. This in turn has begun to give rise to a concoction of ideas to conduct qualitative research. With each researcher possessing their own individual foundations in their respective field it is difficult to avoid pride and prejudices as well as possessing strong opinions about research paradigms. Nevertheless, there seems to be emerging paradigms which have a mixed flavor of several original independent paradigms which are apparently driven by misconceptions, research objectives and questions, choice of instruments, needs, fears, types of data, data analysis and public demands. Data sources for the paper came from open-ended questionnaires during qualitative research seminars, interviews with experts, dissertations and discussions with post-graduate students. This paper will deliberate upon these emergent paradigms.

Dark, Kimberly, *Current Change Consulting*

The Butch/Femme Chronicles: audience reactions and feminist pedagogical implications of gender as a performative, performed

During this session, participants will experience short excerpts of performance sociology, focused on gender - primarily from my theater show *The Butch/Femme Chronicles: Discussions With Women Who Are Not Like Me (and Some Who Are)* which has toured nationally in a variety of college and community venues during the past six years. During this session, I will provide reflections on the "uses" of this type of research-as-performance and also reactions to the work. We will also discuss how social science as theater actually works (as an art form and as a means for interpreting the social world), as well as discussing research methodologies and to some extent, the content of these "performed gender" shows. This workshop will include some performance, some presentation and some facilitated dialogue. I also hope to stimulate discussion about the feminist pedagogical implications of embodied (performed) texts, as different from written texts.

Davids, M. Noor, *University of Western Cape*

Employing a discourse analysis technique in the study of Muslim teachers sexuality/AIDS discourse in Cape Town

This paper deals with the theoretical/methodological framework that analyzes sexuality/Aids discourses of a group of teachers teaching at different schools in Cape Town. This paper is part of a larger study attempting a deeper understanding of the complex constitutive processes involved in constructing teacher discourses. Taking the Foucauldian notion of a “repressive sexuality” as the basis of my framework, I argue that sexuality is masked in private conversations and by digging beneath the apparent discourse, the researcher may uncover cross swirls of discursive currents that make up sexuality discourses. The notion of a silent discourse presumes a positional relationship, which allows or disallows subjectivities to be verbalized or suppressed. Using a mixed methodological approach becomes appropriate in demonstrating its limitations and strengths as well as the epistemological interrelatedness of social enquiry. In my paper I am using a mix of methodologies to promote a qualitative technique as more appropriate in understanding the subjective meanings of sexuality.

Davidson, Judith, *University of Massachusetts-Lowell*

Reading “the project”: Qualitative research software and the issue of genre in qualitative research

Qualitative research is no stranger to the question of genre, as demonstrated by the heated discussions within methodological circles over the last decade or more (Geertz, 1988; Van Maanen, 1988; and, Wolf, 1992). At the heart of these discussions was the notion that the representational forms that qualitative research took were shaped by expectations and standards that could be viewed as a genre (Clifford & Marcus, 1986; Jacobson, 1991). The advent of qualitative research software raises new questions for this issue of genre and qualitative research (Bringer, Johnston, Brackenridge, 2004; Davidson, 2003). These new tools provide exciting new means of organizing and handling data, as well as representing and presenting findings, but also raise challenging issues about the genre standards for qualitative research (Davidson, 2004). In particular, how do we read (or write) the project’ which is the new container for electronically based qualitative research work? In this paper I will draw upon several years of experience as an instructor of qualitative research who has sought to integrate the qualitative research software NVivo into my qualitative research methodology courses and the struggles with the issue of genre that this experience has raised for me. In this paper I will begin with [...]

Davidson, Tonya, *University of Victoria*

The Discursive Subject in Feminist Zine Narratives

On one page of a feminist zine is a collage of words: “I am not merely the attribution of discourse to the individual.” On the opposite page is another collage declaring, “I am a function of discourse.” These juxtaposed statements exemplify the contradictions and complexities that define third wave feminist relationships to theory and praxis. Zines, personal articulations of feminism and identity, are rooted in the individual while at the same time drawing from a repertoire of discourses and means of resistance. Feminism, femininity, and various orders of discourse and axis of privilege/ oppression influence feminists’ subjectivities. Through a critical discourse analysis, which is a two part analysis involving an intertextual analysis and a linguistic analysis, I explore the contradictions and complexities of third wave feminists’ relationships with themselves, feminisms, theory and praxis, as showcased through feminist zines.

Davila, Erica, *University of Illinois at Urbana-Champaign*

Democratic Practices: A New Wave of Language Policies

Recent language policies have taken an approach that eradicates the civil rights advances in the United States (US). In an attempt to explore the policy implications for linguistic minorities, this paper will present the voices of the participants in regard to their school experiences with language in the Chicago Public Schools (CPS) placing their lived experiences within the larger context of historical and current bilingual education policies. Life history interviews were conducted with ten Puerto Ricans from Chicago. The theoretical insight of Lat-Crit theory will serve as a backdrop in deconstructing the underpinnings of English immersion policies. LatCrit has begun to carve a theoretical space to explore the advantages of bilingualism, countering the myriad of conservative educators and non- educators tooting the influx of English immersion policies, for Latinos these policies may equate to a loss of native tongue, and loss of Latino identity.

Daza, Stephanie, *Ohio State University*

Colonize This!: New Researcher of Color on Today’s Qualitative Science

In this presentation, I will focus on the question: what does this “racialized masculinist backlash” of evidence-based, neo-positivist ‘science’ mean for me, a new/becoming qualitative researcher / ethnographer, and my transnational work? This presentation uses my dissertation as a springboard for discussion. The dissertation is the result of policy document analysis and a year-long ethnographic case study of the practice of educational policy at a prestigious public university in Colombia. This project provides a local, context-specific lens to help explain local responses to transnational trends in educational policy. I argue that value mediated ethnography allowed me to ask and answer questions, which reconceptualized rather than repeated traditional interpretations of policy-making, curriculum, and global/local relationships.

Declercq, Anja

Evaluating research by returning to the field: a critical inquiry

See Cambré, Bart

Decorte, Tom

Evaluating research by returning to the field: a critical inquiry

See Cambré, Bart

Dedeoglu, Hakan, *University of Florida*

A Historical Evaluation of Fifty Years of Children’s Literature

Historical texts and trends are significant for the insight they provide into how ideas about children and education have changed over time. An understanding of historical literary trends and traditions can provide insight into how children’s literature has developed over time into what we have today. This project tries to explore the many changes that have taken place specifically in the past half-century in children’s literature, showing how those changes reflect our rapidly-changing world and attempt to prepare children for the new millennium. More specifically following issues were explored: 1. Which publishing houses were publishing books and their current situation 2. The genres of books

being published and numbers of books in these genres 3. The authors and illustrators being published and their style and messages 4. Socio-political messages in the books that were/are being published 668 children's books that were published in 1955 from the Baldwin Collection at the University of Florida were examined. Research methodology includes archival research, and historical contextualization. Preliminary findings provides evidence of the amounts and types of documents available at these archives, and constructs an itinerary for conducting on site research that made the best use of time.

DeLeon, Abraham, *University of Connecticut*

Discovering dominant ideology? A critical discourse analysis of the classroom simulation *Discovery*

Educators have looked for ways to make learning more experiential by providing students with fictional experiences of the world outside the classroom. Textbook simulations seemed to encompass these needs and advocates claim they are interdisciplinary, encourage participation, and allow students to take risks in a safe environment making middle and high school classrooms more engaging. Unfortunately, research in textbooks has shown that school curricula often reinforce hegemonic ideology. Using Teun van Dijk's (1993, 1995, 2001) approach to critical discourse analysis, this study critically examines the textbook simulation *Discovery* that places students in the roles of English colonizers during the early 18th century. Specifically, I focus upon the discursive construction of the "Other," the historical presentation of the experience of English colonization, the portrayal of Native Americans and women, and the types of colonial interactions encouraged within the text.

DeLuca, Ellen, *Lynchburg College*

Crossing Cultures: The lived experience of Jordanian graduate students in nursing

This qualitative phenomenologic study explores the meaning of crossing cultures as it is experienced by Jordanian graduate students in nursing. Seven male and female students participated in conversations and journals regarding their experiences in the academic, social and professional realms of an American culture at a private, mid-Atlantic university. An analysis of the text revealed an overarching theme, "metamorphosis of self." Events leading to the metamorphosis included being chosen, experiencing a time full of memories, feeling bombarded with stimuli and "looking to do something" as professional nurses in Jordan.

Denison, Jim, *University of Bath*

The Naming of Craft: A Journey through Three Writing Selves

To have a craft is to have a way to communicate, analyse, and play with the world and our relationship with it. In this way, craft becomes a type of performance-our expression of embodied experience and how we perform culture (Denzin, 2003). In this paper I would like to discuss my journey in finding my craft as a social scientist. I will present my own "craft story" as lived through three traditions that have been part of my professional life for the past 15 years-academic theorizing, creative non-fiction, and sports journalism. By working through my personal craft story I hope to reach a place where performative writing can exist as a legitimate social science practice.

Dentith, Audrey, *University of Wisconsin Milwaukee*

Direct Instruction, and the Politics of Evidence-Based Instructional Models in Urban Schools: A Performance Ethnography

In this performance ethnography, we tell the story of two kindergarten classrooms in an urban school, made up of very poor African-American children. As university researchers, we have been contracted by a state governing body to observe and document the processes of teaching and learning in classrooms that have committed to the research-based model of Direct Instruction. Direct Instruction is a highly rigid, structured behavioral teaching program that requires precise timing, scripted lessons and whole group recitation. It is based on a study completed in the 1970s that reputedly cost nearly \$600 million dollars to conduct and proved successful with more than 79,000 children as subjects. Since the United States federal government has mandated the use of evidence-based instructional methods through the punitive measures inherent in the NCLB Act, urban schools across the country have adopted such teaching models. This urban school elected to convert to a Direct Instruction as part of its whole school curriculum reform under NCLB. There are two actors in this performance: Carroll and Audrey. Carroll is a first year doctoral candidate at a large Midwestern university. She is a white upper middle-class woman with two small children of her own. She arrives at the classroom [...]

Desai, Miraj, *Miami University (OH)*

Everyday Prejudice in a Post-9/11 World

The tragic events of September 11, 2001 spawned an era of great mourning in the United States of America. Almost immediately after 9/11, however, reports of abuse and harassment of those looking like Middle-Eastern or South Asian men grew exponentially. As a result, members of these "targeted" communities had found themselves in a suddenly altered state of awareness, as "targets" of everyday suspicion, hatred, and violence in the public realm. The current literature on prejudice has not adequately investigated the growing phenomenon of discrimination against people resembling this uninformed "terrorist" profile. Present research also focuses more heavily on the aggressor's, or the dominant group's, viewpoint. Using qualitative and daily-diary methodologies, this paper builds on previous work done with the notion of "everyday prejudice" and with stigma from the insider's perspective. Overall, this paper should help elucidate the lived experiences of those affected by discrimination in the post-9/11 environment.

Deutsch, Nancy L., *University of Virginia*

Being Other/Constructing Self: Using qualitative methods to unpack race, class, and gender as intersecting dimensions of identity

Qualitative methods provide a means for exploring interactions of social categories within individual lives. This paper is based on four years of fieldwork, interviews, and photography projects with adolescents at a predominantly African American youth organization near an urban housing project. I discuss the use of qualitative methods to examine adolescents' self-construction with regards to race, class, and gender. The data demonstrate the benefits of qualitative methods for such research. The teens present overlapping narratives of race, gender, and neighborhood, making the process of self-construction more complex than traditional theories suggest. I address how dichotomous social cate-

gories do not adequately articulate identity building for minority and low income youth, demonstrating how qualitative methods can uncover the process of self-construction in relation to social structure. I also probe my positionality in relation to the participants and analyze the data on multiple levels, including the consideration of presentation vs. representation.

Dhunpath, Rubby, *University of Illinois*

The Ethics and Politics of Excavating Organizational Identity

This paper critically appraises the use of an organizational ethnography as an alternative/complimentary approach to organizational evaluation. Using life history data derived from the organizational biography of a non-governmental organization, the paper explores the potential of the biographical approach to satisfy the intellectual curiosity of the researcher, while simultaneously providing illuminative insights for members of the organization, as a stimulus to interrogate their praxis. The paper also reflects on the potential of organizational biographies in excavating the lay ontologies of organizational members and how these craft the identity of the organization. In a mode of self-reflexivity, I touch on some of my insights and learnings, while putting up for scrutiny what for me were some of the unresolved theoretical and methodological dilemmas in using an organizational ethnography to deconstruct organizational lives and to explain the mutating identity of an NGO.

Diehm, Thomas M., *University of Washington, Tacoma*

Lesbian & Gay students in graduate social work education: "That relationship is such an important piece"

This phenomenological study allowed lesbian and gay students at two graduate social work programs in the Pacific Northwest to describe their own experiences of homophobia and heterosexism in their academic programs and its meaning to their educational process. Given social work education's stated commitment to social justice around issues of sexual and gender identity, such information is particularly important for faculty and administrators to understand as they address admissions, curriculum development, and internship experiences. Interviews with students were unitized, then grouped to identify themes and categories within the narratives. A data model representing the student experience is presented, including experiences of alienation and tokenism, as well as support and validation. Recommendations for changing the culture of social work programs to make them more inclusive and welcoming of lesbian and gay students are offered. The transferability of study findings to other academic disciplines will also be discussed.

Dillard, Cynthia B., *The Ohio State University*

Affirming the will and the way of the ancestors: Black feminist consciousness and the search for good [ness in] qualitative science

Situated in notions of an endarkened feminist epistemology (Dillard, 2000) and the art and science of portraiture as qualitative approach (Dixon, 2005; Lawrence-Lightfoot and Davis, 1997), this paper will explore the epistemological and spiritual meanings and goodness of science from Black feminist perspectives. Our intention in this work is to step outside the assumptions of social and identity theories that focuses solely on intellectual pursuits and pragmatic con-

cerns in qualitative research to examining research work in the world as having multiple and spiritual "points of affinity" (Appiah, 1992, p. viii). While formally trained as qualitative researchers and successful at our "science," we recognize that, in terms of sustenance, these spiritual points of affinity have created life affirming spaces for our intellectual, social, and spiritual work as African American feminist and qualitative researchers, spaces of tension and hope created through choosing to consciously engage in deeper relationship with spiritual knowing in our research lives as women of color and spirit (Dillard, et. al., 2000). According to Lawrence-Lightfoot (1997), "goodness [is] a concept whose expression is best documented through detailed, nuanced narratives placed in context (p. 142)." Thus as we consider the attempts of regulatory bodies (and our own academies) to more [...]

Dinzey, Zaire Z., *University of Michigan*

Constructing Segregation: the binary racial Morphology of Puerto Rican Urban Housing

Puerto Rico is believed to be a racial democracy. However, in the 2000 U.S. Census Puerto Ricans reported their race for the first time in over 50 years. The results surprised many, as 80% of the Puerto Rican citizenry identified as "White." This paper shows how the housing built environment has become a representation of a segregated racial system that betrays a discourse of racial fluidity and integration. The U.S. federal public housing program arrived in Puerto Rico during Governor Luis Muñoz Marín's era of aggressive social programs. Perhaps most salient in his plans for public housing placement was the belief that culture, values, and socio-economic status were transferable across social groups. Thus, public housing in Puerto Rico was placed next to some of the richest residential areas and today many residents of public housing sites live next to rich and privileged residential neighborhoods. Proximity, however, has not resulted in increased integration. Today, legislation allowing private neighborhoods to close themselves off, punitive anti-crime housing policy implemented through spatial interventions, and perceived and lived violence have contributed to increasing segregation of neighborhoods. In this paper, I explore the solidification of neighborhood boundaries both spatially and socially through the expressions and views [...]

Diversi, Marcelo, *Head Start*

What does Tupak Shakur have to do with growing up Latino in the USA? Stories that cross the border of identity development but not that of social sciences

Where are the stories of thousands of Latino youth growing up in the USA? We hear from the Census they became the largest minority group in America and that the young segment of the Latino population is the fastest growing group. We hear from political analysts that cultivating Latino party fidelity can offset the balance of recent national and local elections. We hear from educators that they feel at a loss with the rapid increase in the number of Latino students in their classrooms and schools, that they do not understand how to help these students academically. Yet, I do not see these youth's lived experiences of growing up Latino in the social sciences. I have been teaching and studying youth development for more than a decade. What I see are demographic numbers

about school drop out, level of formal education, immigration status, delinquency, employment. Albeit relevant, these large scale studies and presentation styles do little to provide researchers and the public with a significant understanding of the reasons and processes informing drop out, low level of academic performance, assimilation and acculturation, delinquency, or low employment. Surveys and even large scale ethnographic studies are unable to “hear” the stories of [...]

Dixson, Adrienne D., *Ohio State University*

Affirming the will and the way of the ancestors: Black feminist consciousness and the search for good [ness in] qualitative science

See Dillard, Cynthia B.

Dobric, Karen, *Manukau Institute of Technology*

Discourses in Qualifications Policy Adoption in New Zealand, 1996-2000: Identifying Power Imbalances in a Transformative Process

This research examines the policy adoption from 1996 to 2000 of a new government policy for a standards-based qualification for senior secondary education in NZ. The qualification changed from norm-referenced assessment to standards-based assessment and the research question addresses the lengthy period during which the adoption and legislation of the policy occurred. Twenty-four key policy actors were interviewed, and primary and secondary document sources were analyzed. Four qualifications and assessment discourses based on different class-located ideologies were identified as being in tension during the development of policy. This involved the potential to establish a new power relationship replacing the previous imbalance of power between the argumentative discourses: ‘fulfillment’, ‘usefulness’, ‘recognition’ and ‘excellence’. The analysis focuses on the use of these discourses in debates amongst and within government agencies, the secondary education sector, lobby groups and the media by key policy actors and discourse coalitions to justify their arguments and actions.

D’Onofrio, María Guillermina, *Faculty of Social Sciences/University of Buenos Aires*

Methodological reflections about teaching Computer-Assisted tools for the analysis of qualitative data

See Chernobilsky, Lilia

Douglas, K.

When your time comes: Understanding physical activity experiences of older women in rural areas

See Carless, D.

Douglas, K., *University of Bristol*

Getting it back together again: Perceptions of the benefits of golf as a form of physical activity for people with serious mental health problems

The social construction of mental illness, combined with a biomedical approach to treatment, has resulted in a focus on symptom removal over and above the personal life issues of individuals with serious mental illness. This has

led to a risk of “de-personalisation” as important aspects of human existence, such as social relatedness, happiness, purpose, liberty, and autonomy, are ignored or sidelined. We present research on a pioneering golf programme for nine men with severe and enduring mental health problems which foregrounds the values, perceptions, and experiences of people with mental illness. We explored the psychosocial effects of this novel activity programme through participant interviews and observation as well as interviews with mental health professionals involved with the programme. Our findings suggest that, in addition to providing psychosocial benefits for the participants, this golf programme offered an alternative illness/wellness story for people with severe and enduring mental health problems.

Douglas, K., *University of Bristol*

Yet another Black Swan? An alternative story of elite professional sport participation

The popular conceptualisation within the sporting literature is that optimal athletic achievement is the entire life focus of the top performer. Through a life history approach, one of Europe’s most outstanding women professional golfers reconstructed and reflected upon her experiences in professional sport which are presented within the context of her life rather than the context of the pursuit of sporting success. Her narrative differs markedly from the story often expressed within scientific literature and the media and raises questions about conventional views regarding athletic identity and its centrality to the high achieving sports person. Through creative analytic practice, we created four poetic representations in order to explore and represent, from a woman’s perspective, the personal meaning of success in sport. The poetic representations provide an evocative and alternative narrative on elite sport participation which encourages reflection on existing theories of achievement, athletic identity and careers within women’s professional sport.

du Toit, Andries B, *University of the Western Cape*

Poverty Measurement Blues: Interdisciplinarity, social research and qualitative-quantitative integration, in chronic poverty research

This paper questions the dominant role of econometric, measurement-based approaches to the conceptualisation, investigation and analysis of chronic poverty, and questions the ways in they continue to dominate the way poverty is conceived and analyzed in policy debates. It questions the spurious scientificity of attempts to make poverty judgements value free and argues that accounts of chronic and structural poverty, if they are to avoid vitiating abstraction or mechanical reductionism need to include an engagement with agency, culture and subjectivity and the socially meaningful practices and relationships that underpin poverty of long duration. Recent moves towards ‘q-squared’ integration of quantitative and qualitative research do not go far enough. The paper presents one example of an attempt at the integration of qualitative analysis with quantitative data, and considers some of the broader issues relating to qualitative-quantitative integration and interdisciplinarity in the field of development and poverty studies.

Dunn, Tony, *Charles Sturt University*

Improving Australian agriculture with participatory action research and qualitative inquiry

Agriculture needs social science as well as biophysical science. New approaches to agricultural extension use qualitative inquiry. Such changes were introduced to deal with complex problems and to include farmers and the community in the change process. This paper discusses old and new extension approaches. 'Old extension' relies on linear models of change - using communication sciences to improve adoption and farm productivity. 'New extension' embraces qualitative social sciences and (soft) systems methodology to find and understand land and water resource use problems. It challenges the modernist-productivist agriculture - instead advocating sustainable practice and social action. Methodologies such as Rapid Rural Appraisal (RRA), action research and qualitative research are used to analyse and improve complex problems centered on social and environmental issues. Empirical and interpretive methods include semi-structured interviews and focus groups. Extension practice uses a community and environmental approach to address 'wicked' problems. Case studies are described.

Dupér, Sophie

Exposing Realities: When Conceptual Ideals meet Lived Experience. Are Women in Rural Gujarat Empowered through Political Participation?

See Vissandjee, Bilkis

Durham, Aisha, *University of Illinois at Urbana-Champaign*

Toward a Hip-Hop Feminist Cultural Criticism

The academic inquiry of subalterneity, difference and counterhegemony in the popular have produced more than a decade of feminist cultural work in hip-hop area studies. While the body of literature loosely called hip-hop feminism has redefined material and discursive spaces of hip-hop, challenged its black masculinist tropes and genealogies, and provided a conceptual base to usher a host of other decentered voices who also consume, produce and participate in the culture, little work has been done to develop a hip-hop feminist cultural criticism. In this presentation, I not only will provide a working definition of hip-hop feminism, but I delineate some of its theoretical underpinnings, methodological approaches, and narrative and performative considerations that characterize this political-cultural intervention project. This presentation will overlap and extend contemporary scholarship on feminism in popular culture. This contribution is aimed at providing an integrated, interpretive qualitative methodology to examine feminism in hip-hop culture, and a discursive framework that will enable us to theorize our various modes of activism by addressing the complex ways we negotiate and navigate particular sites in which our bodies are situated. By revisiting spaces and places where feminism is articulated and recounting how it gains meaning in our everyday lives, we [...]

Dziuba-Ellis, Jennifer, *Nursing Health Services Research Unit*

Exploring Innovation in Nursing Resource Management: the Nursing Resource Team Case Study

The current nursing shortage has prompted organizations and governments to

examine nurse recruitment and retention efforts to ensure a supply of skilled nurses to effectively meet patient care needs. As the availability and supply of nurses is limited, the need for innovative and flexible staffing arrangements is paramount. New staffing designs and frameworks have emerged and are changing the way in which nursing resources are allocated. Resource teams, an expansion and remodeling of the traditional float pool, have been identified by nurse leaders across Canada as a solution to staffing stresses. However, float pools and have not been studied in the past and reliance on such arrangements is risky. Historical and theoretical attributes of float pools along with modern resource sharing strategies are currently being applied to practice as the Hamilton Health Sciences hosts the Nursing Resource Team (NRT). This initiative stemming from necessity and innovation challenges the theoretical and historical underpinnings of nurse staffing, employment and work life theory. Challenges in study design and use of various data in the study will be discussed. Results of a case study exploring the impact of this innovation on Hamilton Health Sciences will be presented.

Eakin, Joan, *University of Toronto*

Teaching Qualitative Research in the Land of Randomized Clinical Trials: Lessons for a Critical Pedagogy

See Mykhalovskiy, Eric

Ebben, Maureen, *St. Mary' University*

Incarcerated voices: Women leaving prison

Since 1980, the number of women in prison has increased at nearly double the rate for men, and most of the increase in women's imprisonment is due to "get-tough," anti-drug laws. The trend of using imprisonment to solve social problems poses an irony, however. After women have served their time, and are released from prison, many still may face the same struggles with drug-addiction, abuse, and low-wages contributed to their imprisonment in the first place. This, while social support mechanisms are denied them, such as housing assistance, food stamps, and Pell Grants for higher education. It is estimated that over 80,000 women have been affected by the provision, and twice as many children. This paper focuses on women in transition following imprisonment. Formerly incarcerated women's voices have not, for the most part, been heard. In this study, I utilize methods of participant observation, interviews, and narrative to gain understanding of the ways in which formerly imprisoned women construct what I have termed "transitional identities."

Edgecomb, Liz, *University of South Florida*

Exploring the Othered Financial Self

This paper attempts to create a method to understand attitudes toward money by exploring the money memories, thoughts, and emotions of two researchers who functioned as friends as well as "financial others." The research uses narrative inquiry as a means to explore the constructions of the financial self and how the sharing of these constructions can lead to a more fully understood and reconciled narrative of a monied life. Using "self-other-self introspective narrative analysis," two previously silenced voices finally have the opportunity to share, explore, and realize the possibility of shedding shame and silence

to share and understand their own money stories.

Edgecomb, Liz, *University of South Florida*

Shame & Desire: The Performance of Being Poor in a Classless Society

This paper attempts to explore the opportunities and ramifications of a performance theory of poverty. After exploring prevailing theories of class, the author uses autoethnography and performance theory to explore the ways in which understanding poverty as performance is better than relying on economic indicators alone. Materiality, felt experience, and interaction are central to the physical and psychological understanding of poverty and a performance theory of poverty allows exploration of issues that, thus far, have not been adequately explored.

Edwards, Arlene E., *Emory University*

Culture and Power: African Women Analyzing the Intersection and Mapping Solutions to Human Rights Challenges

Women leaders from 12 African countries discussed perspectives of the theme “Challenging the Custodians of Power and Culture.” Sessions were organized by the American Friends Service Committee (AFSC), Women for Change (WFC) - Zambia and Safer Africa (South Africa) in Lusaka, Zambia. Participants discussed the combined effects of power, culture and gender, identified pressing needs, and planned initial steps to address resultant limitations at all policy levels. Concept mapping (Trochim, 1989a; 1989b) was used as a planning tool, for nonhierarchical input from participants and a seamless integration of community psychology’s principles of practice within the planning process. Participants generated statements which were rated, sorted and analyzed to produce a pictorial map of concepts related to the overall theme. Working groups were created based on the mapping concepts, and plans developed to collaborate on key issues. Participants were also introduced to evaluation concepts, to use to document their actions and subsequent results. This presentation includes a discussion of the process, the map and results of the planned actions.

Edwards, Arlene E., *Emory University*

Identifying Qualitative Themes in the Involvement Practices of Parents in a Predominantly Black High School of the Arts as a Means Towards Intervention Design

Definitions of Black parental involvement include the efforts of community members (Ascher, 1988; Comer, 1989; LaPoint, 1992), as well as community-based organizations such as the Black church (Gilkes, 1985; Johnson, 1994; Lincoln & Mamiya, 1990). Unlike white parents, their involvement stems from historical and contemporary realizations that their presence is often the only assurance of an adequate education for their child, and the children of their community. The accompanying issues of racism, segregation and discrimination define the struggle for equality not only in the workplace for Black parents, but also in the schools that their children attend (Latimer, 1987; McCormick, 1994; Peterkin & Raywid, 1994). In this study, eleven parents whose children attend a predominantly Black high school of the arts were interviewed. Theoretical and methodological triangulation was used to collect data. Theoretical triangulation included the findings of the SDP model (Comer, 1991), influences on parental

involvement suggested by Eccles and Harold (1992) and Epstein’s levels of parental involvement (1991). For methodological triangulation, ethnographic interviewing (Barlow, Hayes & Nelson, 1979) provides experiential information concerning the parents’ involvement and their perspectives. Five major themes and five subthemes emerged from the data. The main themes were: communication (and the subtheme of knowledge), time, heritage of [...]

Edwards, Daneell, *Vanderbilt University*

Understanding the Language Styles of African American Adolescent Girls in an After-School

Standard English is considered to be a powerful cultural resource in the American society. Linguistically and culturally diverse students are expected and often required to use this language as the mediator for learning in schools. While it is important that all students in this society learn Standard English in order to include it in their bag of cultural resources, it is equally important that students who speak a variation of American English recognize their language as a powerful resource to communicate ideas, to interpret texts, and to interact with others in this social world. The objective of my research study was to 1) closely examine the rhetorical features used by the African American adolescent girls in an after-school reading and writing workshop, 2) compare those features with the discourse used by African American female characters in African American literature, and 3) analyze the location of power in the rhetorical features of language use. The ultimate goal was to understand African American adolescent girls’ use of language in order to widen the space for language and literacy learning for linguistically and culturally diverse students in all educational settings. Some of the research questions are: What language styles were identified and observed [...]

Ehrensall, Kenneth N., *Kutztown University of Pennsylvania*

From The Native’s Point of View: C-minus is “good enough!”

Grading systems, standards and accountability assessments are premised on the construction of student as “grade maximizer”. This construction assumes that students in classrooms are objects for the work of the teacher or professor, lacking agency and without knowledge of “how to do school.” This paper will argue the opposite. Based upon a year long ethnographic study, I will argue that the 2nd and 3rd semester university students included in this study made conscious and rational decisions about the level of final outcome that they desired in particular courses, carry out detailed assessments of the requirements of those courses, and implemented strategies to obtain these outcomes based upon their previous (12+ years) educational experience. Far from being “grade maximizers”, they were “grade satisficers.” The desired level of final outcome being the product of an elaborate calculus of the constraints on the student, including course load, work schedule, outside obligations and self-image.

Ehrensall, Patricia A.L., *Fordham University*

Law, Legislation, Policy and Power: A Critical Discourse Analysis Approach to School Law

This paper will examine the contribution critical discourse analysis can make to understanding school law and policy by examining “persistently dangerous

schools” as it is set out in NCLB and how it is interpreted by the various States. “Persistently dangerous schools” is a child centered construction, that is, children are both the cause and victims of these dangerous schools. Thus, in the discourse of NCLB there are only two remedies for this problem: increased surveillance and expulsion of the “bad” kids, and exit (choice) strategies for the “good” kids. By tracing the discourse of the need to maintain order, discipline and security, as well as the discourse of presence of drugs, weapons and violence in schools “persistently dangerous schools” will be deconstructed. Drawing upon this example, the paper will conclude with a broader discussion of the potential contribution that CDA makes to the study of school law and policy.

Eilam, Nurit

The Descendants of Time and the Lodgers of Space: The life stories of teacher trainees who immigrated to Israel during the 1990s

See Kainan, Anat

Eisenbruch, Maurice

Overcoming cultural barriers in meeting the needs of cardiac patients; implications and potentials for improvement of cardiac rehabilitation services

See Haghshenas, Abbas

Eisenbruch, Maurice

The role of culture in the depressive experiences of Chinese in Sydney: implications for multicultural health policy

See Chan, Bibiana

Elam, Nurit

Critical Pedagogy or Whose Pedagogy is it? The case of teachers in the newspapers

See Kainan, Anat

Elbert, Rodolfo

A Working Class Theory of Corruption: Thematic Analysis of Workers’ Ideas About Corruption and its Consequences

See Boniolo, Paula

Enosh, Guy, *University of Haifa*

Hebron Jewish Adolescents Political Participation and Encounters with Law Enforcement Forces

Goal of the study: To document from the adolescent perspective an emic perspective of their political worldview, their ways of expressing and living their ideology, and perception of their (frequent) encounters with the police and the military-forces. The study: Fifteen Jewish adolescents, aged 12-18, residents of Hebron, were interviewed using qualitative in-depth interviews. Conclusions: Those adolescents perceive their protest-and-defense activism as conducted for the entire Jewish nation, and based on idealism. They differentiate between the activities and attitudes of two law enforcement groups operating in Hebron. The military forces are perceived as having a marginal role, but fair in conduct. The

police are experienced as having the major role, however, advocating double standards. On the one hand the police propagate violence against them, with the explicit goal of expelling the Jewish residents from Hebron. On the other hand, the police pretend to uphold the law while branding the adolescents as violent and law breakers. Similarly, the police are perceived as discriminating against the Jewish residents as compared to the Arab ones. Whereas law-breaking activities by the last group are overlooked, any imaginary infringement by a Jewish adolescent ends with arrest and lengthy legal processing. Thus, the adolescents feel alienated [...]

Eroz, Betil, *Middle East Technical University*

Ethnographic analysis of classroom interaction: a focus on data collection, organization, analysis, and presentation

This paper presents the results of a classroom ethnography of communication that investigated classroom interaction patterns of 35 international and 9 American students enrolled in one all-international (non-native speakers) and one mixed (native and non-native speakers) section of freshman composition courses at an American university. Data was collected through classroom observations; Teacher’s Journal; questionnaires; one-on-one interviews with the participants; and videotaped lectures, in-class small group work, and teacher-student conferences. Common interaction patterns within five culture groups (Asian Indian, Japanese, Chinese, Middle Easterner, and American) in the two classes are identified. Classroom interaction patterns that reveal certain characteristics of the students’ home culture or interaction norms in educational institutions in their home country are examined. This paper also compares classroom dynamics in the two classes to report whether mixing Americans with international students causes differences in the classroom atmosphere and the ease of communication among students. Finally, international students’ opinions...

Eroz, Betil, *Middle East Technical University*

Classroom dynamics and socialization in mixed-culture groups in the United States after 9/11

The 9/11 tragedy took the lives of nearly 3,000 people and profoundly affected the lives of millions of people around the world as well as in the United States. Mostly ignorant to the underlying reasons and history of events that led to this attack, many confused and angry Americans sought to take revenge, sometimes in blind aggression. In Phoenix, Arizona, one man was killed by a group of upset Americans who couldn’t tell the difference between a Muslim and a Hindu Sheik. In Tucson, Arizona, a Saudi graduate student was taken away from his home and family in the middle of the night just days before submitting the final draft of his dissertation and departure from the United States to head back to his home country. The “authorities” who took him denied any information about where and why he was being taken and how long he was to be kept. In the midst of all the heightened prejudice and racial discrimination that 9/11 brought, many international students studying in American universities tried to survive social harassment which interfered with their social adjustment and destroyed their image of themselves, America, and American people. This paper presents the results of [...]

Ertem, Ihsan Seyit, *University of Florida*

A Phenomenological Case Evaluation of Two Teaching Assistants, Perceptions of Multiculturalism

This study explored the perceptions of teaching assistants regarding multiculturalism. Four main areas were evaluated in this study. They included the implication of multiculturalism teaching assistants' teaching practice, what barriers to multiculturalism, facilitating and constraining factors involved in the classroom, and how teaching assistants perceive those factors. The two teaching assistants voluntarily participated in this project. Results of the study indicate that there are a number of internal and external factors that either constrain or facilitate the teaching assistants' teaching practice. While the background culture and the classroom environment are external factors, the interactions and similarities between these factors contribute to enhancing or diminishing the barriers for the teaching assistants. The internal factors are intrinsic motivation, organization skills, and educational background contributed the teaching assistants' teaching experiences.

Eryaman, Mustafa Yunus, *University of Illinois at Urbana-Champaign*

Beyond System: Towards a Post-Process Theory of Evaluation

The aim of this paper is to introduce a post-process theory of qualitative evaluation in education studies and social sciences. This is an attempt to move evaluation theory beyond the process paradigm and closer to an existential and fundamentally dialogic and performance oriented approach. First part of the paper deals with two major problems of process oriented qualitative evaluation: its reliance on the concepts of convention and discourse community. Second part of the paper explores the theoretical claims of poststructuralist philosophy and how those claims challenge some of the most basic assumptions of contemporary evaluation theory, then, introduce a dialogue and performance oriented post-process qualitative evaluation. Gadamer's philosophical hermeneutics and Derrida's radical hermeneutics are addressed in the paper to explore how the post-process and post-conventional paradigm identified nature of knowledge, issue of criteria, and evaluation practice in the new approach.

Etowa, Josephine

Addressing Barriers to Critical Race Research in the Health Fields

See McGibbon, Elizabeth

Evans, Kevin D., *The Ohio State University*

A naturalistic evaluation of a patient education effort for older women at risk for osteoporosis: The voices of bony older women

A naturalistic program evaluation was chosen to describe the experiences of older women who had experienced a bone density study and patient education. Participants who received the patient education efforts were randomly selected for interviews one week after the intervention. The researcher was cast in the role of learner and the participants were placed in the role as the informant instructing the researcher. Of those participants randomly chosen, five out of six had a diagnosis of early stage osteoporosis. The Health Belief Model was used a priori in structuring questions to describe the impact of the patient education. The results of this paradigm of evaluation permitted the researcher to become

the conduit through which the participants' voices could be documented. This type of program evaluation could be used to structure an action research project with the intent to examine the usefulness of patient education in the treatment of osteoporosis patients.

Evans, Rick, *Cornell University*

Reflexive Literacy: A Theory that Needs an Alternative to Evidence-based Experimental Science

The reflexive model understands literacy to be the everyday performance of one's narrative of literacy practices. That narrative is an internally referential project for which the individual is the responsible agent. It creates a trajectory of development in which revision is constant and coherence is necessary. Opportunity for appropriation is the aim, while risk (understood as the relative probability for the deconstruction of that narrative) is ever-present. Finally, personal, participatory, and communal knowledge, especially as it contributes to shared understandings of literacy performances, becomes critical. Reflexive literacy is not about emancipation, either from illiteracy or hegemony of literacy. It is about transformation. Consequently, the methods of inquiry cannot be like those of the other models. Reflexive literacy needs methods articulated by critical performance autoethnography. It must engage the persona and describe the participatory literacy practices. It must celebrate the communal as process and change through encouraging action.

Faganello, Valéria

The Usefulness of the Assistential Convergent Research Approach

See Trentini, Mercedes

Fanghanel, Joelle, *City University*

The Limits of Psychologistic Approaches in Investigating Faculty's Pedagogical Constructs

This paper critiques approaches to the study of university 'teaching and learning' anchored in individualistic or psychologistic paradigms. Such approaches are epitomised by 'teachers' thinking' approaches which clearly sit within the cognitive tradition, and 'phenomenographic' approaches to 'conceptions of teaching' which focus on 'awareness' and the capture of a 'subset of all the possible ways of experiencing [a phenomenon]' (Marton, 1996, 181). Perspectives from these research traditions are today perceived as consensual (Kember, 1997) and part and parcel of faculty educational development programmes in the UK. The author's stance in this paper is that research on 'conceptions of teaching' represents university teaching as a restricted individualistic phenomenon, studied within the highly situated and bounded context of the seminar room or the lecture theatre, as disconnected from any structural or community constraints. Within this perspective, teaching and learning is seen as abstracted from institutional structures, national and local agendas, and local communities of practice. Furthermore, individual histories and trajectories are at best understated, and subjectivities and agency ignored.

Fataar, Aslam, *University of the Western Cape*

Educational and Religious Modernization: Oral testimonies of Muslim teachers

in apartheid Cape Town, South Africa

Using post structuralist lenses, the paper focuses on the complex identities of Muslim teachers who taught in coloured (i.e. racially mixed) schools in Cape Town during the apartheid years. I will focus on teachers who were first generation educated professionals from the Cape Muslim community. As educational modernizers, they clashed with the more conservative sections of the community. They used their professional and educational status to influence Muslims to educate their children and to improve their living conditions. Many of them became leading teachers, teacher organisers, and principals in schools all over the Western Cape. They seemed to have been able to straddle the secular and religious divide seamlessly, without any real contradictions between the two discursive registers. Or did they? Was this a case of mediation, agency and choice? I am interested in understanding, through the oral testimony of individual Muslim teachers, the nature of Muslim teachers' educational discourses, activities and responses within the discursive context of Muslim modernisation discourse on the one hand and the secular apartheid educational discourses with which they interacted daily in their schools. Main question: How have Muslim teachers mediated the discursive and material environments of apartheid schooling on the one hand, and [...]

Faulkner, Sandra, *Syracuse University*
Poetic Representation: The case for criteria

If the process of writing and using alternative forms of representation can be considered method, then do we need to talk about criteria by which to judge such work? We explore different types of criteria from aesthetic and pragmatic positions and the implications such criteria have on the merits of alternative writing, in particular, poetry. Some have argued persuasively that criteria limit alternative forms of writing research by constraining freedom and possibility, but our purpose is not to discipline, rather we wish to offer one story in an attempt to improve and expand the impact of poetic representation. With that aim, we will present scientific and artistic standards of evaluation by which research poetry may be considered based on researcher's expressed goals for such writing and artist's statements about the meaning and purpose of their poetry.

Fayter, Rachel, *Wilfrid Laurier University*
The Qualities and Impacts of Spirituality and Faith Communities for People Living in Urban Poverty

The current exploratory study investigated the key qualities and impacts of spiritual practices and faith communities for individuals who live in urban poverty. Two semi-structured focus groups were conducted with low-income members of a United Church. Each discussion was tape-recorded, transcribed, and coded inductively for themes using constant comparison and grounded theory. Integration of open codes indicated that this faith community possesses a strong social support system, a belief system that inspires growth, opportunities for participation, and committed leadership. Some necessary personal qualities for an individual to benefit from religious participation are readiness for change and spiritual awakening. The interaction of these qualities of setting and person lead to positive outcomes regarding the self, relationships with others, faith and

spirituality, the problem or affliction, and coping. The findings indicate that personal faith and membership within an empowering faith community potentially entails significant benefits for oppressed groups, such as people living in urban poverty. Limitations and future directions are also assessed.

Feldman, Allan, *University of Massachusetts*
Transformations in Teachers' Ways of Being

Starting from the existential standpoint that to change how one teaches, one must change who one is, this project explored the impact on high school physics teachers of implementing formative assessment in their classrooms. Data collected three years later suggest that a change in way of being occurred as the teachers' gains in technical knowledge were mediated through collaborative action research.

Feldman, Rhoda, *University of Illinois at Chicago*
Crystallizing Experience: Poetic Representation of Data

This paper explores poetic representation of data in a year-long study of an arts integration program in an inner city public school. Representing data in poetic form provided a richer depiction of context and more nuanced portrayal of the experience of the dramatis personae of the case, including the researcher self. Among the findings of the study were that integration encompassed more than issues of curriculum and pedagogy; and that arts integration was closely linked to the nature of artist-teacher collaboration. Poetry augmented traditional modes of expository discourse in representing the multiple realities of the program and in giving voice to its participants. Including poetic texts, unfettered by conventional notions of linearity, conveyed what standard prose was unable to capture and seemed to aid in a reduction to essences. Poetic representation in the study appeared to contribute to increased understanding of educational phenomena for both reader and researcher.

Ferneding, Karen, *University of Illinois at Urbana-Champaign*
The Discourse of Inevitability and the Forging of an Emergent Social Vision: Technology Diffusion and the Dialectic of Educational Reform Discourse

In this paper educational reform policy is characterized as a particular discourse that constitutes technological utopianism, a social vision that configures education's purpose as serving global market ideology and demands disciplinary practices that rationalize the lifeworld of schools. I argue that the discourse of technological utopianism as educational policy is related to how, as a society, we define the nature of technology. Indeed, the social construction of the nature of technology acts as the basis of dialectic between a humanistic discourse of possibility and a discourse of inevitability as technological determinism.

Ferrari, Michel
Qualitative and quantitative approaches to understanding atypical persons: A multiplicity of right world-versions

See Vuletic, Ljiljana

Feuer, Avital, *York University*

Self and Other: Ethnic Identity and Perceptions of Target Group in Language Learning

Learning a new language, according to psycholinguistics, is acquiring a new identity, one that includes the behaviors and traits of the target language group. This study is a work-in-progress that will examine the experiences of North American Hebrew language students at an ulpan (intensive Hebrew language school) at an Israeli university. Students will be interviewed on topics ranging from their motivation to acquire their ancestral language to perceptions of their ethnic or national identity. By examining Durkheim's notion of "Anomie", the study will consider if and how students use their heritage or ancestral language to negotiate a balance between identities of diaspora and homeland. A methodological discussion will address the researcher's quest for the most effective research design to obtain truthful reflections to these difficult questions, in the hope of improving the state of Hebrew language programs in North America.

Finocan, Gillian, *Miami University*

Understanding Ourselves Through Dreamwork: Women Finding Significance in the Stories and Images of Dreams

This study seeks to understand how a dreamwork method (i.e. a popular self-help dream book and an Ullman dream appreciation group) can shape a woman's understanding of her dream and of her self-identity, and how working with each method will influence the way she will find significance in the dream's story and imagery. Several women have been involved in this dreamwork study with experiences ranging from young female college students to grandmothers in their retirement years. A feminist qualitative method of interviewing and analysis is utilized to make sense of each woman's dreamwork experiences and personal stories. The women's experiences will be presented with a specific focus on how and what meaningfulness was found and how the insight and understanding found was incorporated into the fabric of the participants' lives.

Fischer, Eileen, *York University*

Persisting and Failing in the Marketplace: A Cultural-Discourse Interpretation

See Otnes, Cele

Fischman, Gustavo E., *Arizona State University*

Developing "Educational Consent": Analyzing the educational discourse of newspapers, editorials and opinions

This paper will explore the following: 1) The extent to which "educational issues" have been a significant and relevant area for major US newspapers during the period 1980-2004. 2) The main themes and educational perspectives presented in the editorial and opinion sections for major US newspapers during the period 1980-2004. In order to conduct this study, the authors are gathering, coding and analyzing editorial and opinion pieces published during the period 1980 - 2004 of the following newspapers: *The New York Times*, *The Washington Post* and the *Los Angeles Times*. These sources were selected because they have very large circulation, are usually cited as being influential, and sustain a reputation of being somewhat "neutral" newspapers. This study will employ

critical discourse analysis following Fairclough's (1995) three dimensional structure of text, discourse practice and socio-cultural practice. All pieces will also be coded based on the work of Lawrence (2000), who understands news issues through characterizing them as event-driven or institutional-driven problems that are defined as caused by individual actors or systemic patterns of action or non-action.

Fisher, Debra, *University of Illinois at Urbana-Champaign*

Portraits of expatriate success

Amongst qualitative methodologies, the power portraiture brings to understanding actors and actions is often overlooked. Portraiture offers an in-depth look at the world/event/situation from the participant's point of view. The portrait is created using essentialism, a technique for uncovering the truth about a participant's being and ways of understanding her reality, situations, and actions she chooses to make in response to events in her life. In conducting research on expatriate accompanying-spousal adjustment, I have used essentialism to pull out what makes each participant unique thereby affecting her view of, and interactions with, her world. With these components/essences, (along with observations, casual conversations, etc.) a portrait emerges of each participant and how she views her world as an accompanying-expatriate spouse. It is through these in-depth portraits that we understand how each person experiences cultural adjustment. I will present one case which has been analyzed and recreated as an essentialist portrait.

Fishman, Jonathan, *Miami University*

What is the impact of parental divorce on the way people construe close interpersonal relationships?

Divorce is a new cultural phenomenon that has become widespread and commonplace in the last few decades. Accompanying this change, newly conceptualized and created family structures are often the context in which young people develop. Scientific methodology, while appropriate for asking about the potential positive and negative effects of divorce, is less adequate at asking some of the important existential questions this event poses. Parental Divorce is often a traumatic event for a child, as it results in the loss of the family life that this child has known until this point. I am interested in speaking with people whose parents have divorced to learn more about the ways that they find meaning in this experience. I hope to engage in dialogue that provides insight into the struggles people encounter, and the courage they find as they form their own intimate adult relationships.

Fleming, T.

Arts-Based Research as an Alternative Lens: Rethinking Current Scientific Models of Physical Self-Concept

See Kowalski, K. C.

Fleming, T., *University of Saskatchewan*

Respectful and Sensitive Health Science Research with Aboriginal Peoples

Many Aboriginal people are hesitant about research because it has led to

policies that have intruded into their lives. Therefore, research should not be viewed as an innocent exercise, but instead as an activity in which something is at stake (Smith, 1999). The purpose of this paper is to discuss a number of issues that researchers should consider when engaging in health science research with Aboriginal peoples. Because of the consequences of colonization, it is important to approach research with Aboriginal peoples with respect and sensitivity using culturally appropriate methodologies (e.g., reflexivity; participatory action research). Also, we must examine the perceptions associated with the notion of “science” because it initiates a positivist worldview that encourages individuality, competition, and regulations (Smith, 2000). Contrast this with collectivity, cooperation, and responsibility, which are the foundation of an Indigenous perspective, and we can see how traditional science often does not include Indigenous ways of thinking.

Forneris, Susan G.

Narrative and Reflection: Theoretical and Philosophical Bases

See Peden-McAlpine, Cynthia

Forneris, Susan G.

Research Findings: How Reflective Practicums Make A Difference

See Peden-McAlpine, Cynthia

Forneris, Susan G.

Research Interventions to Extend Expertise in Practice Research Interventions to Extend Expertise in Practice

See Peden-McAlpine, Cynthia

Forste, Dianne J, American Friends Service Committee

Culture and Power: African Women Analyzing the Intersection and Mapping Solutions to Human Rights Challenges

See Edwards, Arlene E.

Frankham, Jo, University of Manchester

Network Utopias and Alternative Entanglements for Educational Research and Practice

Networks have achieved forms of “institutionalised utopianism” (Riles) with wide appeal across disciplinary boundaries in the recent past. Networks are both highly theorised (e.g. by Castells, Latour, Bourdieu) and appeal to “common sense”. They seem to have explanatory power in relation to the relatively trivial and in terms of our most potent recent fears. Networks can be seen to incorporate the rationality, efficiency and global spread equated with the electronic age, and the local and emotional elements of human relationships. Discourses of Networks connect even the modernist and the postmodernist in their metaphorical incarnations. The term Network or Learning Network is now appearing more and more frequently in relation to the conduct of educational research and practice in the U.K. The Network is posited as a structure to facilitate the exchange of ideas and the development of thinking: “to facilitate and integrate research performance”, “provide added value over and above stand alone projects” and to

“promote transdisciplinary and inter-institutional co-operation”. In summary, the aims of these networks are to promote connections, communication and co-operation between University Departments/Schools and Teachers. I argue, however, that as a consequence of entanglements across different network theories, Learning Networks are proposed as a sort [...]

Fraser, Vikki

Talking Silence: The history wars and theorising silence/s in black/white relations in Australia.

See Halse, Christine

Freidin, Betina, Brandeis University

A Multi-Narrative Approach to Study the Neighborhood Assembly Movement in Argentina

The paper focuses on the Neighborhood Assembly Movement (NAM) that emerged in Argentina in December 2001, during the peak of a cycle of protest originated by a political and economic collapse after years of political corruption and inefficient federal administration. The NAM constitutes a novel way of urban middle-class activism aimed at exercising grassroots democracy. Our purpose is to make visible this type of contentious project in times of political stability and lack of media attention. We use a multi-narrative approach to give voice to its members, show the multiplicity of perspectives within the NAM, and trace the movement’s currently less noticeable activity and goals. We draw on personal stories gathered in in-depth interviews, and narratives available in the assemblies’ web sites, e-mail lists, and alternative electronic media. In the paper, we discuss the notion of “empathic neutrality” when researchers are sympathetic to the phenomenon they study.

Fricke, R. M., Unijuí RS - Brazil

Elderly Users Expectations and Perceptions Regarding to the Public Health Quality

See Lisboa, João Carlos C.

Fricke, R. M.

Aspects Of The Life History Of Work And Health In Health Centers — Ijuí — Rs Users In The Debate Of Doctor And Patient Relationship In The Elderly

See Lisboa, J. C.

Fricke, Ruth Marilda, UNIJUI

Analysis of Multiple Classification in the Qualitative Research

The field investigation has a contribution of informative wealth when it looks for qualitative data, inserted in the investigation instrument in form of open subjects. The analysis of the qualitative data will join that analysis potential. One method is the Thematic Analysis as mentions Minayo (1993). We propose an alternative method, denominated of Analysis of Multiple Classification, specifically for the treatment of “speeches”, answers of argumentative type. The advantage is: that analysis expresses all ideas from the answer. We joined the quantification of the data potentially collected under the optics of the qualifica-

tion, allowing evaluating the problem and the importance of that investigation as an analysis element and projection of the reality. The treatment of the open subjects for the Analysis of Multiple Classification potentiates the discussion of the data configuring the simultaneous elaboration of the text.

Gajjala, Radhika, *Bowling Green State University*
Epistemologies of Doing: Technologies of Identity and Difference in Digital Environments

Based on efforts to interrogate technologies of identity and difference in virtual/real contexts through controlled environments in classrooms, our work challenges the notion that technology might be understood as a distinct tool or space exempt from the ideological struggle constantly in process within larger social fields. Thus we emphasize epistemologies of doing that suggest that the researcher studying the production of race in cyberspace should engage in the production of culture and subjectivity in the specific context while interacting with others doing the same. The authors have found that the introduction of some particular non-linear “new” technologies, like the introduction of a new category of identity, can function as the introduction of a new cultural interface and, depending on how the engagement with these environments is pedagogically designed and crafted, can successfully disrupt the notion of the self resting in a particular place/category/definition [...]

Gale, Ken, *University of Plymouth*
Thinking Differently About the Effects of Policy upon Teacher Educators in the University

Thinking Differently About the Effects of Policy upon Teacher Educators in the University This paper is constructed around a number of fundamental questions that are asked about teacher education within the higher education sector in the United Kingdom. These questions encourage inquiry into autonomous teaching and research practices within the context of increasing government policy initiatives and implementations. Positioning his practice style within the context of ethical and aesthetic sensitivities, the author uses the practices of himself and his colleagues as sites of inquiry, to examine possible effects upon constructions of self and practice style. In attempting to map these changes the author has employed a number of figures from the work of Deleuze as resistances to the traditional models of influence that describe structure or culture as acting upon individual agency. By using writing and speaking as methods of inquiry the author attempts to incorporate these figures within post foundational research practices of reflexivity, risk taking, disidentification and critical inquiry.

Gallo, Agatha, *University of Illinois at Chicago*
Family Information Management in Childhood Genetic Conditions

Objective: As part of a larger submitted symposium, Clusters, Performances and Themes: A Symphony of Family Methods, the purpose of this presentation is to introduce a United States federally funded research project that focuses on information management in families of children with genetic conditions. Information management (seeking, interpreting, assimilating, and conveying information) is one component of the way in which families manage a child's chronic condition. This process begins at diagnosis and continues, in various forms,

throughout the course of the child's condition. In the case of a genetic condition, the way families manage information has implications for the child and immediate and extended families. A major purpose of this study is the explore the interplay of parents' beliefs and behaviors in order to identify information management styles used by families which there is a child with a genetic condition. Methods: Using a noncategorical disease approach, the sample was comprised of 86 families of children with various genetic conditions including sickle cell disease, phenylketonuria, cystic fibrosis, Marfan syndrome, neurofibromatosis, hemophilia, and von Willebrand disease. Families were recruited from multiple clinics where children with genetic conditions receive care. Audio recorded, semi-structured interviews were transcribed verbatim [...]

Gallo, Agatha M., *University of Illinois at Chicago*
Strategies for Typology Development Combining Qualitative and Quantitative Data

See Knafel, Kathleen

García Chapela, M., *Universidad Autónoma Metropolitana- Xochimilco, México*

Now I Can See All What Have Been Hidden To Me. Changes in Body Inscriptions of Power. A Case Study in a Rural Community in Mexico

Problem. From a particular perspective of health promotion (HP) developed from the Ottawa Charter in HP arises the problem of how to evaluate HP action. Objective. To find evaluation parameters of HP action helpful in negotiations with financial agencies. Method. A critical teaching intervention with people of a rural site in México aiming to elicit power dimensions of self, health and health services; focussing processes rather than contents. Four aspects of power change were evaluated: subordination (Gramsci), difference (Bourdieu), subjugated knowledge (Freire) and power inscriptions on the physical body (Foucault). Evaluated and triangulation was done through dialogue during training process. Results. We recorded changes in body inscriptions alongside changes in trainee's position in front of power. Some examples are provided.

García-Barajas, M.L.
Students and Teachers Resistance To Qualitative Research: A Case of a Public University Postgraduate Programme in Mexico City

See Santos, E.C.

García-Cardenas, David, *Universidad Autónoma de la Ciudad de México*
Development of In-service Problem Based Learning Method to Help Mexico City's Primary Health Care Practitioners to Control Their Practice

Health institutions alienate the work from the PHCP control and creativity, stimulate a stable and superficial view of health problems and their solutions, and submerge the PHCP in an unreflective practice where their interest shifts from serving the population to serving the institutional demands. Professional experience becomes repetitive, stable and simplistic. The objective of the study was to develop an in service education method that may contribute to generate the conditions that allow PHCP take control over their work and create a prac-

tice that simulates learning, professional and personal growth and solution to the population's health problems. The method uses the PHCPs' practice as a source of opportunities for learning; facilitates individual and collective reflection to analyze professional practice; Uncover underlying assumptions to transform them; takes PHCP groups in to continuous learning cycles that include five moments: practice, problem definition, problem analysis, self study, and problem reframing. Results suggest increased motivation towards work, increased capacity to make experience and a strong commitment to learn and take control over their professional practice.

Garot, Robert, *Bowling Green State University*
Street Knowledge and Academic Knowledge of Gangs

Like the meaning of swordplay in the film *Rashomon*, the meaning of urban street gangs varies with the interests of the perceiver. While a huge and growing range of quantitative data on gangs is based on positivistic assumptions that a young person either is or isn't a gang member, for young people who engage with gangs on a daily basis, the meaning of being a gang member is much more situated, contingent on who is asking about gang membership, and what might be accomplished in a given instance by 'claiming' membership in a gang. This paper will compare these two approaches to gangs, and highlight some of the pernicious consequences that may result when academics reify gangs to a greater extent than young people themselves.

Garratt, D.
Picturing Reflexivity

See Stronach, I.

Garza, Gilbert, *University of Dallas*
The Science of Qualitative Research: Validity and Reliability Re-framed in Terms of Meaning

Qualitative research affords opportunities to expand the scope of psychological inquiry to regions not amenable to quantification, but also raises particular challenges with regard to the notions of reliability, internal and external validity. This work explores how these principles of science apply to qualitative research. This includes a consideration of the notion of 'approach' and its impact on the subject matter of science, identification of criteria besides the use of quantification that implicitly underpin all conceptions of science, and will also entail re-framing the notions of internal and external validity and reliability in light of the abiding place of meaning within qualitative research. This exploration will serve to demonstrate that the scientific character of qualitative research rests on the same principles as that of quantitative research and not some set of exceptions to them or fundamental modifications of the notion of 'science.'

Gee, Richard
From Philosophy of History to Political Philosophy: An Ideological Investigation of Globalization

See Tang, Kuo-yang

Genat, Bill, *University of Melbourne*
Constructing knowledge of Indigenous health worker practice

Community development encompasses a group of local people sharing their experiences and formulating a shared standpoint (local knowledge) of their own situation. Placing 'focus' group discussions central within participatory action research links the community development project to the recording, construction and production of local knowledges. While multiple narratives emerge when a culturally-safe space is created, how can we invoke the sociological imagination and identify key themes of personal experience central to the public issues of a particular social group? This paper outlines a collaborative inquiry with Indigenous Australian primary health workers about their work of extending access to health services. It describes how accounts of 'turning point moments' revealed key elements of their experience and enabled construction of a text that described in detail their unique professional role while evoking an empathetic sense of their everyday practice.

Gerakaris, Rachel
Exploring the Othered Financial Self

See Edgecomb, Liz

Ghahary, Nouriman,
Sequelae of Political Torture: Narratives of Trauma and Resilience by Iranian Torture Survivors

More than 100 countries around the world use systematic torture against civilians and members of political opposition groups. Iran has been identified as one of seven countries with the most "appalling human rights records." In addition to continual use of public floggings and stoning of civilians for "punishment of crimes," between 1981 to 1988, the government of Iran executed thousands of political prisoners, almost all youngsters, and killed many others under torture to obtain "confessions." This qualitative investigation presents a narrative approach to the study of trauma and resilience. It addresses the question of how a group of former political prisoners from Iran, have made sense of their torture experience and their survival, and how they define their proactive work for the protection of human rights. Semi-structured interviews were conducted with activist torture survivors from Iran, who currently live in Germany. They were interviewed about their experiences and explanations of their overcoming adversity given the Iranian historical, sociopolitical and cultural context. Interviews were audiotaped and transcribed, and narrative analysis was used to describe the emerging themes of trauma and resilience. The social and clinical implications of this study lie in its utility to give voice to an "invisible" group, who [...]

Giard, Julienne
Competing Values During a "Tarasoff-Like" Incident

See Best, Katherine A.

Gillies, Annemarie
Mai a Papa i a Rangi: Maori research methods, methodology and theory - A ground up approach

See Barnett, Shirley

Gisela, Leo

Going to school: Mexican indigenous kids' views.

See Graciela, Cortes

Glover, Troy D., *University of Waterloo*

It can get ugly on the diamonds: An examination of white privilege in Little League Baseball

This paper adopts critical race theory as a framework with which to expose elements of racism embedded within the seemingly “colorblind” policies of little league baseball. In so doing, it attempts to uncover the hidden subtext of race in a popular children’s sport in America. Inspired by interviews conducted with the African American founders of a grassroots baseball league for neighborhood children, the story at the center of this text focuses on the experiences the founders encountered with little league baseball that prompted them to create “a league of their own”. Policies and practices related to player selection, travel/transportation to games, isolation of minority players, spectator behavior, and coaching/role modeling are shown to privilege white children, while disadvantaging children of color. Ultimately, this paper is intended to legitimize and promote narratives of people with color as sources of critique of the hegemonic social order that devalues them.

Goldstein, Beth, *University of Kentucky*

Narrative Analysis: Revealing the Critical Lens of the Welfare Case Manager

See Isenhour, Cynthia

Golliher, Roberta, *University of Iowa*

Homework in the Hood

In this autoethnography, I employ feminist concepts, collage, introspection, and active community participation to critique and extend a more conventional ethnography of communication I previously wrote about my “bad neighborhood.” In the original ethnography, I had interrogated the term “bad”, discussing my “hood” as a site of barriers erected and boundaries crossed, both communicatively and physically. I focused on children as the most frequent boundary crossers, as active solicitors of the attention of others, and as communicative participants in their own care; I posed the question “When is bad not so bad?”. This second, more feminist/experimental pass more openly reveals my research and personal process and the development of my understandings. It intertwines and problematizes notions of fieldwork and “homework” (“homework” in Visweswaran’s sense of the term — the crucial research and writing a feminist/experimental ethnographer does regarding her own life, family, and ethnicity). Radical changes had occurred subsequent to my original work — in particular, the burglary of my home; the loss of my “primary informant,” a neighbor child, to the foster care system; and the extended disappearance of his mother into homelessness. This later version thus offers a fuller, deeper sense of the ways my neighborhood and the [...]

Golliher, Roberta, *University of Iowa*

Emiko tells a story: Support, relationship, and solidarity emerging in and through conversational narration among language teachers

A story told by a Japanese language tutor/teaching assistant in conversation with an American graduate student (who formerly taught English in Japan) is analyzed using Labovian notions of narrative structure. The story’s conversational context, as well as other narratives chained to the story and linked to it intertextually, are discussed. Throughout, the analysis is extended, supplemented, and critiqued using insights from later research into the ways that conversationally situated narratives/women’s narratives often differ from the elicited conflict narratives on which Labov based his original analytical scheme. The stories discussed illustrate and allude to everyday, ongoing, gendered challenges and struggles for their tellers. The analysis attempts to provide a realistically grounded, sociolinguistically informed...

Gómez, Jesús, *University of Barcelona*

Critical Communicative Methodology

In this paper, Jesús Gómez and Antonio Latorre argue the importance of approaching social research from a critic methodology developed within the communicative paradigm. The authors present a new methodology based on the intersubjective dialogue, and the emergence of an egalitarian relationship between the researcher and the researched. Dialogic societies need dialogic research inquiries that are able to analyze the changes that are taking place. The purpose of this paper is to present in the international sphere the critical communicative methodology and the communicative paradigm that is already being implemented in the European Union in research projects, such as RTD projects, as a research paradigm that responds to the increasing importance of dialogue in today’s societies. The critic communicative paradigm goes beyond the positivist perspectives, the comprehensivist orientation, the socio-critical approach, and the postmodern perspectives, as it is based on dialogue and information exchange among researchers and researched social agents. It arises from the dialogic turn in our societies, in which dialogue becomes a critical ingredient in helping to define our lives. Family and personal relations, the crisis in traditional organizations, the search for new and more direct ways of participation and the pursuit for the international implementation of human [...]

Gómez, D.

Now I Can See All What Have Been Hidden To Me. Changes in Body Inscriptions of Power. A Case Study in a Rural Community in Mexico

See García Chapela, M.

Gomez-Panana, Marta

Development of In-service Problem Based Learning Method to Help Mexico City’s Primary Health Care Practitioners to Control Their Practice

See Garcia-Cardenas, David

Gonzalez y Gonzalez, Elsa M., *Texas A&M University*

Decolonizing Qualitative Research: Non-traditional Reporting Forms in the Academy

In the past, qualitative researchers have assumed that cross-cultural work required deep understanding of the culture being reported on. Earlier, cross-cultural work focused on “receiving contexts,” and on end-users who were primarily Western and English-speaking. The utility of such studies is severely limited, however, in a globalized world, and studies undertaken now must serve the interests of not only western and English-speaking scholars, but also the needs of nationals and locals (or indigenous peoples). Research conducted in different languages, non-Western contexts and different cultures becomes more problematic and understanding intrinsic issues more urgent with the increasing number of reports (such as dissertations) conducted by scholars outside the U.S., and thus bear potential for decolonizing the academy. Conducting and reporting cross-cultural qualitative data focuses on understanding at least five major ideas: working bilingual data, considering non-Western cultural traditions, multiple perspectives, multi-vocal & multi-lingual text, and technical issues to insure accessibility.

Goodall, H. L., *Arizona State University*
Qualitative Inquiry and the War on Terror

One of the most important conflicts apparent on the global stage is the ongoing — and likely “enduring” — War on Terror. The Department of Homeland Security’s Advanced Research Projects fund (<http://www.hsarpabaa.com/>) coordinates research funding across all Federal programs interested in defense, national security, and terrorism with the explicit purpose of funding research capable of yielding a “broad spectrum response” to the likelihood of catastrophic crises. Yet curiously absent from any of the sponsored projects are those designed to take strategic advantage of qualitative modes of inquiry. One way to understand this obvious lack of funding earmarked for qualitative inquiry — or particularly for inquiry capable of generating new interpretive or critical scholarship about the War on Terror — is that our government isn’t interested in sponsoring criticism of its ideology nor academically-informed interpretations of its political or military policies. A second way of understanding our absence from funding schema is to reason that qualitative inquiry does not yet enjoy the same research status, or the authoritative explanatory power, of its more traditional scientific counterparts. While those of us engaged in qualitative scholarship strongly deny the legitimacy of these claims, reasserting our scholarly rights is unlikely to change the outcome in Washington. A [...]

Goodwin, Dave, *Southwest Missouri State University*
Transformational Growth in Pre-service High School Mathematics Teachers

This talk draws on an ongoing longitudinal interview-based research project exploring the nature of involvement with subject matter and motivation to teach. A significant phenomenon that emerges is that some of the pre-service participants in the early interviews conceived of subject matter and teaching as separate endeavors. Later however during their teacher training subject matter knowledge and caring for student learning became unified. The growth was transformational and involved enduring and holistic considerations which take into account the unfolding life and unity of the person. Collectively the portraits suggest that teacher educators should work with students’ natural inspiration toward subject matter knowledge and teaching as a potential unity embedded in

a deep compassion for the development of the learner.

Gormley, Louise
University ethics review: Cultural complications in the review process and in the field

See Tilley, Susan

Gould, Deborah, *University of Pittsburgh*
When Your Data Make You Cry: Emotions In Research

What do you do when your data make you cry? Is there a place for emotions in research? This paper addresses those questions through an exploration of the methodological questions that arise when one moves from “participant” to “observer”, that is, when one’s research project focuses on something in which one was intimately involved and only later decides to take as an object of study. After considering and answering the concerns about objectivity that are likely to be raised in this situation, I explore the more pressing methodological issue of “familiarity.” While the task of any ethnographer is to become familiar with the group one is studying, familiarity can also obscure interesting research questions, especially if the participant-cum-researcher shares the group’s common sense. In that case, the researcher may fail to see the group’s taken-for-granted as a historical product ripe for investigation. How, then, does the researcher make what has become commonsensical to her into a puzzle requiring inquiry and analysis? How do you unravel your own common sense, and how does doing so affect the questions that you ask and the stories that you are able to tell? Drawing from a larger project that analyzes the emergence, meteoric rise [...]

Goulet, Caroline, *Creighton University*
Cross Cultural Service Learning in the Dominican Republic: a focus on Generic Abilities to Assess Student Learning

The purpose of this case study is to describe qualitative outcome measures focused on generic abilities of healthcare professionals as opposed to physical therapy care abilities used to assess student learning during a cross cultural experience. This presentation describes the use of reflection, self-assessment and focus groups to assess the outcomes of four weeks of cross-cultural service learning of physical therapy students in the Dominican Republic. It is a professional expectation for physical therapists to “display sensitivity to individual and cultural differences in all professional interactions” (1). They should value individual differences (based on ethnicity, religion, gender, or sexual orientation amongst others), interact with others with sensitivity and tolerance, and/or recognize judgments and stereotypes about people from different cultural and ethnic backgrounds. Cross-cultural clinical experiences offer physical therapy students an opportunity to evaluate their self-awareness and to identify their personal biases towards people with diverse backgrounds. The educational challenge remains however to assess cultural competency. The instrument used nationally to assess clinical performance of physical therapy students focuses on core physical therapy care abilities. It fails to capture the learning of student practicing in a Third World country such as the Dominican Republic. The qualitative assessment of cross cultural [...]

Grace, Andre P., *University of Alberta*

School Lockers as Performative and Pedagogical Sites: Juxtaposing Dualities, Affirming LGBT Identities and Integrity

In this paper we explore the use of visual narratives as a poststructural arts-informed research method that LGBT (lesbian, gay, bisexual, and trans-identified) youth employ to explore such themes as coming out, homophobia, secrets, violence, visibility, hopes, and resiliency. In creating their visual narratives, youth used the outside of old school lockers to create images, often stereotypical, that reflect whom their teachers, classmates, parents, and community see. They used the inside of the lockers to create other images that reflect their inner selves. We consider how this juxtaposition of the outer and often misrepresented self with the inner and often more secret self serves to create a profoundly textured and performative display that emphasizes how homophobia and heterosexism police LGBT subjectivities. From this perspective, we situate the visual narratives as a performative text informing a counter-pedagogy that interrogates the impact of heteronormativity in the lives of LGBT youth.

Graciela, Cortes, *Escuela Normal "Rodolfo Menéndez de la Peña"*

Going to school: Mexican indigenous kids' views.

This research work aims to understand the Mexican Mayan indigenous' children interpretations of going to school. As in most of the countries, going to school is mandatory in Mexico. Indigenous kids interact with peers, teachers and the big system. Children become familiar with a "new world". Doing so, they learn and construct meaning from social interactions among people and between individual and institution. Going to school could be either an experience that makes children to be aware of their own culture and to foster their criticism in regard of social reality; or could also be an experience that legitimizes the poverty cycle's reproduction. Mayan children about 10 years old were interviewed. From the data collected, we have learned that the indigenous children's interpretations are shaped by school experiences that have little connection with their indigenous culture. Mexican policy makers, administrators and teachers must hear the Mayan children's voices.

Green, Carolyn, *School of Health Information Science, University of Victoria*
Reading "Quality" Reports in Health Care: Who Knows How?

This paper provides, from the health care sector, a view of how quantitative data are integral to contemporary methods of administration, especially for establishing a program's quality. Ethnographic data from transcripts of a Canadian Regional Health Board meeting show members of the Board not being able to "read" reports that administrative staff have generated to inform them of how well the region is doing. Commonsense ways of reading factual accounts are overridden as, in interpretive discussion, an administrative staff member explains what the reports really "mean", drawing on unexplicated background knowledge. An institutional ethnographic analysis shows how a new and authoritative approach to assessing organizational "quality" is being constituted within discourses of quality management. To evaluate the health care system's performance, program operations are described numerically, using indicators that allow comparison and expression of variance from established standards. The paper queries both the usefulness and the veracity of different approaches.

Gunesch, Konrad, *University of Hong Kong*

Cosmopolitanism as a Transnational Identity Form in the time of Globalization

This paper proposes cosmopolitanism as a transnational identity form in the time of, but at the same time independent from, globalization. It defines cosmopolitanism via a literature matrix of several aspects and issues of what constitutes a cosmopolitan person, or cosmopolitan individual cultural identity. Broadly defined, this is a cultural world citizenship which straddles the global and the local via an engagement with foreign local cultural diversity. The transnational aspect of this identity form will be given special focus, via literary definitions of cosmopolitanism as transcultures, as well as detailed analysis of the relationship between cosmopolitanism and the nation-state. Having developed the matrix of cosmopolitanism, the status of this identity form will be discussed in the context of, but clearly delineated from, the phenomenon of globalization. The main contribution of the paper is towards an improved theorization of cosmopolitanism.

Guo, Ruth Xiaoqing, *University of British Columbia*

Pre-Service Language Teachers' Attitudes towards Technology in Their Classroom Practices

This study analyzed the attitudes and beliefs of 2 classes of in-service and pre-service teachers who were enrolled in courses on technology in second language education at a university in western Canada. The data consisted of analyses of class assignments, class discussion, course evaluations, questionnaires and interviews. On the basis of students' assignments and interviews, this study found that in-service and pre-service teachers were very mixed in their attitudes towards the importance of mastering technology education for their upcoming teaching positions and their attitudes towards technologies changed as they were convinced that technologies play an important role in enhancing student learning motivations and outcomes while they had opportunities using technologies in classrooms during their practicum.

Gur, Anat

Social change vs. exploitation: The dual relationship dilemma in feminist research conducted by a practitioner - Research on street prostitutes as a case in point

See Peled, Ronit Einat

Gurel Kahveci, Nihat, *University of Illinois at Urbana-Champaign*

A Discourse Oriented Qualitative Evaluation of Use of Technology in a Social Studies Classroom

The purpose of this study is to analyze the characteristics of classroom discourses and practices in a technology rich classroom environment. The study is conducted in a 7th grade social studies classroom in the Midwestern United States. Critical discourse analysis is used as a research method to find answers to following research questions: What is the notion of social studies curriculum as a racial and gendered text in a technology rich classroom? How does technology rich classroom environment affect students' and teacher's perception and practices of classroom learning and instruction? How does implementing computer

technology into the social studies classroom transform classroom discourse and practices in both macro and micro level? Findings of the study indicates that the implementation process of using computer technology in social studies education would be failure if the integration process doesn't consider local discourses and socio-politic and economic expectations of classroom members.

Gust, Scott William, *Southern Illinois University*

I'm not that kind of []

This performance considers some (im)possibilities of (not) naming. As part of my ongoing effort to embody Michael Warner's (1999) assertion "The lesbian and gay movement at its best has always been rooted in a queer ethic of dignity in shame," this performance sets out to vex neo-liberal notions of civility and resist what Leo Bersani (1995) calls "the gay absence." This performance compares how I experience my immigrant status and minority sexuality as I seek to assert that meaningful empathy and cross-cultural tension are not mutually exclusive, but rather might function simultaneously to make possible a rich and transformative dialogue of difference.

Gutierrez-Najera, Lourdes, *Dartmouth College*

Title TBA

In this paper, I examine a recent episode of indigenous conflict within a Zapotec transnational social field. Through an analysis of two narratives, I illustrate that "progress" is a trope through which discussions of development take place. The narratives make clear that diverging notions of "progress" are at the center of community wide conflict. Thus, I argue that while the state claims that conflict is based on struggles over political power by caciques, this is a facile explanation and that a more complex explanation needs to situate conflict within a larger historical framework that includes a discussion of development practices and recent migration trends which shape, modify, and challenge ideas of "progress" over time.

Haas, Eric

Developing "Educational Consent": Analyzing the educational discourse of newspapers, editorials and opinions

See Fischman, Gustavo E.

Hadley, Emily, *University of Illinois at Chicago*

Strategies for Typology Development Combining Qualitative and Quantitative Data

See Knafel, Kathleen

Hagan, Bill, *Manukau Institute of Technology*

Transformation of Participation Through Collaboration in the First Year of School: Teacher and Children's Perspectives

This research aims to identify the characteristics and functions of peer interaction in the development of participation in the new entrant (kindergarten) classroom setting, where New Zealand children start school on or close to their fifth birthday. Two studies were undertaken, one of which was a small scale video

observational study, from which case studies of children's developing collaborative strategies were described over the term in the analysis of the literacy and numeracy activity sessions. Each discourse episode surrounding four target children was coded using the three main categories of joining, maintaining and excluding. The role of the teacher in facilitating 'social spaces' through negotiation in daily curriculum tasks can sometimes be at odds with the emphasis on classroom management that marginalizes children's participation in the enacted curriculum. The sociocultural perspective on learning and development is a useful one to understand how the new entrant child is disempowered or becomes empowered by schooling.

Hagens, Bethe, *Union Institute & University*

The Bullroarer as a Way of Knowing

A thin slat whirled on a string to create a buzzing sound, the humble bullroarer and its companion, the magic wheel or iynx, have been found worldwide since the Paleolithic. Bullroarers signal the crossing of thresholds and the presence of liminal boundary conditions—initiation into adulthood, ecstasy, gender bending, obscenity, terror, deprivation, body modification, drought, disease, death, the invisible. Their call both creates and permits the recognition of magico-religious sonopoietic space in which individuation and group bonding can occur simultaneously. Yet bullroarers have been shrouded in secrecy, and anthropology's most romanticized artifact is rarely depicted in the thousands of pages devoted to its study! As I simultaneously carve, perform with, and research bullroarers and magic wheels—these instruments themselves are opening me to a sonopoietic research space composed of anthropology, world history, philology, mythology and religion that continues to yield significant data on diffusion and independent invention in world history.

Haghshenas, Abbas, *University of New South Wales*

Overcoming cultural barriers in meeting the needs of cardiac patients; implications and potentials for improvement of cardiac rehabilitation services

While others investigated the role of health professionals in generating health disparities [Institute of Medicine, 2002 #9], this research attempted to elucidate their efforts to overcome those differences. Through an in-depth study using qualitative methods, this research sought to conceptualize how health professionals (HPs) modify and adjust their practice to meet special needs of Culturally and Linguistically Diverse Background (CALDB) clients, in order to inform development of a model for cultural competence in practice, based on knowledge and rationale for variation in practice of HPs. Culture has been known as one of the main determinants of health, influencing people's perceptions of health and illness. 41 percent of people in New South Wales (NSW) were born in a country outside Australia or have one parent who was — and most speak a language other than English. This cultural diversity presents a significant barrier for many members of diverse communities to access to health services such as Cardiac Rehabilitation programs. Design: Using purposeful sampling method, health practitioners involved in delivering cardiac rehabilitation service in 4 hospitals in Sydney were interviewed to explore their experience working with patients from different cultural background (in particular, with Arabic-speaking background patients), their understanding of diversity of needs [...]

Haight, Wendy, *University of Illinois*

In these bleak times: Parent methamphetamine abuse from the perspectives of rural adults

See Black, James

Hairston, Kathy P

Artistic Inquiry and the Creation of Knowledge

Multiple forms of creating knowledge do exist beyond the traditional written model of documenting and archiving it in Western culture. Yet, Western culture has often privileged written text in the cultivation and transmission of knowledge while overlooking other forms. However, more credibility is now being given to alternative models derived from Non-Western cultures as a way to conduct research and create new forms of knowledge. Primary sources such as oral traditions, myths and sagas, coupled with artistic research inquiry, operate as a highly effective means of studying culture, retrieving history, and reconstructing artistic values. In her research on African American Visual Artists, Kathy P. Hairston delves into those influences that shape the art-making process from the perspectives and experiences of the artists themselves. Often, these are grounded in a cultural hybridity that reflects a melding of many different cultures and contributes to the creation of knowledge through a pictorial language.

Hall, Janice L., *Utah State University*

A Qualitative Approach to Confronting Reality: The Johari Window

The Johari Window is a graphic model of interpersonal behavior that can assist researchers in a variety of ways to confront the realities of teaching and understanding the behaviors of persons involved. It was developed in the 1970's by Joe Luft and Harry Ingram to examine interpersonal behavior. For the most part, it has been used in quantitative measurement. However, recently this model is being adapted by qualitative researchers. This session will present recent research using the Johari Window and will allow the participants to engage in an exercise where they will actually use a Johari Window to analyze a case. This will hopefully launch their use of this variable model for their own inquiry. A period for discussion will follow in which other applications of the model will be explored.

Hall, Jori

Rethinking Accountability and the Deficit Model: A High School Story

Jori Hall seeks to identify the "best practices" of educating low-income students by looking at the failure of NCLB to improve the academic achievement gap between low-income students and their counterparts through the use of extended day programs. Title I Part A of NCLB is designed to strengthen the academic achievement of low-income students in our nation's public schools by providing targeted services to low-achieving students. This is to be accomplished through the use of extended programs which is indirectly based on a deficit model framework, which perpetuates a pernicious cycle of academic failure among low-income students. A qualitative research approach was employed to collect data. From the data collected, six main themes were identified. The researcher found that all themes were closely interrelated and that overall, par-

ticipants felt that the program was beneficial in promoting academic achievement. The study provides possible explanations for the significance of personal accountability.

Hallman, Heidi L., *University of Wisconsin- Madison*

Seeking Equal Opportunity: The role of literacy in the lives of pregnant and parenting teens

Though the experiences of pregnant teenage girls has been researched (Kelly, 2000; Luker, 1996; Luttrell, 2003), the role that literacy has played in these teens' transition to motherhood has not been accounted for. As literacy scholars seek to understand literacy's instrumentality in people's lives, they have elided studying literacy's role in transitions that are historically constructed as "significant." In popular discourse, motherhood is situated as one of these transitions. This paper will examine how a school for pregnant and parenting teens prepares its students for using literacy with their children. Drawing on data from a semester long ethnographically-oriented study, this paper examines how the curriculum at this school stresses particular kinds of "functional" literacy for the teens themselves while the role of literacy in an unborn child's life is consistently discussed as a pathway to success. Understanding the ethos which permeates both the proposed literacy curriculum for unborn children and the curriculum already in place for pregnant teens becomes important in contributing to the research on literacy that reveals literacy's context-bound and particularistic nature. Through interviews with the teens and a study of the school's curriculum, this paper seeks to illuminate how the acquisition of certain literacy practices reinforces the [...]

Halse, Christine, *University of Western Sydney*

Unraveling Ethics: Illuminating the Moral Dilemmas of Research Ethics

This paper examines the moral questions that are entangled in preparing an application for research ethics review. Drawing on our study with teenage 'anorexic' girls, we illuminate how ethics decisions are actually reached, rather than how they should be reached, and the implications for 'ethical' research. We describe the struggle and effects of complying with two pillars of ethics policy: defining the research population and eliciting informed consent. Our paper shows how power, politics, and researchers' investments come into play in research ethics. We illuminate the chimera of the disembodied, Kantian subject of an ethic of justice, the uncertainties of informed consent, and how the ethics review can compromise ethical behavior. Our account adds to feminist arguments for a morality based on the interdependence of a care ethic and justice, where sensibility to participants and researchers as particular, embedded and embodied subjects guides ethical decision-making and moral action.

Halse, Christine, *University of Western Sydney*

Talking Silence: The history wars and theorising silence/s in black/white relations in Australia.

Australian public life has been embroiled in a vicious debate about the 'true' story of white Australia's past treatment of Aboriginals. Invoking the rhetoric of science, conservatives claim that the history of white abuse of black Australians was fabricated by left-wing intellectuals and historians. The debate has focused on truth claims. We examine the configuration and effects of silence/s, with

examples from the controversy that ignited these History Wars: the 1926 Forrest River Massacre. We extend Stanner's notion of silence as a "culture of disremembering" for nation building by showing how silence is deployed by different actors for different effects: a 'Silence of Trauma' invoked by Aboriginal Australians; a 'Silence of Cultural Hegemony' that asserts a knowable truth, and a 'Silence of Exclusion' to erase the voices and understandings of 'others'. Analyzing silence/s provides a conceptual and analytical tool for unsettling the rhetoric of conservative reconstructions of black/white relations.

Hamm, James H., *Boston College*
A New Look at the Maquiladora Industry

Until recently, the social science literature about the maquiladora industry has been about the oppression of maquiladora workers, especially women. I would like to add a different dimension to this picture. In my story, Perla states that she is feels oppressed in her maquiladora employment, but she is by no means a victim. She has figured out how to use the conditions that exist in the industry in Juárez to make choices that meet her needs.

Handsfield, Lara J., *University of Illinois at Urbana-Champaign*
Books, mom, and apple pie: Tensions in personal literacy practices and literacy instruction in a "mainstream" multilingual classroom

Based on a case study using ethnographic methods and narrative inquiry, this paper presents research on a "mainstream" teacher's attempts to improve her literacy instruction for her multilingual students. "Joyce's" efforts toward pedagogical change are framed according to her personal language and literacy background as the daughter of immigrants. While Joyce performs mainstream discourses of language and literacy, she also blends dominant and non-dominant ways of "doing" literacy to engage her students and in effect redefine what is considered mainstream. This paper highlights the tension between forces of standardization that attempt to dictate what it means to be literate in America, and alternative articulations of these discourses, which expand understandings of being/becoming American. In addition to informing teacher education and professional development, this research has strong implications for qualitative research methods, specifically the place of narrative inquiry in practicing reflexive, change-oriented language and literacy research.

Hanlon, Kathleen
Enhancing Reflective Practice: Using Web-based Applications with Pre-service Teachers at the Secondary Level

This presentation focuses on the development of a web-based application for teacher candidates' which enhances their reflective/reflexive abilities and creates a peer forum for dialogue and support. Teacher candidates are enrolled in several courses that require field work and observation. In the past, they have written reflections that were critiqued only by the instructor and typically returned well after the comments would have the greatest impact on their processing and inquiry. The reflective rubric is constructed around attitudes Dewey's work identifies as prerequisites for reflective action: Open-mindedness, Responsibility and Wholeheartedness. The qualitative data provided by student's reflections and interaction will be analyzed to establish levels of reflective/reflexive thinking

demonstrated from the first to the sixth cycle of reflection as well as themes and issues/concerns that arise during the field experiences. A survey will be taken at the end to assess student response to the use of Blackboard as a means of reflection and peer communication.

Hanson, Cindy, *University of British Columbia*
Working with Marginalized Women: Lessons, Hopes and Fears

Working with marginalized women can be challenging and rewarding. From finding participants, collecting data, to developing actions for disseminating the results, the research involves carefully selecting appropriate methods that enhance respectful atmospheres and stimulate participation leading to creative responses. Appropriate and respectful methodologies that allow flexibility, dialogue and participatory actions will also be presented. The researcher will draw on two community-based action research projects: a study on the unpaid work of women on social assistance with small children and a local study for a national project examining the participation of marginalized women in municipal consultations. The lessons learned, hopes garnered and fears developed as a result of the research will be shared.

Hardin, Pamela K., *University of Utah*
Discursive Instability when Culture, Bodies, and Media Collide. Political Ramifications for Researchers

The aim of this presentation is to explore methodological implications of analyzing the discursive intersections of culture, media, immigration, and bodies, alongside of the political implications of a poststructuralist treatment of language. The substantive content of the presentation emanates from a study with Polynesian-American female youth. Data from the study raised significant methodological challenges specific to analyzing unstable discourses. Categorizing the data from the study into simple categories or patterns was not possible. A poststructuralist treatment of language proved more useful as the analytic focus shifted to how the participants were discursively positioned and the effects of those positionings. In NIH funded research, however, the mandate for stable constructs in qualitative research compels researchers to treat language as if it were grounded in a realist philosophy. While a move toward poststructuralist methodologies produces different sets of analytical tools and data, there are distinct financial and political consequences for researchers.

Hare, June Rabson, *Ben-Gurion University of the Negev*
The Performative Turn: What can Classical Psychodrama Contribute?

Performance in social science and the "call" to performance (Denzin) has put action at centre stage in Qualitative Research, Ethnography and Narrative Study. Interpretation is helped along by the dramaturgical gaze and data and texts are presented and re-presented with dramatic and performance principles. An approach to performance which could be very helpful in this research enterprise is the classical psychodrama method developed by Jacob Levy Moreno (1889 - 1974). Developed for personal and group therapeutic purposes, psychodrama has a systematized theory, set of principles and techniques that are highly consonant with the values and methods of performance ethnography. Psychodrama has also been described as the "Theatre of Spontaneity" and uses

enactment methods to obtain story in the here-and-now. Techniques such as the double, soliloquy and role reversal allow for multiple readings of performance to be expressed and layers of meaning to be mined and brought to surface awareness.

Harlap, Yael, *University of Michigan*

The flag is confusing: Peace activist families nurturing citizenship in time of war

How do peace activist mothers in an uncertain world shape citizens of their children? How do their children learn to be Americans at a historical moment when the meaning of patriotism is hotly contested? Five Midwestern families were interviewed about how they make meaning of the war in Iraq. Children's and mothers' meanings and identities were explored using discourse analysis. Mothers position themselves at the nexus between their children and the social world. They struggle with contradictions between a) protecting their children versus fostering awareness; b) teaching that there are many ways of thinking versus striving to reproduce their beliefs; and c) influencing their children versus wanting independent thinkers. Children's own identities as social actors are shaped by the way mothers position them in the social world. This study sheds light on how discourse in the private sphere of everyday family life constructs children as citizens and social actors.

Hartley, Melissa

Resistance to Multicultural Education by Preservice Teachers: The look and feel

See Bruno, John

Harvey, C. Mimi, *University of Iowa*

Performing resistance: migrant worker struggle culture festivals as cultural performance

Those living at the borderlands, the interstices where cultures flow, clash, morph, and struggle, are often involved in daily dances of resistance to identity constructions not their own. At these boundaries, where Bakhtin (1986) argues "the most intense and productive life of culture takes place", acts of resistance are performed in myriad ways and in often unusual contexts. When the border dwellers are ethnically diverse migrant workers in South Korea, a society that espouses ethnic purity, the struggle can become particularly intense and determinedly public. This poster presentation explores "struggle culture festivals". In these public performances, members of a migrant worker labor union simultaneously resist host culture identity construction and perform into being unity in diversity and solidarity in their struggle for basic human and labor rights. I use the conceptual lens of performance theory to focus on creative, imaginative, provisional expressions of marginalized people. Conquergood (1991) suggests that performance-sensitive ethnography encourages learning "on the pulses"; in other words, the ethnographer must become a co-performer in order to understand the embodied meanings of her participants' embodied experiences.

Harvey, C. Mimi, *University of Iowa*

Looking the gift horse in the mouth: ethical concerns of funded qualitative research

How can one be an ethical ethnographer of a migrant worker labor union's struggle for human and labor rights? And how can a Fulbright grant holder write, in an ethical manner, about that experience? This paper addresses these and related ethical questions encountered during my Fulbright-Hays funded doctoral research with an illegal migrant workers' labor union in South Korea. The dilemmas I faced in this research project tie both to my ethical beliefs and sense of commitment to the people on both ends of my research. I am in solidarity with the migrant workers beside whom I marched in their struggle to force the Korean government to grant them legal status, to honor their internationally recognized human and labor rights. At the same time, as a Fulbright scholar, I am sensitive to the aims of the Fulbright Program which are to promote mutual understanding between the United States of America and other nations. As well, I was afforded access and cooperation from both the Fulbright organization and the Korean government throughout my year in the field. Ethnographic work, especially critical ethnography, is inherently political. It entails observing power imbalances and flows as well as listening for voices of cultural ideology [...]

Heath, S.

Research ethics and regulation in the UK: the case of informed consent

See Wiles, R

Heffner, Gail Gunst

Race, Positionality and Cross Cultural Analysis in Qualitative Research: A Conversation in 'Black' and 'White'

See Isom, Denise

Heidemann, Kai A., *University of Pittsburgh*

Between Policy & Practice: Linguistic Rights and Language Revitalization in Europe

Over the past few decades Europe has witnessed rapid levels of political and economic integration at the supra-national level. As steps toward politico-economic integration have gained momentum, so too have multiculturalist discourses emerged about promoting 'unity through diversity'. Within the 'post-nationalist' context, concerns about multilingualism in general and minority language rights in particular have received considerable attention. Perhaps one of the most clear examples of this has been the development and gradual ratification of the 'European Charter for Regional and Minority Languages. The purpose of this paper is to discuss the discursive landscape out of which this Charter came into existence as well as examine the significant changes which have (or have not) arisen among different minority language communities as a result of this emergent policy climate. In Europe, ethnolinguistic minorities have been implicated within a historical context of power relations linked to modernity, nationalism and industrialization. However, the ways in which these relations of power have played out are far from being homogeneous. The practices through which specific ethnolinguistic communities became marginalized as well as how they structurally experienced this marginality are quite distinctive and necessitate critical qualitative examination. This discussion links up these historical processes with the contemporary [...]

Heifetz-Yahav, Deborah, *Tel Aviv University*
Ethnochoreology and Peacekeeping Research

Ethnographic fieldwork of Israeli-Palestinian military security cooperation, conducted during the Oslo period (1994-2000), employed a unique set of thinking tools drawn from the discipline of ethnochoreology. Layers of symbolic meaning were revealed through the arrangement of material objects and bodies moving through space. Expressive movement exposed the embodiment of change through the transformation of fighters into peacekeepers. Furthermore, it bore a compelling arena where power as ideology possessed the post-colonial struggle for native legitimacy. Field methods made possible an analysis of the negotiation of relations-the choreography of multiple masculinities - and the management of emotions. In order to fulfill military orders and work cooperatively, Israelis and Palestinians engaged in a daily process of adaptive change. The question was who controlled the direction in which change occurred, what meanings were attached to the process and how did these reflect back to the macro-level struggle over resources and the Israeli-Palestinian conflict.

Heimonen, Marja, *Sibeliuss Academy, DocMus Dpt, Helsinki, Finland*
Music Education, Law, and Ethics: Music in the Curriculum

The paper explores music education from a legal and ethical perspective. The approach can be characterized as hermeneutical and analytic; it aims to deepen our understanding concerning the relationship between music education, law and ethics by raising questions and proposing a basis for justifying music in the curriculum. The approach is interdisciplinary, referring both to music research and legal philosophy. According to the positivist tradition, a curriculum derives its justification from educational legislation and statutes within a hierarchy of legal norms. If a positivist view is accepted, law (including educational legislation and curricula) is separated from moral and ethical norms. However, this paper stresses that there is a linkage between law and morality; law has to fulfill moral demands although it may be difficult to decide what kind of moral demands are needed to justify the law, curricula or decisions based upon them. The minimum demands are stated to be the very basic rights of every human being.

Hein, Serge F.
Questioning the Foundational Assumptions of Evidence-Based Research: The Role of the Lived World

The general argument made in this paper is that an important step in responding to evidence-based research is to examine the presuppositions underlying it. Heidegger's notion of calculative thought is used to illuminate the thinking associated with evidence-based research. The representational character of calculative thought is then examined. Representational thought treats the world much like a picture that can be "placed before" the subject. Consequently, evidence-based research becomes intensely preoccupied with how the world is brought into proper "focus." Finally, I discuss the dualism that representational thinking presupposes. The splitting of reality into the mutually exclusive domains of subject and object, and the difficulty in establishing the precise relationship between the two, is reflected in the preoccupation with objectivity and rigor in evidence-based research. Phenomenological ontology is then used to show how subject and object are merely abstract moments of a more primordial

lived world, which serves as their ground.

Henry, Annette, *University of Illinois at Chicago*
Examining the cultural dimensions of research practices: dilemmas in honoring your research participants

Through examples from my research I shall explore some of the methodological issues and political implications of research with marginalized groups. How knowledge is produced and reproduced as well as how subordinated peoples and cultures are represented, misrepresented or not presented at all, is at the core of this discussion. This ethnographic study was conducted between 1996-1998 of Black girls in two grade six culturally affirmative classrooms, an English as a Second Language classroom and an Afrocentric classroom in two Midwestern cities. I investigated the pedagogical practices of their female teachers as well the learning of these girls. However, many of my findings have been left "on the shelf" for several years, while I figured out how to reconcile them with the hopes of the Black community, the demands of academe, and my own desires as a Black feminist researcher. The design of the research was "participatory" in that the research questions and contours of the study were conceptualized in consultation with the participating teachers, and findings were reported to them during the course of the study. Feminist qualitative researchers desire to respect the integrity of words and deeds of our respondents, especially with those whom we share the [...]

Henwood, Karen, *University of East Anglia*
Active processes, narrative interviewing, and the challenges of cross-disciplinary working

Our presentation will build upon detailed, contemporary discussions of methodological issues in the collection, evocation and active production of narratives (see e.g. Czarniawska, 2004; Hollway and Jefferson, 2000). It will consider, in particular, tensions between different approaches to qualitative (and especially narrative) interviewing that have become apparent during the early phase of a five year project funded by the UK Economic and Social Research Council. The project aims to study people's everyday perceptions and ways of living with risk, by examining the stories they tell within their communities about living adjacent to a major socio-technical hazard (a nuclear power station). It seeks to examine relevant narratives circulating among local community members, along with the specific processes of narrative elicitation and production (especially biographical) that are fostered by the interviews. The contribution made to the development of the research team's methodological awareness and approach by its cross-disciplinarity will be considered.

Herscher, Andrew, *University of Illinois at Urbana-Champaign*
The Destruction of Old Prishtina, Ca. 1950s, and the the Formation of Spatial Violence in Kosovo

A key project of the Yugoslav state's modernization in Kosovo was the urban renewal of the province's capital city, Prishtina. The key construction of New Prishtina was a complex of provincial and municipal government buildings sited over the city's Ottoman-era bazaar, the center of Old Prishtina. In this paper, I will examine the destruction of the bazaar and erasure of Old Prishtina com-

pelled by the construction of New Prishtina, paying particular attention to the semiotics of the socialist state's visual representation of the spaces of New Prishtina in printed monographs on Kosovo's modernization. These representations are significant, I argue, because they do not ignore the ruins of Old Prishtina, but rather reappropriate and resignify them as signs of a superceded past, and thus, as the binaries of New Prishtina's modernist constructions. This destruction is part of a political economy as well as a cultural history: it has been recalled and re-articulated in subsequent episodes of political conflict in Kosovo. I conclude with a reflection on the mnemonic structure linking the marginalization and destruction of architectural heritage under socialist modernization in Kosovo with the marginalization and destruction of heritage during the political violence of the late 1990s — when modernist practices of [...]

Hershorn, Kim, *Concordia University*

Learning through arts-based action research: creative approaches to destructive dynamics in our schools and in our world

This paper will focus on the use of both visual and performing arts to explore issues of identity and diversity with students who participated in a school-based community project that was initiated in response to violence in multicultural urban schools. Although the students were asked specifically to address issues of violence and destructive behavior in their lives, their work overwhelmingly and alarmingly depicted images of war and bloodshed and expressed their fear of war and hope for peace. It demonstrated their sense that the world is not a very peaceful or safe place. The current global environment permeated by images and discussions of war, violence, fear and insecurity, seems to be having a profound and potentially damaging effect on our psyches. The project suggests that these “destructive” dynamics might be productively explored and addressed creatively through open-ended, arts-based qualitative, participatory action methods.

Hickey, M. Gail, *Indiana University - Purdue University, Fort Wayne*

Developmental characteristics of Asian Indian Children in the US

Researchers have determined that South and Southeast Asian immigrants residing in the United States struggle with dichotomies presented by Eastern collectivist vs. Western individualist worldviews. For example, the U.S., family structure and child-rearing practices encourage individual accomplishment and independence, while in traditional Indian society, ‘family’ extends far beyond the parent/child relationship, and promotes interdependence. Research that explores identity development within Asian Indian immigrant families can provide valuable information for educators, psychologists, and social workers who interact with these families. The aim of this paper is to explore possible effects of migration and acculturation on the identity development of children of Asian Indian immigrants to the U.S. in an effort to provide important information to educators, social workers, policy makers and relevant others about a specific little-studied ethnic group making its presence felt in U.S. society.

Higgins, Karen

Theoretical Promiscuity as a Response to Identity Crisis: Or How Can I Know How When I Don't Know Who I am Anymore

See Stephenson, Chris

Hildebrandt, Eugenie, *University of Wisconsin, Milwaukee*

Crisis of HIV Diagnosis: Need for a First Responder Framework

Few messages that people hear in the prime of their lives have so profound an effect as the words, “You have HIV.” We investigated the HIV diagnosis stories told by 55 women living with HIV. Using narrative analysis, we compared and contrasted the events, players, contexts, evaluations, and outcomes of the diagnosis episode. Being diagnosed with HIV was a pivotal, often traumatic turning point in their lives. Most were “devastated” by what it meant to have HIV. Participants described reacting to the diagnosis with shock, anger, depression, suicide attempts, and escalation of substance misuse, placing themselves and others at risk. It is our contention that crisis intervention principles should be applied to address the stressors of a critical incident like HIV diagnosis, and that a first responder framework like that applied in other catastrophes should be in place for immediate intervention with individuals when they are diagnosed with HIV.

Hilton, Peter B., *St. Xavier University*

Fictionalized Autobiography and the Out of School Curriculum

Tapping the deepest transformative aspects of experiences as they bear on my work as a teacher educator I employ the mytho-poetic, cururer, and personal essay to story my own life. My method is deliberative in presentation of evidence for a particular purpose. The text, an honest representation of remembered lived experiences with careful detailing, is situational in a hermeneutic sense. “Musings” follow the essays as interpretation that rely on currere. Deliberative hermeneutic interpretation is a naturalistic approach to understanding dimensions of the self. The essays are fictionalized to mask the identities of those who participated, and in recognition that all writing is fiction. The method penetrates and illustrates the more human aspects of the curriculum worker often obscured in other research. My work at a Chicago settlement house, as a gang intervention officer, will illustrate my method.

Hinbest, Jerry, *Malaspina University-College*

Evaluating nonprofit programs in a context of devolution

This presentation will use Canadian program evaluation examples to discuss impacts of the devolution of program and service delivery to nonprofit and voluntary organizations. The recent widespread trend towards devolution has been justified as facilitating cost reduction and increased responsiveness to client needs, yet many impacts have been problematic. Contracting organizations experience challenges related to funding (contingent funding, lost core funding), staffing (turnover, fewer volunteers), competition (from ‘partner’ agencies, the private sector), declining independence (mission drift, multiple funders), and declining influence (reduced advocacy role, fragmented policy impact). The third sector is becoming a second tier public service, with lost flexibility and increased volatility. Recent trends towards more democratic, deliberative and inclusive evaluation approaches are challenged in this context. Funders demand evaluation, but provide inadequate resources. Short-term contracts combine unrealistic expectations with performance-contingent funding. Externally set criteria reduce community responsiveness, and important unanticipated and developmental impacts are neither acknowledged nor elaborated.

Hiranandani, Vanmala, *University of Northern Iowa*

Collaborating with women with disabilities: Reflections on emancipatory disability research and feminist participatory inquiry.

While the use of participatory research has gained momentum in social sciences, social work, and health studies generating a wide array of reflections, insights, and debate, there is a dearth of participatory research with one of the most marginalized groups, women with disabilities. Women with disabilities have gained some attention only in recent years in both feminist and disability rights movements, yet a critical review of literature reveals a paucity of collaborative empowerment-oriented research conducted with this population. Applying principles of both feminist participatory action research as well as emancipatory disability research paradigm that has been at the forefront of contemporary discussions in the growing field of disability studies and disability rights movement, this paper describes and critically analyzes the processes of planning, developing, and implementing collaborative change-oriented research with a group of women with physical disabilities in Ontario, Canada. Reflections on the successes and dilemmas of this project provide insights into the linkages between emancipatory disability research and feminist participatory research and the challenges of undertaking such research in a disabling society.

Hodkinson, Phil, *University of Leeds*

Audit, Empiricism and Bias: Limiting Understandings of Learning

This paper explores the consequences of adopting an empiricist approach to the research of learning, within the context of an audit culture. It argues that such approaches privilege particular understandings of learning, associated with an acquisition metaphor. By focussing on what is often termed 'formal' learning and measured learning outcomes, alternative views of learning, for example from a participatory perspective, are marginalised. Drawing on three recent research projects, the paper argues that this problem is of fundamental importance. All learning situations, including schools, contain much learning that is 'informal', and learning cannot be properly understood without taking a broad conceptual approach. Furthermore, an audit approach presumes that judgements about learning quality are technical matters, when they are always value judgements, which are often contested. The paper therefore concludes that far from being 'objective', rigidly audit and empiricist approaches to learning are inherently and dangerously biased.

Hoffman, Joann L., *Fielding Graduate University*

Original vision: colonial ethnography and the road less traveled

The poster session goal is review visual ethnography's historical context to expand the vision to decolonize this methodology. This poster summarizes the 1898 Torres Strait Cambridge University Research Expedition by providing exploring the interactive methods of little known anthropologist, A.C. Haddon. His orientation to research was the one less traveled and not taken by the majority of anthropologists who followed. The poster will discuss how Haddon's journey supports arguments for decolonization. A.C. Haddon's visual ethnography went beyond one of the colonial agendas of documenting the strange in order to subjugate. Haddon's work is reviewed within the framework of "dissenting" colonial lessons. Due to his nonconformist background he came from a context

that allowed a shift in perspective from intellectual privilege to practical and moral discourse. These historical records document past colonial moral discourses. The premise is that awareness of ethnography's history and context of development grounds and enlightens our theoretically-based practices.

Hojsgaard, Lis, *University of Copenhagen/The Danish University of Education*
Dismantling the Monster?

Our panel contribution will work from an analysis of an ongoing Danish debate on The PISA survey which offers an international ranking of student performance. We will take the discussion in two directions: one tracing the political technologies of auditing - offering a picture of the Danish scene as a more negotiated, networked version of public sector reform - and the other digging into the methodological premises of the knowledge production. This discussion opens up for considering a dismantling of the mutual monstrosity construction between poles of that kind (quantitative/qualitative, evidence/ideology, applicability/philosophy etc) and for establishing a non-foundational platform articulating a meta-view on the knowledge construction and knowledge contributions of methodologies situating their narratives in a critical interpretive framework acknowledging the multifaceted character of reality constructing images.

Honan, Eileen, *Deakin University*

Rhizo-textual analyses of educational policy documents

Rhizo-textual analyses of educational policy documents. In this paper, I describe methodological applications of Deleuze and Guattari's (1987) understanding of rhizomatic knowledge systems. I draw on rhizo-textual analyses of two policy documents used in Australia to direct literacy teaching in primary (elementary) schools. A rhizo-textual analysis is a mapping of connections that draw on various, and often contradictory work, ideas and concepts. The ceaselessness of connections between rhizomes shifts attention away from the construction of a particular reading of any text towards a new attendance to the multiplicity of linkages that can be mapped between any text and other texts, other readings, other assemblages of meaning. Within the policy texts, connections are established between disparate discursive systems, about literacy, about texts, about students, and about teaching, so that the version of literacy teaching that is produced seems to be normative, to be unquestionably rational, and therefore to be beyond critique.

Honey, Anne

Unraveling Ethics: Illuminating the Moral Dilemmas of Research Ethics

See Halse, Christine

Hopson, Rodney, *Duquesne University*

Method matters: Ethnographic extrapolations at the Light House and the Community House

The methodological conservatism and fundamentalism manifest during the current Bush administration, amidst the scientifically based research movement and experimental quantitative models in educational and social science research, have had far-reaching implications in the neo-conservative discourses that per-

vade these fields. Sociologists, anthropologists, and educators have had to continue to explore diverse and creative ways of composing their work to both integrate mixed methods and highlight rigorous approaches that affirm important and relevant research findings. This paper reflects on ethnographic field work in two settings, one public health and one community development where qualitative inquiry and interpretive research explored important notions for participants, stakeholders, and researchers alike. In sharing the ethnographic fieldwork in Baltimore City at the Light House and Pittsburgh City at the Community House, important observations are made about findings but more important observations are revealed about building interdisciplinary methods in to develop grounded knowledge for the field of qualitative research.

Hoz, Ron

Critical Pedagogy or Whose Pedagogy is it? The case of teachers in the newspapers

See Kainan, Anat

Hsiao, Szu-mei, *Shu Zen College of Medicine and Management*

Exploration in Spiritual Distress of the Patients with Advanced Lung Cancer during Therapeutic Transition

The purpose of this study was to explore Taiwanese ALCP's perspective of their spiritual distress and unmet needs during their therapeutic transition before dying. Exploratory qualitative design was used. Ninety-five percent of the subjects before their dying reported five spiritual distress: (a) a disturbance in values of life and belief systems; (b) a disturbance in human love; (c) a disturbance in human love; (d) a disturbance in the relationship with one's God; and (e) the fear of facing death. The development of their met or unmet spiritual needs were determined by a three-stage process: shock and initial adaptation (stage 1), spiritual distress (stage 2), and re-adaptation as well as spiritual disturbance (stage 3). Nurse educators are suggested to design empirical spiritual care model and guidance rooted in Taiwanese culture for better quality of oncology care.

Hsu, Hui-Mei (Justina), *University of Illinois at Urbana-Champaign*

Tension of the Partnership with Technology: A Case Study of a Computer-assisted Language Class

In this study I examine how the adoption of a computer based instructional system to teach an introductory level college Chinese language class possibly engenders power issues in terms of how such systems of instruction articulate mandated cost effective instructional strategies that emphasize efficiency over pedagogical practical knowledge. The findings are discussed in terms of foundational issues that arise in relation to the social construction of the nature of technology, such as the relationship between the perception of human control over technique (Ellul) and the creation of autonomous technology, and how such relationships may be expressed within the context of Foucault's work.

Huang, Jie-Tsuen

Female Principals in Communication: A Case Study of Strategies and Skills, Contributions and Conflicts

See Chen, Yihuan

Huggins, Richard, *Oxford Brookes University*

Qualitative Social Research Methods, Research Governance and Organisational Process.

Social Science should be at the heart of policy-making. We need a revolution in relations between government and the social research community — we need social scientists to help determine what works and why, and what type of policy initiatives are likely to be most effective. And we need better ways of ensuring that those who need such information can get it quickly and easily. David Blunkett addressing the 2000 ESRC Annual Conference as Secretary of State for Education. In recent years there appears to have been a significant rise in the number of critical issues for universities in both the US and Europe. In the United Kingdom particular attention has focused on the social and economic value and role of the university, demands for greater “value for money”, managerial and performance indicator notions of accountability and transparency, greater calls for stakeholder involvement in the development and delivery of higher education activities amidst a general sense that universities, departments within them and academic staff need to modernise, innovate and recast the structure, organisation, culture and activities of the academy. In relation to the specific areas of the social sciences — however configured — have focused on notions of practical and policy value and [...]

Hull, Debra F., *Oklahoma State University*

Multiple Voices in Arts Infusion

Project CREATES constructs meaning from multiple voices of students, teachers, artists, administrators, coaches, and researchers to illuminate the process of arts infusion through co-creation in culturally complex spaces. Through observation, interviews, reflection, and action research, critical self-insertion into the reality of the project and classroom is revealed. Co-created dialogue enables the range of voices to understand their own presence in the process. Teachers, artists, administrators, coaches, and researchers intervene in their own reality, helping transform practice in ways that include the arts to deepen meaning and make cross-curricular connections for students. This kind of action - human beings engaged in intervention in the world as transformers - results in the development of critical consciousness. This must be done through dialogue that informs and transforms; action and reflection must go together to become creative (Freire, 1976). Illumination of the dialogue gives insights into ways to reform education through the arts.

Humphreys, Michael, *Nottingham University*

Playing the Scales: Learning to be a Qualitative Researcher

This paper uses a musical metaphor to examine the processes involved in learning how to ‘do’ qualitative research. I argue that learning to play a musical instrument can provide subtle and useful insight into the processes of research skills acquisition. The paper is enriched by an autoethnographic account of my own struggle to learn how to play the saxophone during the same semester that I was teaching business-school postgraduate students about qualitative research methods. Parallels, differences and comparisons between the two activities provide a range of suggestions for enhancing the teaching and learning of qualitative research methods.

Huss, Ephrat, *Ben Gurion University*
Creating Research or Researching Creations

The aim of this paper is to present drawing as a research method helpful in accessing the concerns of poor women from a different culture. The Bedouin women in Israel are undergoing much interconnected violence, poverty, and health problems due to the rapid cultural transitions that their community is undergoing. It would seem imperative to try and understand the women's concerns, in order to try to aim at relevant solutions. However, Goren et al state that Palestinian women have not been portrayed in terms of the "personal texture of individual living" Bowler describes the difficulties she found in interviewing Asian women, and states that women's voices from traditional cultures are lacking in ethnographic data (Bowler, 1997). The assumption of this research is that using arts based methods, that conceive of the artist as the central informant and 'owner' of the meanings of the picture, will enable the women to both express their own concerns within a picture, and to interpret and explain those concerns. Art, as a multifaceted form of expression may be able to simultaneously express hybrid cultural identity, in forms and narratives that are decided upon by the drawer- combining both traditional and modern elements. Arts based research [...]

Husein, Lutfi M., *Arizona State University*
Arab Americans Challenged by 9/11 Attacks: Sites of Struggle and Resistance on the World Wide Web

Informed by Norman Fairclough's Critical Discourse Analysis, this study is designed to answer these questions: How did Arab Americans groups and organizations respond to the 9/11 attacks on the World Wide Web (WWW)? What relations of power and struggle do their Web sites reflect? When there are unequal relations of power in a society, we must, Fairclough (Language and Power 1989) warns us, expect there to be struggle, "the process whereby social groupings with different interests engage with one another" (35). For decades Arab Americans have been negotiating their ethnic/racial identities in the US. This task became all the more daunting in the aftermath of the 9/11 attacks, the perpetrators of which are largely believed to be Arabs. The qualitative analysis of these Web sites reflects the unstable nature of the World Wide Web, as these Web sites "disrupt" and "de-structure" the hegemonic orders of discourse prevalent in mainstream U.S. media.

Isaac, Carol, *University of Florida*
Life Out of Soul: A Nomad's View of Academic Women

In early 2003, I investigated the culture of Radiant Community College (RCC) for the influences of neoliberalism. The data, consisting of video archival evidence from a senior employees' retreat, demonstrated the faculty's outcry against the creeping conservatism of the last decades. The new college president held the retreat to discover "what started this thing called [Radiant]?" The data revealed that senior faculty cherished the original humanistic vision of Radiant, but believed that the accountability movement created fear-based policies that stifled Radiant's "love from the sixties." In May of 2003, a death of a sibling provided a vehicle for data reanalysis via the exploration of my subjectivity using feminist poststructuralism and rhizoanalysis. Gender discrimination is a recurrent

theme, and women have difficulty moving into tenured positions in academia. My sister, a clinical neurologist working in a well-known research institution, committed suicide in 2003. In prestigious institutions, faculty are recruited into tenured positions for research dollars while junior faculty go elsewhere. Nevertheless, my sister did not leave, could not leave, and placed the entire blame on the institution for her act. The question whether an institution can be blamed for such a death can be debated; less debatable is the ominous effect [...]

Isaacs, Susan L.F., *Union College*
Job Burial: An Autoethnography of Ritual Creation for Downsizing

Downsizing signals multiple unsavory events in the lifespan of a working adult. Income loss is the most obvious, but subtler ruptures with the familiar include exclusion from professional and social circles. Victor Turner called these circles star groups (1982), noting that every culture obliges its members to participate in them. We enact our deepest loyalties within star groups, and their fate is of our greatest personal concern. As an ethnographer, when I was downsized from a position as a museum curator, I knew intellectually and viscerally that I must create a ritual to reestablish *communitas* in my life. The resulting job burial incorporated mimesis, prayer, magic, humor, and a ceremonial meal shared with a community of intimate acquaintances. In this autoethnography, I draw on Turner's four phases of social drama—breach, crisis, redress, and reintegration—in order to analyze my drive to create and enact this ritual.

Isaacs, Talia, *McGill University*
Never say never: The case for Iraqi Judeo-Arabic

In light of a growing body of research on language death, this paper will examine the situation of Judeo-Arabic, an ethnolect of Jews from Arabic-speaking countries with various spoken and written forms. More specifically, the fate of the Iraqi variety of Judeo-Arabic will be discussed in the context of Montreal, Canada. Three parent-child Iraqi-Jewish dyads were interviewed to investigate the hypothesis that there has been a lack of transmission of Iraqi Judeo-Arabic from first to second generation Iraqi-Jewish Canadians. Each individual in this study forms part of the rich mosaic of Iraqi Jewry in Canada in the present day and age. Each voice has its own personal story to tell in its own unique timbre with its own particular nuances.

Isenhour, Cynthia, *University of Kentucky*
Narrative Analysis: Revealing the Critical Lens of the Welfare Case Manager

Due to federal preferences for quantitative research, much of the evaluation of welfare reform has focused on "average" participant experiences, thus masking issues emanating from the diversity of the clients. We make a case for qualitative evaluation, arguing that analysis of case manager (CM) narratives reveals how CMs manipulate regulatory systems to accommodate diversity. Because CMs include notions of personal/familial well being in definitions of self-sufficiency, they view some rules designed to improve economic self-sufficiency as punitive barriers for clients with unique non-economic challenges. CMs thus invent "creative" solutions for those who do not fit flattened descriptions of welfare recipients. Often viewed as "cogs" in the system and ignored by researchers, CMs are instrumental as interpreters of legislation and intermediaries between diverse

clients and static rules, penalties and benefits. Their critical and creative lenses should inform the evaluation and formation of these social policies.

Ishii, Drew

Supporting the Journey to Qualitative Research

See Buffington, Melanie

Ishii, Drew K, *The Ohio State University*

Learn by doing: The development of researchers through writing and reflection

The practice of qualitative inquiry can and should be a ‘troubling’ experience in that each researcher must reconcile one’s ontological and epistemological beliefs with one’s field and personal research agenda. These experiences are invaluable to a researcher and become part of one’s fabric of knowledge that influences the perspectives from which s/he approaches the field. As we have been introduced to, and worked our way through the nuances of qualitative research, we have had the fortune of having our writings, analyses, questions, methods, and methodologies questioned and troubled by our writing group members. Over the past four years our writing group has evolved from an assigned task into a cohesive and supportive group that has been invaluable and influential in preparing our futures as educator-researchers.

Isom, Denise, *Calvin College*

Race, Positionality and Cross Cultural Analysis in Qualitative Research: A Conversation in ‘Black’ and ‘White’

This presentation takes the form of a dialogue between two scholars. The conversation derives from the research and collaboration of two social scientists- a Black female whose socio-anthropological work explores the racialized gender identity in African American children and a White female whose research in urban studies focuses on institutional racism in Black, White, and mixed congregations. The role and utilization of racial positionality emerged as a vital question in their research conceptualization, data collection and analysis, as well as their own development as researchers. The dialogue between these women examines the multiple and shifting selves at work in the doing of research. Much akin to Reinharz (1997), they engage the tensions, challenges, and advantages of the racial and gender identities imbedded within the research based selves, the “brought selves” (the social and historical selves which constitute our positionality), and the “situationally created selves” we employ in the research process.

Jackson, Kristi, *QuERI*

Modernity and “Alternative Modernities” as Frameworks for Understanding Qualitative Research

Through an examination of 19th Century European scholarship, as well as contemporary ethnography, this paper will explore the dominant version of “modernity” that frames our understanding of accurate and worthwhile information. The paper will also explore alternative versions of the dominant notions of “modernity” via the examination of intersections between culture and power. These conceptions of modernity influence the assessment of qualitative research as a means of understanding our world. By revealing the origins of modernity as

a conceptual framework, a great deal can be learned about how colonial and post-colonial activities shaped a dominant world-view that connects modernity to notions of scientism. This scientism pushes for objective and experimental strategies for collecting and understanding relevant information, and necessarily undermines the validity of qualitative methods. The marginalization of qualitative methods is clear today, and is directly linked to the struggle over what is “modern.”

Jackson, Kristi, *QuERI*

Qualitative Data Analysis Software (QDAS): What Are You Waiting For?

Researcher reluctance to use software in the analysis of qualitative data often results from the paralyzing debate in the qualitative research community regarding the ideal software package given a particular methodology. This debate is of little use to qualitative researchers with a range of interests/approaches and limited learning time to engage in the various software options. Researchers are often hindered by the misunderstanding that they must learn several packages in order to employ the “best” one for each qualitative methodology. The author encourages researchers to shed this misunderstanding and to select one of the more common packages and then use the package to investigate methodological differences in the field. While the current article selects NVivo as the software package and evaluation research as the approach through which the package can be explored, the ideas presented in the article may be applied to other software packages and other qualitative research approaches.

Jackson, Kristi, *QuERI*

Advancements in Qualitative Methods Instruction Through Qualitative Data Analysis Software (QDAS)

Issues and problems of including qualitative software in methods courses have resulted in the modern phenomenon of widespread separation of the instruction of methods and the instruction of software. Most qualitative methods instructors first teach methods and then teach qualitative data analysis software (if at all), thus segregating the method from the technology. The session will: 1. Review the history and current status of the relationship between qualitative data analysis software, (QDAS) and the instruction of qualitative methods. 2. Specify the problems of: a. Failing to include QDAS in methods courses b. Including QDAS in methods courses 3. Recommend solutions to the problems above 4. Present lessons learned from the author, who is actively engaged in the simultaneous instruction of qualitative methods and QDAS. The overall message of this paper is that thoughtful, strategic incorporation of software into qualitative methods courses, could seriously further the credibility of qualitative methods.

Jacobsen, Teresa, *University of Illinois at Urbana-Champaign*

I don’t know why he did that: Children’s perspectives of their parents’ methamphetamine abuse and its effects on their own lives

See Sheridan, Kathryn

Jakubec, Sonya, *University of Calgary*

Beyond the Rights Rhetoric: Exploring the “health as a human right” discourse

in mental health and development policy/practice

“Human rights”, a concept that has a current stronghold in international health and development work, expresses a number of competing global interest and agendas. How “health rights” appear in mental health policy and practice depends on research that, drawing on a “rights rhetoric”, fails to address what is actually going on in the field. Quantitative research practices often reinforce, inappropriately, dominant biomedical/psychiatric discourses and western psychology. An alternative research approach inquires into how health rights are textually organized within mental health and development. Rather than relying on abstract notions of rights, institutional ethnography illuminates how practitioners activate the language of “human rights” to solve the problems they encounter. Thus, exploring the work of practitioners in the field, of bureaucrats in aid agencies, and officials in bi-lateral and multi-lateral “development” organizations is a place to begin to explicate how health “rights” are reshaping the field of mental health and development.

Janzen, Rich, *Centre for Research and Education in Human Services*
Impacts of Mental Health Consumer-run Organizations on the Service System:
A Longitudinal Study

The purpose of this paper is to report on the system level findings of a longitudinal mental health study of consumer-driven organizations in Canada called Consumer/Survivor Initiatives (CSIs). By system level activities we mean those activities which try to have an impact on the human service system and on the broader community. The paper will begin by giving an overview of the research study, its participatory action research approach (including the collaboration of people with serious mental illness as co-researchers) and its qualitative and quantitative methods. Next is a description of the various system level activities, including: 1) public education, 2) political advocacy, 3) community planning, 4) action research. A description of the impact of these activities on the local service system and the broader community will follow. The paper ends with discussion about the importance of self-help, consumer-run organizations in Canada’s mental health system.

Jarillo, E.
In the Gang I have my Brothers. Difference and Bounding in First Year
University Students in a Mexican Public University

See Chapela, M.

Jarillo, E.
Power Dimensions in the Doctor/Patient Relationships as Obstacle for Quality
Health Care. A Study of Four Cases of Mexican Medical Doctors, Practice.

See Mendoza, M.

Jarillo, E.
Now I Can See All What Have Been Hidden To Me. Changes in Body
Inscriptions of Power. A Case Study in a Rural Community in Mexico

See García Chapela, M.

Jean-Charles, Alex, *University of Illinois at Urbana-Champaign*
Video Surveillance Technology and Violence in Urban Schools: A Foucaultian
Analysis

This paper examines the politics behind the rationale to adopt surveillance technologies in schools as a means to control violence within urban schools that service poor children. Foucault’s work on power relation and governmentality is used as a framework of analysis to examine (1) the “truths” which characterize the sphere of discourse that favors the use of surveillance technology to control school violence, (2) how such regimes of power act to shape the consciousness and identity of poor, urban, young black male students, (3) how the technology, as an expression of a panopticon technique, acts to shape the phenomenological experience of place for students. In addition, Ellul’s work on technique provides an analysis of technology to understand strategies, capacities and limitations of surveillance technology in the schools. Ellison’s work on personal formation or development is used to understand young black male students’ experience in urban school under video surveillance technology.

Jeffery, Donna, *University of Victoria*
Researching Social Work Education and Practice

In this paper, I ask how I might work towards creating and expanding research methodologies that allow me to get at the complex relationships between knowing and doing, and between knowledge and subjectivity. I ask, how do students and practitioners of social work reconcile their understandings of social difference, power, oppression and resistance with their own desires and efforts to be good social workers? One of the goals of social work education is to prepare students to work with marginalized populations in ways that, ideally, benefit people and, at the least, do not inflict further harm. As students strive to integrate critical theory and professional practice, the classroom becomes a site where understandings of identity, knowledge and professionalism are forged and developed. This paper explores the challenges encountered when researching the connections between what students are taught, how they articulate what they know, and most importantly what they do with that knowledge in their professional lives. Qualitative methodologies that adopt critical conceptualizations of race as their point of entry open up ways of challenging dominant assumptions about professional knowledge and practice, as well as ideas about the “competent” social worker. For example, research that asks what students and practitioners say [...]

Jensen, Gail, *Creighton University*
Organizational Ethics as a Framework for Teaching and Learning About Social
Justice

The traditional focus in health care education and practice in America is on beneficence with individual patients. Although treatment of the individual is important, health professionals working with target populations with profound health disparities must possess skills and demonstrate understanding of broader social justice issues that impact these communities. We argue there is a need to expand the concept of beneficence to the larger context of medically underserved populations in society. We propose that an organizational ethics model for analysis based upon three realms of ethics (individual, institutional

and societal), is useful for facilitating teaching and learning about social justice when working in medically underserved communities. Individual ethics deals with behaviors and virtues of individuals and is the basis for professional codes of ethics. Organizational or institutional ethics deal with overall long term good of institutions and how their systems and structures promote good in the larger society. Societal ethics has to do with promoting good within society overall and equity between systems.

Jensen, Gail, *Creighton University*

Learning from experience, exploring meaning in complex communities using a case analysis model

See Cochran, Teresa

Jha, Aruna, *University of Illinois at Chicago*

Social Desirability: sub-texts in Asian Indian Narratives

Oral histories are a valuable source of information on the acculturation experience and adjustment of recent immigrants to the U.S. Yet, much valuable information may be lost during interpretation by researchers of different cultural backgrounds. Social desirability may influence the choice of wording and/or the actual responses to questions that are potentially intrusive. Nonetheless, it is important to establish the reliability of these responses. In this paper, the oral history narratives of Asian Indian respondents are examined by a researcher of the same ethnic background to identify potential variability in responses due to social desirability factors. I focus on responses in the oral histories to questions of arranged marriages, pre-immigration experiences, the parent-child relationship, and racism and discrimination.

Jin, Dal Yong, *University of Illinois at Urbana-Champaign*

Critical Interpretation of New Media: broadband, cyberterrorism, and cyberspace

The social and technical landscape of cyberspace has undergone remarkable changes with the rapid growth of broadband services. The new technology — broadband (high-speed Internet) — makes it easier to download digital music and movies, compared to dial-up Internet services. The wide penetration of broadband services also enables customers to engage in stock transactions and online games through high-speed and always-on Internet. In addition, many schools from elementary school to universities are connected to broadband services and utilize information technology (IT) for education, while Internet broadcasters have rapidly become popular throughout the world. Consequently, high-speed Internet is quickly becoming a part of everyday life and contributes to the exploding Web culture, which has spawned new movements that have powerfully influenced almost everything from education to consumer culture to entertainment. In tandem with the rapid deployment of broadband Internet, however, we are also facing a number of side effects from informatization. In particular, the swift growth in Internet and broadband services is blamed for the emergence of several negative aspects in our information society, including cyber crimes and/or cyberterrorism, which have become one of the most significant global issues. Cases of privacy invasion and circulation of misinformation are on the rise, and [...]

Johnson Jones, Violet R., *The University of Texas at El Paso*
Foucault's "Effective History" — A Tool to Study Race

This study uses poststructuralism, specifically Michel Foucault's "Effective History" (1977) to examine discourses that perpetuate surveillance against people of color. This interview study involves three of my former high school students who were shot at by a white security guard. I use effective history and works by Arac (1988), Agnello (2002), and Rella (1994) to explain how "effective history" is used to conduct research involving race. I also discuss Foucault's critique of the effects of traditional historicizing, how traditional history focuses on static discourses that have not changed over time, and ignores their "invasions, struggles, plundering, disguises, ploys" (Foucault, 1977). My participants' effective histories are not linear and cannot be reduced to a moment, an outcome, or an essence that is progressive, rational, or liberatory. Therefore, I focus on what these young people see as important events in their lives.

Johnson, P.

Can we ever benchmark quality? Criteria used to evaluate the quality of qualitative research within the business and management field

See Cassell, Catherine M

Jones, Colin, *Liverpool John Moores University*

Life Review following critical illness in young men

Life Review and Reminiscence therapy has received little attention outside the sphere of elderly care. This study explored the effect of Life Review and Reminiscence therapy on young men who had survived critical illness warranting a period of time in the Intensive Care Unit. Using a Case Study approach and a series of semi structured and unstructured interviews the narrative of survivors was captured.

Jones, Phyllis

How We Make Meaning In Our Qualitative Research Activity and the Challenges of Dissemination in a Neo-Conservative Discourse Context

See Keller, Sharon Miller

Joseph, Rebecca

No One Curriculum is Enough: Effective California Teachers Tailor Literacy Instruction to Student Needs Despite Federal, State, and Local Mandates to Follow Scripts

This study examines six teachers' responses to increasingly mixed messages about how they should develop the literacy of California's youngest and most at-risk students. They must develop highly developed knowledge and skills to teach literacy in linguistically diverse classrooms, but are told not to use this knowledge. Instead, they must adhere rigidly to the substance and pace of scripted literacy curricula. Advocates of these curricula offer minimal statistical support of success and do not investigate what happens when effective teachers intersect with the scripted curricula. My qualitative study sought to fill this gap by investigating how six first grade urban teachers, identified as "effective" by

district personnel, university professors, and peers, do respond. Despite a tightly monitored policy context, these teachers respond in deep and meaningful ways rather than blindly implementing the curricula. These findings suggest the importance of honoring teacher creativity, thirst for knowledge, and practical experiences.

Jun, Youngcook, *Sunchon National University*
The Study of A High School Student's Intellectual Unification

Awakening as a part of educational process is a universal phenomenon among students. A high school student usually start to realizing his/her awareness of relationships between self, subject matters, parents, other people, his/her future, his/her own identity, and so on. Such a small start can be internalized more and more deeply as the student grows up. In general, such internal processes are not easily captured by any means. The most distinct feature of this study is to deeply interact with a school kid to capture the secret phenomena such as intellectual unification, awakening as an educational process, unfolding of the self as part of inner vision. The questions I raised in this study include the followings: What kinds of forms affect the student's inner revelations encountered during school life? How does the student as a person intellectually unify subject matters, self-awareness, learning processes, related to his/her surroundings?

Jung, Jin-Heon, *University of Illinois at Urbana-Champaign*
The Politics of Colonial Religion: South Korean Christianity

This paper attempts to explain not only the relationship between Christianity and the rise of the New Right, but also why contemporary South Korean missionaries focus on their northern counterparts. Employing ethnographic fieldwork data both in China and South Korea, I try to demonstrate how Korean Christianity intersects with bourgeois evangelism, class, the Cold War, and interior colonialism under the United States military presence. The formation of a Korean upper middle class and the rise of Christianity in combination with the United States policies on Korea have influenced the rise of the New Right in contemporary Korea. This paper also examines the apparent anti-communist and pro-American nationalism that the South Korean conservative ministers produce and reproduce. Additionally, I explore the Korean Christianity that is now on the frontier of transnational evangelism in a sense universal imperialism that acts upon North Korean refugees' identity transformation.

Jurkowski, Janine M., *University at Albany*
Use of Qualitative Methods and Participatory Research For Understanding Health among Urban Latinos with Disabilities

The percentage of Latinos living in the United States is increasing. As the Latino population grows, so does the number of Latinos with intellectual disabilities (ID). Little is known about this group. Traditionally, researchers assumed that people with ID could not participate in health research because they could not express their own perspectives. This study used focus groups and Photovoice methodology guided by participatory action principles to understand health beliefs in the words of aging Latinos with ID. Community agency staff and an occupational therapist were actively involved in the development and administration of the focus groups. Social relationships were a central theme for health and

happiness among aging Latinos with ID. Aging Latinos with ID expressed complexity in their health beliefs. They identified multiple factors that influenced their health that suggested an ecological view of health. Although spirituality was important, they also felt they could control their own health.

Kainan, Anat, *Kaye college of education*
The Descendants of Time and the Lodgers of Space: The life stories of teacher trainees who immigrated to Israel during the 1990s

This paper attempted to characterize teacher trainees who immigrated to Israel during the 1990s. Our research group consisted of students who emigrated from the Ukraine, Russia, the Georgian Republic, Argentina, Chile, and Ethiopia. The question is examined by analyzing the students' life stories. The central finding suggests that their stories are devoid of the human, geographic, and cultural aspects of Israeli society. This finding is surprising because it differs from other studies, we explain it by using Foucault's concepts of the "descendants of time" and the "lodgers of space". 'The descendants of time' are the ones who are heirs, the ones who necessarily have 'parents', the ones who continue a fateful, necessary chain that is 'written' in their blood and cannot be exchanged or selected. Descent in time exists on the vertical time axis. In contrast, 'the lodgers of space' exist on the horizontal space axis, which signals changing localizations, dynamism, mobility, choice, attachment and detachment, and exchanges. It seems that the...

Kainan, Anat, *Kaye College of Education*
Critical Pedagogy or Whose Pedagogy is it? The case of teachers in the newspapers

Newspapers are one of the public spheres where different powers compete for space. In this research we studied how teachers are portrayed in local and national newspaper articles dealing with schools, education and pedagogy. Findings indicate that political leaders and high public administrators are presented as the representatives of the educational system. Reports on individual teachers appear mostly in regards with criminal or unethical activities. Otherwise, teachers rarely appear in the articles, or are portrayed as a voiceless, nameless group. Most of the articles describe educational projects that are imported into the schools by external socio-political factors. The picture which arises is that of impotent, nonintellectual and unprofessional teachers that have little influence in their schools. The paper suggests that four groups benefit from this picture. Politicians and public administrators, middle class parents, school principals and the Academy are all interested in belittling the teachers for various reasons.

Kang, Helen, *University of Toronto*
Disabled Queers Talk Sex: Understanding Multiple Oppressions in Pratibha Parmar's Double the Trouble, Twice the Fun

See Magnet, Shoshana

Kang, Helen H., *University of Toronto*
Queer Bricolage: A visual study of metaphors in HIV/AIDS pharmaceutical drug advertising

This Master's thesis is a visual study of metaphors in HIV/AIDS pharmaceutical advertising. The study analyzes military metaphors and the metaphor of cushioning difference in the *Journal of AIDS* from 1997 to early 2004. I examine the metaphoric representations of Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) in the HIV pharmaceutical drug advertising in the *Journal of AIDS* as a way of engaging with the ways in which the epidemic both reflects and amplifies existing social fears of the other, who is marked by gendered, racialized, sexual, classed and disabled differences. I argue that the military and cushioning metaphors used in these ads reflect gendered, colonial, racialized, heterosexist, classist, and ableist discourses both inside and outside of biomedical discourses. The theoretical framework of this thesis draws on feminist and post-colonial literature in cultural studies on and relating to HIV/AIDS, as well as queer theory and studies in visual culture. I used a method of visual discourse analysis called queer bricolage, taking up the process of juxtaposing images in order to subvert dominant discourses and producing new meanings by creating image collages guided by theory. This study contributes to literature of the cultural studies of HIV [...]

Kang, Hyun Sook

Caring Experience of Korean Mothers of Children with Nephrotic Syndrome

See Yi, Myungsun

Kathard, Harsha, *University of Cape Town, South Africa*

Personal truth making: A cautious celebration

In this paper I attend to the researcher's responsibilities, dilemmas and ethics in the life history research process by reflecting on a study of self-identity formations of People Who Stutter. I begin with a celebratory rationale for appropriating life history research into the Speech-Language Pathology profession (henceforth referred to as the profession) as a means of challenging and expanding dominant ways of knowing. While maintaining a celebratory agenda, I argue for researchers to be vigilant of their ethics and non-innocence in the research process. I raise the issues that troubled me during the research process, alluding to my attempts to resolve them. However, my intention is not to offer resolution but rather to invite debate around three critical issues.

Katz, Sheila, *Vanderbilt University*

Large-Group Action Research on Family Violence is Not an Option: The Failure of CalWORKs to Serve Battered Women with Children

In 1998, California's TANF welfare program, CalWORKs, adopted the Family Violence Option. Low-Income Families' Empowerment through Education's Parent Leadership Committee (PLC) noticed domestic violence services were not applied systematically and developed a statewide action research project directed by 45 welfare parents and assisted by this researcher to find out how many experience domestic violence but do not receive services. Brief interviews with 1024 CalWORKs parents found 26.4% were victims of domestic violence but never received services. Analysis of Welfare-to-Work reports from the California Department of Social Services determined that in 2003, less than 2% of the state's caseload received services; only 692 mothers statewide were granted waivers. The PLC created an action agenda; including social actions aimed at

Governor Schwarzenegger and CDSS director, a public awareness media campaign, a report release, bargaining for seats on advisory committees, and suing for individual's services. Additional research is being conducted on other welfare domestic violence issues.

Kaufmann, Jodi, *The University of Georgia*

Structural and Poststructural Epistemologies: Working in Tandem to Disrupt Homologic Subjectivities

The current governmental mandates on research delimit the possibilities for deconstructing the normative and working for the emancipation of queer subjectivities. Through mandating an objectivist epistemology, the signifying links between sex, gender, and sexual orientation are reified, solidifying the heteronormative and erasing the possibility of ethically investigating ways to live gender differently. As transgendered persons are so often the targets of violence - physical, social, political, judicial-this reification perpetuates the injustice that is written on their bodies. One possible means of interrupting this violence is to use both structural and poststructural epistemologies within a study. A structural analysis may allow a deeper understanding of signifying practices that position the transgendered body and subject as abject, while a poststructural analysis may allow for the deconstruction of these practices, opening up possible ways to think differently.

Kaufmann, Jodi, *The University of Georgia*

What works

The call for more of "what works," is a call for the reification of the status quo. It implies that we are on a quest to find that which will facilitate each child to develop to the utmost of his/her capacity and promote the betterment of the citizenry. "What works" in a capitalist/imperialist system can only be that which functions to promote that same system. Thus, postmodernism must be erased, theory diminished, and epistemology conflated to one metanarrative (St. Pierre, 2004), in order to continue the systems of domination behind the mask of the humanistic call of "No Child Left Behind." I want that which does not work. I seek that which flounders and gasps for breath. I desire to push the methodological bounds in order to find possibilities of democratic justice. Exploring these possibilities: I use hypertext, construct rhizonarratives, disrupt the heteronarrative, refuse conclusion, use multiple epistemologies. I am led by desire. I want to implode imperialistic structures; I want social justice.

Kawashima, Daisuke, *Kyoto University*

The meaning of death and dying of the elderly people who believed in Buddhism: Meaningful narratives from life-story interview

Although the empirical studies have presented that the religious belief correlates the death attitudes of the elderly people by the use of questionnaire based methods, the dynamic aspects of the meanings which are constructed with the religious belief as one of the socio-cultural devices and develop through the life-span have not sufficiently been considered. Thus, this study aimed to uncover the facets through analyzing his or her life-story. Firstly, the semi-structural interview was done to the elderly people who believed in Buddhism. Subsequently, obtained narratives were transcribed and coded in order to deeply

understand the multi-voiced meanings. Then, the assemblages and the developmental aspects of the meanings were captured through the KJ method. Furthermore, the results obtained from the interview were discussed in the light of the complex and various methodological issues that were likely to arise under this kind of study.

Ke, I-Chuang, *University of Illinois at Champaign-Urbana*
The individual and sociological theory: The case for portrait

This paper intends to illustrate the primacy of the principle of the whole person as a fundamental unit in research with human subjects using the author's dissertation research. World culture theory, or neo-institutionalism, led by John Meyer at Stanford University, suggests that modern mass schooling is a key medium by which world culture of rationalization, individualism, and universalism makes its impact on individuals. The usual way of dealing with such interview data in this situation would be to use other existing sociological orientation to "interpret" the individuals' stances in relation to world culture theory concepts and tenets. The present research, in contrast, first develops portraits which evoke the tendencies, convictions, and feelings of each individual teacher in the context of that teacher as a whole person (including her growth in her formative years) without using other existing sociological concepts to label the tendencies etc. in question.

Keating, Alex
Silenced by the Academy: The Dilemma of Collaborative Doctoral Research
See Cooper, Laura

Keats, P. A., *Simon Fraser University*
Yes I Can — No You Can't: Supervisory Relationships in Qualitative Trauma Research

When standing before historical evidence of trauma during the Holocaust people come to understand the event through their imagination. The greater a person's exposure to evidence such as archival photographs, artistic images, survivor stories, and artifacts, the more developed, clear, and powerful the imaginative images become. This phenomenon is the vicarious witnessing experience (Keats, 2003). A doctoral student sought to pursue an understanding of this experience by visiting four concentration camps in Germany and Poland with her participants. This qualitative research project called for the supervisee and supervisor to struggle with a myriad of questions around specific aspect of the supervisory relationship such as secondary traumatization, ethics related to supervision during international travel, facilitating student learning in the culture of restrictive academic supervision, and negotiating differences or concerns during the project. The presenters will offer the paper in the form of a dialogue between the supervisee and the supervisor.

Keats, Patrice A., *Simon Fraser University*
Vicarious Witnessing: Imagining the Trauma of Another

When standing before historical evidence of the Holocaust, people vicariously witness the trauma through photographs, artistic images, survivor stories, and

physical remnants. From this evidence, people imagine a subjective semblance of the event which allows them to know something about the experience. In this qualitative research project, the author used narrative analysis, performance inquiry, and survey methods to understand the meaning participants made from the vicarious witnessing act. During the camp visits, participants constructed three types of texts: written (travel journals), spoken (interview), and visual (photographs). Using narrative analysis of these texts, the author and participants took social action against racism through a public performance of their journey and experiences. Through survey and group discussion, participants and audience members shared their experiences of the performance. Some outcomes of the inquiry include how people felt transposed into the place of the traumatized other and depended on group relationships for support.

Keifer-Boyd, Karen, *The Pennsylvania State University*
Perpetual Displacement Inquiry Strategies with Multimedia for Analysis and Presentation

Perpetual displacement as a theoretical position and research strategy provides a way to acknowledge the socially experienced without placing analysis in fixed categories, but instead involves dynamic and interactive multimedia for both analysis and presentation of the research. Categorical analysis, such as gender, race, nationality, and sexual orientation ascribed to a person, for instance, normalize these social constructs rather than contextualize a person's situation. Two multimedia examples demonstrate how the presentation of research can suit the premises of a perpetual displacement methodology. Keifer-Boyd's *Cyber-House*, a computer game of inquiry, provides for continuous reflections on self and possibilities to reconstitute self. In her six-minute film, *Pérez Miles*, uses multiple semiotic and linguistic codes to expose oppressive discursive and material practices and to achieve a multi-visual ambiguity rather than a monolithic narrative. Perpetual displacement is not only a strategy for inquiry, but can open a politically space for critical social action.

Keigher, Sharon M., *University of Wisconsin, Milwaukee*
Structural and Interpersonal Access to Care for HIV-Infected Women

We investigated access to health care from the point of view of 55 women living with HIV. Using narrative analysis, we identified, named, and categorized all the stories women told about seeking health care. We compared and contrasted these stories by type, key content, context, and narrator evaluation. Findings suggest that women with HIV experience multiple problems of access as a result of fragmentation of services, complexity of corporate infrastructures, interpersonal dynamics in encounters with health care providers, excess cost, and stigma. Problems of health literacy are also apparent, evidenced in women's explanations of how the virus works, what medications do in their bodies, and how to follow doctors' orders. Their stories are rich with detail about how these problems are enacted and what women's interpretations and reactions are. There are also success stories about providers and organizations that stand out as exemplary in their assistance to women with HIV.

Keller, Sharon Miller, *University of South Florida*
How We Make Meaning In Our Qualitative Research Activity and the

Challenges of Dissemination in a Neo-Conservative Discourse Context

This panel will engage in a discussion that examines our research, which is grounded in a qualitative paradigm. We will explore how our research is influenced and complicated by the prevailing views of what constitutes scientific inquiry. It is our belief that research is a process that emerges from varied and complex relationships and the state of being. Implicit in that process is an understanding that those relations exist and interact in multiple ways as lives intersect and experiences are shared. It is through this interaction that our work develops meaning, to us and to the participants. As panelists, we will illustrate through our work with in-service and pre-service teachers the depth and substance that emerges at junctures where multiple perspectives meet and confront each other, opening spaces of transformation for the participants and ourselves. Narrative research processes within a disability, ethnic, and feminist perspective provide the context for our work. The challenges of taking our work into the public domain of a neo-conservative agenda without diminishing its essence will also be discussed.

Kelly Carroll, Margaret

Enhancing Reflective Practice: Using Web-based Applications with Graduate Student Teachers in Special Education Settings

This presentation highlights student teachers in special education settings. These student teachers are unusual in that 19 of the 21 student taught in their own classrooms, under special certification program designs or a new policy from the Illinois State Board of Education. Student teaching and novice teaching in special education combined to create relatively high levels of stress and perhaps a special need for sharing resources, reflecting on practice, and searching for answers to difficult situations. The student teachers posted comments at least twice per week for a 16-week semester, under 12 headings ranging from behavior issues to certification questions to a wishlist (added later in the semester). The student teachers were diverse in ethnicity, age, academic background and teaching experience. They varied in their access to and familiarity with technology. They shared the experience of teaching students with disabilities in schools with high poverty rates. Their stories and the common threads that emerged are compelling.

Kendall, Elizabeth, Griffith University

When Women Paint a Story: Participatory Action Research, Indigenous Ways of Knowing, and Stories of Culture and Community

We know that the stories we can tell are based on our experiences as rehabilitation researchers and practitioners in the field of disability and chronic illness. Our experience has also been very much influenced by our role as women-women with a desire to use our research findings to improve conditions in the workplace and in the larger community. Social justice demands that we look beyond economies of scale in research (i.e., only researching those areas where there are sufficient numbers and sampling convenience). Our presentation will focus on our research experience with Indigenous women in the United States and Oceania, as well as our use of qualitative methods that are culturally anchored in the lives of the women with whom we have conducted research.

Kendall, Nancy, Florida State University

Its Too Hot: Ethical and Political Considerations in Conducting Research on Sexuality Education in American Public Schools

This paper discusses ethical and political considerations that have arisen from the implementation of an ongoing Social Science Research Council Sexuality Research fellowship. The fellowship was designed to explore the various trajectories by which sexuality education policies are made across levels of social scale — individual, classroom, school district, state, and national. Utilizing ethnographic methods, it planned to focus on resources, ideologies, and the work of interest groups that coalesce in the arena of sexuality education policy. It framed students' experiences and official policy implementation as intrinsically linked and mutually constituted policy practices. Research was to be conducted in schools in California, Florida, Maryland, Texas, and Wisconsin. The paper outlines ethical and methodological research concerns, and worrying political, economic, and social realities raised in the research as currently shaping educational research generally, and school-based ethnographic research in particular. Ethical and methodological concerns include: how to effectively conduct ethnographic research across levels of social scale; how to address confidentiality issues when, because of the politicized nature of the research topic, gaining access involves actors and institutions across levels of social scale; how to reframe concerns about “generalizability” when the sensitivity of a research topic limits available participants; and how to address demands [...]

Kenny, Carolyn, Antioch University

Art is Who We Are as a People

The Haida Gwaii is a place of stunning beauty and mythical realities. Mystical rainforests and dynamic tides and seas surround the Haida people in three active villages along the Pacific Northwest Coast of North America. Carving, singing, painting, drumming, dancing and ceremony remain at the center of daily life for the Haida. In 1998, I conducted 30 interviews in the Haida community of Old Massett Village. My intent was to come to a deeper understanding of the role of the arts in the renewal of Haida culture. Elders, community leaders, artists, dancers, drummers, youth all spoke out about the importance of the arts in the health and education of the people. I will share the results of these interviews in story, image, music, and poetry, as well as formal scholarly background that supports the importance of the arts for whole and healthy development.

Kentner, Melissa, The Ohio State University

Learn by doing: The development of researchers through writing and reflection

See Ishii, Drew K

Kentner, Melissa, Ohio State University

Supporting the Journey to Qualitative Research

See Buffington, Melanie

Kepler, Johannes

Changes in Governance of the Education System in German Speaking Countries

See Altrichter, Herbert

Kien, Grant, *University of Illinois at Urbana-Champaign*

Canada, the Internet, Charland and Me: Performing Technological Nationalism in a Globalized Actor-Network

This paper pushes both the ethnographic frontiers of investigations guided by actor-network theory (ANT), and the edges of qualitative methods seeking to explore human/technology experiences. While ethnography has often been a favored approach within ANT discourse, few ANT studies have kept pace with advances in ethnographic methods. Likewise, few cutting edge contributions to ethnography deal directly with technology as a meaningful symbolic interaction beyond the interface itself. This paper contributes to the evolution of qualitative studies of technological experience by helping push technography in a fresh methodological direction, combining autoethnography with some elements technical reporting, accepting technology as actor and ally on potentially equal footing with humans in the actor-network. Maurice Charland's theory of technological nationalism is used as a means of thematically exploring the internet from what I call a technographic media studies perspective, as an actor and ally that helps create and maintain portions of the broad cultural space of the Canadian nation. This traces technological nationalist experiences both inside and outside of the bounded Canadian political (or 'real') territory, including contested political terrain of Quebec, the United States, and South Korea. Can the cultural space of the nation be manifested for a 'true' Canadian in potentially [...]

Kiesinger, Christine E., *Southwestern University, Georgetown, Texas*

The Voice of Hunger

Fiercely committed to sharing the deeper meanings of the anorexic and bulimic experience, this paper utilizes narrative inquiry and expression to show that a more meaningful understanding of the disordered eating experience first and foremost involves moving beyond cultural/social explanations of these conditions. Part of a larger book project, *The Voice of Hunger* shows that despite the bingeing, purging, food restriction and utter starvation that often accompany disordered eating patterns and behaviors, an overwhelming number of the women I've studied are, quite honestly—hungry. Emotional hunger finds expression in many of the destructive behaviors and patterns anorexic and bulimic women enact. It also finds expression in the stories these women possess and have bravely shared with me. These stories and my own comprise the heart of this manuscript, *The Voice of Hunger*.

Killett, Anne, *University of East Anglia*

In pursuit of a participative approach - illusion or illumination?

I attempted a participative research project, aiming for young people using CAMH services to highlight issues that were important to them. This could perhaps move towards young people themselves shaping discourses around emotional distress. There were however contradictions in attempting to use a participative approach, such as attempting to share control over a research process that I had instigated, and my need for a product to satisfy academic requirements. Such contradictions will be explored with particular reference to issues of representation and theorising. The paper will examine how far the principles of a participative approach could be held in the face of such challenges, but also the very particular insights that emerged from the attempt. It became evident that young

people actively theorise about the construction of mental health and emotional difficulties, and the remedies that are therefore put forward.

Kim, Won Ock

Caring Experience of Korean Mothers of Children with Nephrotic Syndrome

See Yi, Myungsun

Kim, Dan, *University of Illinois at Urbana-Champaign*

Using mixed-method approach in research on occupational English training

This paper aims to describe an effort to adopt mixed-method approach in an empirical study on English for Occupational Purposes (EOP). Since the purpose of the study is to describe the perception and practice of EOP in Korea and to observe a possible relationship between EOP and general training, a mixed-method approach seemed a logical choice as it invites multiple perspectives to the investigation that will help gain a more comprehensive understanding of the phenomena. The study adopts an in-depth case study utilizing observations and interviews, as well as a macro-scale survey with close-ended and open-ended items. While the case study can provide a more detailed and vicarious understanding of what people experience in an EOP training, the survey results may offer a more general and broader range of understanding of people's perception about EOP practice. By mixing the two different methods, it is expected that the strengths of each method are maximized enabling to construct a more comprehensive and enhanced portrait of the phenomena. The presenter will describe the process of research planning, data collection and data analysis in conducting a mixed-method study and also elaborate on the benefits and challenges in adopting mixed-method approach in EOP research.

Kim, Eunyoung, *University of Illinois at Urbana-Champaign*

Defying Stereotypes: Gender and Racial Experiences of South Korean Women

Experiences of South Korean women in American higher education have gone unnoticed due to the monolithic image of Asians as a model minority which has been pervasive in a society. This qualitative inquiry explores the experiences of South Korean female students who pursue a doctoral degree in the United States with respect to gender and racial stereotypes, their perceptions of gender equality, and the coping mechanisms they employ to overcome barriers. This qualitative inquiry is an outgrowth of the researcher's personal endeavor as a South Korean woman who has battled obstacles and searched for a collective voice. The study attempts to describe the experiences of Korean women who have faced stereotypes in every day life and to build a constructive and encompassing meaning emerging from their individual experiences.

Kinebrew, Kisha, *Indiana University*

African American Religion/Spirituality and Oppression

Although African Americans have been besieged by societal abuse and persecution since arriving in the United States over 400 hundred years ago, they have learned to be resilient through such oppression. Resiliency is defined as a human's ability to recover quickly from disruptive change, illness, or misfortune without being overwhelmed or acting in dysfunctional ways. Research supports that such resiliency can be discussed in terms of a strong association with reli-

gion/spirituality amongst Black Americans. This piece provides a brief literature review of relevant research on African American's ability to cope with oppression through their faith in a higher power. Case studies are presented as illustrations of this phenomenon including my own autobiographical narrative of personal struggles with oppression and how religious/spiritual faith has served as a catalyst for my own resiliency. The case study and autobiographical narratives are examined according to the Urie Bronfenbrenner's ecological model of social development. This helps us theorize about how Black spirituality has contributed to a powerful sense of resiliency within the racially harsh and debilitating context of American social life. The paper implicitly models a narrative inquiry into conceptions of spirituality and life story as a part of a study of Black [...]

Kingery, Linda, *University of Illinois at Urbana-Champaign*

We found a meth lab in the grain bin: The problem of methamphetamine abuse in rural Illinois

This paper will describe the problem of methamphetamine abuse in the cultural context of rural Illinois. We reviewed local news media sources, conducted interviews with local law enforcement officers, child welfare professionals, educators, substance abuse and mental health treatment providers; and were participant-observers at meetings of the Illinois legislative methamphetamine task force. Overall, we found that community members view methamphetamine production and abuse to be a growing and urgent problem in rural areas. Indeed, one of the counties in our ethnography had 220 drug crime arrests in 2001, more than a 100% increase over the previous year's 101 arrests for crimes associated with drugs, and also "boasts" the largest number of methamphetamine labs seized in the state of Illinois in 2001 (97 labs). Community members expressed concern that methamphetamine production will contaminate local water and food supplies, overburden rural law enforcement and child welfare systems, and destroy families.

Kirkcaldy, Andy

Reaching the Hard to Reach

See Robinson, Jude

Knafl, George, *Yale University*

Strategies for Typology Development Combining Qualitative and Quantitative Data

See Knafl, Kathleen

Knafl, Kathleen, *Yale University*

Strategies for Typology Development Combining Qualitative and Quantitative Data

Mixed method designs are well accepted in health care research. With the increasing use of mixed method designs researchers are challenged to devise analytic strategies that incorporate multiple types of data. Prior efforts to delineate analytic strategies for linking qualitative and quantitative data have focused on issues of consistency and the use of one type of data to validate or explain the

other. However, relatively little attention has been directed to the use of mixed method approaches for typology development. The aim of this presentation is to describe a mixed method strategy for typology development that combines qualitative themes and quantitative scores. Data come from a purposive sample of 104 parents (52 couples) of children with a genetic condition. Individually, parents completed semi-structured interviews and three structured measures of family functioning (Family APGAR, Feetham Family Functioning Survey, Family Hardiness Index). A thematic analysis of the qualitative data was completed to identify patterns of family management of the genetic condition, and a cluster analysis of the quantitative data was completed to identify patterns of family functioning. Each parent was categorized into a family management style based on the qualitative analysis. For the cluster analysis, scores from the structured measures were used [...]

Knudson,, Roger

Everyday Prejudice in a Post-9/11 World

See Desai, Miraj

Koc, Mustafa, *University of Illinois at Urbana-Champaign*

A Transformative Evaluation Approach Towards Analysis of the Educational Reform Attempts through the Infusion of Technology

Using critical theory as a framework, this paper discusses the current educational reform policies that are heavily influenced by positivistic and instrumental assumptions and look for a technological fix to educational problems. It is argued that the problems in diffusion of technology innovations are not only technical or economic, but also political, organizational and social-cultural. Therefore, the paper provides a critical framework by questioning technology and its drawbacks and benefits in order to make better grounded choices about whether and which technologies to use and how to use them in more fruitful ways. Furthermore, fundamental issues germane to the conversation about the efficacy of using ICT as an instructional tool or system and what characterizes effective integration of ICT in educational settings are being discussed from ideological, theoretical and practical perspectives.

Koelsch, Lori E., *Miami University*

It just doesn't make sense: Using multiple readings to understand women's experiences

This project presents accounts of six college women participating or engaging in behavior that resulted in physical or emotional danger. Using the Reading Guide (Gilligan et al., 2003) I illustrated how each had been harmed by a cultural hegemony of rational discourse and explanation. Just as a cultural reliance on rational explanation had been harmful for these women, a method of inquiry based on positivistic principles would have been wounding as well, leaving these women with no choice but to feel irrational, unintelligent and masochistic. When they were presented with a version of their stories revealed by utilizing the above method, these women found accounts of strength, courage and intelligence. This method, one that supported all facets of being a college woman in American culture, allowed these women to see themselves as both acting on and being affected by their environments, rather than as simply victims or agents.

Koro-Ljungberg, M., *University of Florida*

African-American teenagers, participation in a longitudinal and qualitative application of ESM: Lessons learned about the method itself, participant motivation and activation

The purpose of this presentation is to share research team's experiences of collecting ESM (Experience Sampling Method) data with 4 African-American teens (2 boys and 2 girls) that also have ADHD. Our qualitative application of ESM is used for understanding the daily experiences of participants; however, this method is not without challenges, including cultural sensitivities that must be considered. Therefore, in this presentation we will first introduce the method and its qualitative application to our study. Then we will discuss possible benefits and pitfalls of the method when used with African-American teens (e.g. problems receiving/producing narratives, some implications of cultural norms of phone use, culturally acceptable forms of phone conversations, etc.). Last, we will focus on researchers' and participants' cultural subjectivities that shape the utilization and effectiveness of this method.

Koro-Ljungberg, Mirka, *University of Florida*

Life Out of Soul: A Nomad's View of Academic Women

See Isaac, Carol

Korth, Barbara, *Indiana University*

The Story of Nobody Nowhere: Buddhist Unraveling of a Western Web

This paper integrates Tugendhat's theory of self-consciousness and Mead's dialogic description of the self with Derrida's concept of the trace. This integration makes it possible to talk about an anti-story that is dialectically complicit in the constitution of identity narratives. This anti-story resituates Derrida's trace into a scene where intersubjectivity, rather than perception or representation, is primary. We find that Derrida's trace is implicit in both Tugendhat's theory of self-consciousness and Mead's description of the self. We can also see how the story of Nobody Nowhere as an anti-story emerges in relation to identity narratives. The story/anti-story web of identity narratives can be critically unraveled through Zen Buddhist principles and insights. The unraveling provides spiritual insights that correspond with this integrated philosophy of identity. These spiritual insights help us explore the way practical claims to identity emerge in narrative webs. Zen Buddhist principles will be used to examine the western philosophical and methodological claims rather than the other way around. Thus, the very structure of the paper itself is an Anti-story to disenchant social science where spiritual claims would not seem relevant to the claims of western philosophy of identity.

Korth, Barbara, *Indiana University*

Acting the Part: Methodological Explorations Involving Theatre of the Oppressed

This paper reports on the use of Theatre of the Oppressed to both create and analyze data. The study involves a group of newcomer transnational and Euro-American longtimer students enrolled in a public Midwestern high school. This study is one part of a lengthy and thick ethnography/action-research project in its second year. Transnational and longtime resident students have struggled to

relate to one another. This study explores the various encounters within and across groups using Boal's Theatre of the Oppressed. The analysis is richly connected to Freire's *Pedagogy of the Oppressed*, which provides a way of conceptually exploring praxis, empowerment and egalitarianism across what begins as unequal and somewhat contentious relationships.

Kothari, Uma, *University of Manchester*

Colonial Nostalgia and Postcolonial Memory: Narratives of former colonial officers

This paper is based on research with former UK colonial officers and focuses on the forms of nostalgia that emerge from their personal testimonies. The contemporary negativity, or at least awkwardness, surrounding Britain's Imperial history significantly shaped how stories were told, the language used and the form of self-criticism. Paradoxically, however, there was also a desire to foreground the positive impact individuals could make in colonised spaces. Crucially, their reminiscences and retrospective narratives draw upon collective imaginaries and themes. This paper reveals the contradictory forms of longing and colonial nostalgia invoked by colonial officers based on their production and performance of an imagined, British homeland whilst overseas and a romanticised vision about their time as Administrators once back in the UK. Despite, or because of, these imaginings, colonial officers articulated an ambivalence whereby they desired to escape a home in which they did not enjoy the elevated status, power and aristocratic lifestyles that they were able to mobilise in the colonies but which at the same time became idealised as a glorious homeland. This article explores these divergent forms of 'travelling nostalgia' and highlights how interpreting people's stories involves analysing how memory is shaped through processes of longing.

Kotze, Elmarie, *University of Waikato, New Zealand*

Searching with communities

In South Africa the struggle against Apartheid came to an end with the realisation of a democratic dispensation. However, struggles on many levels still continue. A society in a process of transformation is plagued by poverty and violent crime while the struggle for survival posed by the HIV/ Aids pandemic poses challenges for any social researcher/practitioner. The daily witnessing of suffering, hardship, loss and pain requires a commitment, an ethic of care and risk, while cultural discourses and societal practices that promote injustices, need to be addressed. Searching with communities became the metaphor for developing a counselling and care praxis within a counselling training programme. With each of their Masters' research projects, students learned to centralise the local knowledge of the communities.

Kowalski, K. C., *University of Saskatchewan*

Arts-Based Research as an Alternative Lens: Rethinking Current Scientific Models of Physical Self-Concept

Arts-based research has great potential for helping us to understand psychological concepts, such as the physical self, in a unique way. We will focus on the works of four Canadian artists as examples of those who can uniquely inform us as researchers about the nature of the physical self through our interpreta-

tions of their work. The art of Alex Colville, Anne Kahane, Jana Sterbak, and Genevieve Cadieux ranges from photography to sculpture, but all depict the human form in various ways and present a unique lens through which “science” might consider viewing the physical self. A discussion of these works highlights how we can arrive at an understanding of the physical self that diverges from an understanding via traditional scientific literature. We encourage researchers to re-consider the notion of “research” in their work and to move beyond traditional academic journal sources for insight into concepts such as the physical self.

Kowalski, K. C.

Respectful and Sensitive Health Science Research with Aboriginal Peoples

See Fleming, T.

Kraft, Robert N. *Otterbein College*

Regarding the Testimony of Others: Boundaries and Transgressions

Oral testimony gathered from survivors of widespread atrocity conveys the extended (disjointed) experiences of ordinary human beings who suffered through extraordinary cruelty. As a cognitive psychologist, I study this testimony to understand memory for atrocity and to characterize the enduring influences of such memory on the lives of the survivors. This paper considers the ethical and moral dilemmas of working with such testimony, identifying research choices that transcend institutional guidelines. These dilemmas include problems of objectification, the tension between thoroughness of reporting and protection of the individual, the disharmony of the experiential voice of the survivor and the paradigmatic voice of the researcher, and decisions about how much to analyze each individual and when to stop. Ultimately, researchers must confront their unease about representing (and indirectly benefiting from) the suffering of others.

Kremer, Jürgen W., *Saybrook Institute Graduate School*

Ethnoautobiography - An Indigenous-based protocol for decolonizing the modernist self

Ethnoautobiography is an inquiry originating out of an indigenous context with a particular protocol for the creation of traditional scientific knowledge and presence. It is specifically designed as decolonizing discourse for people not living within an indigenous worldview. The question “who are you?” warrants a qualitatively different answer within indigenous paradigms than in modern or even postmodern thinking and the self process is understood quite differently. Indigenous thinkers and elders have presented the challenge to decolonize by remembering and reconnecting to indigenous roots. If such an endeavor can be imagined with rigor and without romanticism, then it must address the shadow material of colonial histories (colonial Whiteness, sexism, ecocide, genocide, etc.). This presentation places itself in the context of such indigenous authors as Colorado, Silko, Smith, Vizenor, and others. PRATEC’s conceptualization of indigenous knowing and living as *criar y dejarse criar* provides some of the central assumptions of ethnoautobiography.

Krumer-Nevo, Michal, *Ben-Gurion University of the Negev, Israel*

Transforming personal knowledge into political manifest

This lecture will describe and analyze Israeli participatory action research aimed at forging an ‘inclusive debate’ through collaboration between people living in poverty, known as the participants, academics, policy makers, social practitioners and social activists. There were seventy-eight participants involved in discussions that focused on their experiences in regard to welfare, education and housing services, their ways of coping, their attitudes and their recommendations regarding these services. Based on these discussions three position papers were written in collaboration with the participants. The position papers served as the foundation for an inclusive debate in an academic conference. The research and the conference will be presented as a six-stage methodological framework: interviewing, translating, planning, contextualizing, campaigning and transforming. As a vehicle for social change, implications for participatory action research will be discussed.

Krumer-Nevo, Michal, *Ben-Gurion University of the Negev, Israel*

Reading a Poor Woman’s Life: Issues and Dilemmas

Listening to the voices of poor women is a major goal for feminists dealing with the subject of poverty. But, its implementation is far from simple. Problems of power and ethic are enmeshed in the question of how to understand these voices and of how to make them heard without exploiting or distorting them. This lecture counters these issues using two principles of feminist interpretation: 1) Reading in the context of marginality, 2) Reading the human/woman complexity. These principles are exemplified by a feminist reading of the life story of Miriam - a woman living in poverty and social deprivation. The feminist reading of Miriam’s story sheds light on her limited opportunities, the nature of their difficulties, and her struggle.

Krumer-Nevo, Michal, *Ben-Gurion University of the Negev, Israel*

Interview Shockwaves and Shock Reactions

See Sands, Roberta G.

Kulkosky, Victor, *Independent*

Speaking Subjectivity Through the Color Line: Dialogic Struggle in Print Media Narratives of Black/White Multiracial Families Since 1990

The impetus for this paper was the observations of Dalmage (2000) that members of Black/White multiracial families struggle to find the vocabulary to articulate their own subjectivity to themselves, and Yanow (2003) that multiracial people struggle to tell their stories in public forums. In my research, I did a textual analysis of selected newspaper articles about Black/White interracial families and the issues such families raise. I examined the texts through the lens of dialogism as articulated in the work of Bakhtin and Voloshinov. In particular, I focused on Bakhtin’s concepts of authoritative discourse and internally persuasive discourse, as manifested in print media through Voloshinov’s concepts of the linear and pictorial styles of reported speech. I found that articles including more of multiracial subjects’ own voices tended to favor their cause of articulating their subjectivity on their own terms.

Kushins, Jodi, *The Ohio State University*

(un)becoming: the evolution of a qualitative social science researcher

As a qualitative researcher in training, I am constantly asked to locate myself and my work based, in part, on my ontological, epistemological, and methodological perspectives. I do not use the term “constantly” to imply that I resent this task. I believe I should critically question my ever-evolving ideological location prior to helping others understand and present their own. I am aware that the very notion that researchers can, in some way, help participants understand themselves and act on their own behalf, implies a particular paradigmatic standpoint. In this paper, I argue, using my own “troubled” tale as fodder, that all social science researchers, but particularly those new to such work, should engage in a self-reflexive examination of our own becoming. One of the benefits of such a process, is its invitation to question broad issues on an individual level. One aspect of becoming that has proved particularly challenging is the issue of language. I catch myself being filled up with and enthusiastically employing jargon. I find much of it useful in articulating, the intricacies of the work I hope to do. As I begin my career, however, I find myself wondering what language I should use to convey my [...]

Kyle, Melinda M., *SUNY Buffalo State College*
The Anorexic Grocery: The Influence and Control of Advertising on Body Image

The media has controlled our perspectives of our body image and success through advertising for countless years. We can not accept these images in advertising which control us, forcing us to try to gain control of our lives through man made disorders such as anorexia. Even in a institution as a grocery store we are controlled from the second we enter its atmosphere. In this paper, I examined through an anorexics eyes, the forces she deals with on a daily basis controlling her through advertising. Through a journey in a grocery store we see her struggle to gain control of this environment by resisting the temptations of food.

LaCharity, Linda A., *University of Cincinnati*
Men who frequent the Free Store/Food Bank: A Qualitative Study

The purposes of this study were to contribute to the understanding and knowledge of the experiences of indigent men and to help identify their needs for service. Fifteen men who were seeking services at the FreeStore / FoodBank in Cincinnati, Ohio agreed to participate. All participants were African American. Participants described the types of help they needed to “make it,” the type of employment they usually sought, their problems with the legal system, and their health problems including dependence on alcohol. Additionally participants discussed their perceived strengths and needs for improvement, and major turning points in their lives. Participants described impressions of the assistance they received and offered advice for other men in situations similar to their own. This study presents a fairly clear picture of the experiences, difficulties and needs for service of indigent men and supports the necessity of agencies like the FreeStore / FoodBank to assist indigent people attain the necessities of life.

Lake, Rebecca S., *National Louis University, Chicago*
Global Construction of Higher Education: How University Presidents Make Decisions

Institutions of higher education throughout the world offer relevant educational programs to a global student body. Decisions by college/university presidents direct, foster, or curtail innovative solutions to the complex issues surrounding transnational tertiary education. This global research identified “pre-choice” factors employed by presidents of higher educational institutions around the world when making decisions. Global travel for the face-to-face interviews was inherent in the study design. Seven (7) college/university presidents, one participant on each continent (North America, South America, Africa, Asia, Australia, and Europe with a representative from an island as a substitute for Antarctica) were selected as the case study to accommodate global distribution. The study’s theoretical framework incorporated three theories from diverse disciplines: World Culture Theory, Bounded Rationality, and Human Capital Theory. The decisions of college/university presidents must promote the expansion, development, availability, and relevancy of global education fostering a wide array of benefits for today’s global community.

Lather, Patti, *Ohio State University*
Scientism and Scientificity in the Rage for Accountability: The U.S. Scene

This paper begins with an archaeology of the term ‘scientism’ as a way to clear the ground for a look at the less used but arguably more important term of scientificity. After surveying the “old scientism” of objectivism and the resurgent “new scientism” of holding the ground against radical constructivism, scientificity is situated at the center of the demarcation debates and explored via Foucault’s *Archaeology of Knowledge*. Positioning a “situated scientificity” more interested in discovery than demarcation, various exemplars of a “new materialism” in social science research are studied in order to extract a non-reductionist scientificity that includes the political, social, institutional, constructive and rhetorical features and contexts as well as the conditions of production and reception. I conclude with some thoughts on the implications for qualitative research in education in a time of what might be termed the “rage for accountability.”

Latorre, Antonio, *University of Barcelona*
Critical Communicative Methodology

See Gómez, Jesús

Leander, Kevin, *Vanderbilt University*
Literacy, Technology, and Actor Networks

In this paper we contrast traditional with newly emerging forms of literacy as technologies that translate human interests and that produce distinct forms of circulation among local and global resources. Drawing on Actor Network Theory and emerging work in critical and social geography, we focus on the way in which circulations of diverse actants (e.g., persons, texts, objects) produce different “literacy networks.” These networks, in turn, constitute different forms of space-time-different ways of “localizing” and “globalizing” activity. The human/technology experiences we focus upon are the everyday literacy practices of one youth, “Brian.” We trace Brian’s literacy practices in school and contrast them with his literacy practices in a Massively Multiplayer Online Game (MMOG). We propose several dimensions by which literacy, space-time, and identity may be conceived as related social practices that are co-dependent and

co-constituted.

Learmonth, Mark, *University of Nottingham*

Evidence-based Management: The very idea

This essay critically evaluates the recent phenomenon of 'evidence-based management' in public services that is especially prominent in health care. We suggest that the current approach, broadly informed by evidence-based health care, is fundamentally misguided, given the deeply contested nature of 'evidence' within the discipline of management studies. We argue its growing popularity in spite of the theoretical problems it faces can be understood primarily as a function of the interests served by the universalisation of certain forms of managerialist 'evidence' rather than any contribution to organizational effectiveness. Indeed, in a reading informed by the work of French thinker Henri Lefebvre, we suggest that in the long term the project is likely to inhibit rather than encourage a full understanding of the nature of public services. We conclude with a call for forms of organizational research that the current preoccupations of the evidence-based project marginalise, if not write out altogether.

Lee, Changhyun, *Kookmin University*

Visual Autobiography of the Hybrid Colonized Scholar in Korea

Based on critical reflexive interpretation (Denzin, 2003), this visual autobiographical performance examines the Korean educational system that has been colonized by the US academic system and my own scholarly identity construction in the Korean academy. Professors who received their doctoral degrees from US institutions are academic genetically modified organisms (GMO) that destroy the local ecology of the Korean educational system. They try to uphold the US academic heritage in the Korean academy. They do not want to keep the Korean academic heritage. They are like the products of biological GMOs that cannot reproduce themselves. Academic GMOs want to carry on the US academic lineage in Korea by sending their students to the US for their advanced degrees. They heavily rely on US theories and methodologies in the classroom not developing their own for the Korean context. Academic GMOs have a great institutional power in favor of the scholars who inherit the US academic lineage. Thus, papers published in American journals receive much better recognition than papers published in Korean journals. I am an indigenous scholar who received a doctoral degree from Seoul National University (SNU), the top-notch university in Korea. SNU produced the most number of Ph.D. holders from US [...]

Lee, Heekyeong, *McGill University*

Complexity of Learner Agency and Symbolic Power in Literacy Practices

Learners' meaning-making processes in literacy practices vary from one social setting to another (Ivanic, 1998), or even in the same social and cultural context (Lee, 2003). This paper presents personal narratives of four Korean students who develop different approaches to their English literacy practices in Canadian institutions. The students' personal narratives illustrate that they engage in their literacy practices as active agents, and exercise symbolic power by appropriating a variety of mediational tools that are available in their social spaces. Furthermore, they show different valuations of the sources of power exercised to them

by others in the use of linguistic and social skills in different social environments. Given the complex interplay between learner agency and various types of symbolic power, I critically question the feasibility of adopting a single evaluation scale to measure one's literacy ability as well as a monolithic view of what is a good second language learner.

Lee, Hyunju, *University of Illinois at Urbana-Champaign*

Portraits of commitment, higher vision and integrity in teachers: An example

Teaching is essentially a moral enterprise often involving commitment, some kind of higher vision (of society, nature, the human being, beauty, a discipline, etc.), and integrity. It is important for pre-service teachers, who are still in a formative stage, to see examples of teachers that exemplify such qualities to a high degree and in a unity. This can be achieved by portraiture, which is a genuine representation of understanding of human nature. As an illustration, I present a portrait of a science teacher (Jenna) who, out of her own initiatives, is addressing socioscientific issues in her classroom. In this portrait, I pay attention to her fundamental and essential inner aspects (i.e. deeper values, motivation, inspiration, etc.), to the shaping and development of these aspects in her personal history, and to their representation in her teaching of science.

Lefcourt, Yvonne Kaulukane, *University of Illinois at Urbana-Champaign*

Navigating between two landscapes: (Re) envisioning Native Hawaiian education through ho'ola (giving life)

In this seventh moment (Denzin, 2000) of our living essence, wounded spirits struggling to have their voices heard speak of the turmoil in their homeland. The education scene of contemporary Hawaii reveals indigenous Native Hawaiian people continuing to seek social justice while navigating between two very different landscapes. Despite the democratic ideals of Western education, this study suggests we are still at the embryonic stages of defining, honoring, and implementing culturally relevant epistemology and pedagogy. Wisdom of Native Hawaiian kupuna (elders) provide cultural insight for sustainability and survival through ho'ola (giving life). The elders help redefine education as a holistic composite. This study represents the intellectual legitimization of Native Hawaiian indigenous knowledge through Papa Hana (approaches to conducting and validating research in NH communities). This has implications for improving education for other indigenous and marginalized groups across the globe that may be challenged with similar parallels.

Leichtentritt, D.

Social change vs. exploitation: The dual relationship dilemma in feminist research conducted by a practitioner - Research on street prostitutes as a case in point

See Peled, Ronit Einat

Lemelin, Raynald Harvey, *Lakehead University*

Giving Voice to Polar Bear

Interpretive anthropomorphism (Burghardt 1998; Sanders, 1999) attempts to address how humans "tell stories that acknowledge other animals/beings as sub-

jects of lives we share[?]" (Fawcett, 2000, p. 140). In this presentation, we will contemplate how a polar bear researcher would present his or her findings of wildlife tourists visiting the Churchill Wildlife Management Area in 2003. Perhaps, polar bear would focus his or her analysis to the complex, and often contradictory forces at play in wildlife tourism revealing travel patterns closely resembling what Urry (2002) refers to as the tourist gaze. This quest for photographic collectibles may prove quite troubling from the polar bear's standpoint, for it could indicate an increase in ocular consumption and a decrease in contemplation. In his or her concluding remarks, polar bear will offer suggestions on how wildlife tourism might become more respectful and viable in this region.

Lemelin, Raynald Harvey, *Lakehead University*

Ending The Silence: A Wounded Healer's Perspective of Male Sexual Abuse

This presentation pertains to a subject which makes many of us uncomfortable, the issue of male sexual abuse. Given that only ten percent of men who are sexually abused go on to commit crimes (Etherington, 2002), little research has focussed on the voices of most men who have experienced sexual abuse. When research has been conducted, it has been done so from the perspective of the "expert" (see Crowder, 1993, Herman, 1992, Miller, 1991). I wanted to write a narrative from the perspective of a wounded healer's perspective. Inspired by Etherington's (2002) narrative approach to male sexual abuse, this is a story of hope and healing. Telling our story is a way of reclaiming ourselves, our history, and our experiences; a way of finding our voice. This story is about breaking the silence.

Lester, Janet, *Buffalo State College*

Panoptic Bones and Haunting Objects

The original panoptic was an all seeing institutionalized presence, which choreographed our actions. This idea of a "watch tower" has begun to dissipate and people have started to internalize the pressures. Bones, visibility v. invisibility, are an example of the new internalized panoptic. Thus the internalized panoptic becomes a pan(ic)optic. There are visible signs on people's bodies of the self-induced pressures. The personal pan(ic)optic with women in our society is discipline on the body itself. In the media it is easy to find hip bones, collar bones, clavicles, ribs, and back bones easing their way to the surface of the skin. How is it, woman's bodies are displayed as disciplines when our society's lack of discipline is becoming more and more evident? What happens if these features do not appear at their extremes? Women in the media, that is to say women in magazines, on television shows, in movies and on commercials need, as part of their package, a panoptic undertone. Surgeries have been invented to accent these features that sometimes get lost under extra skin or fat. New implants now accentuate the cheek and jaw bones. Hip bones are being filed to look smooth and [...]

Levy, Dalit, *Dep. of Education in Science and Technology*

From Duet to Choir: Changes in the Nature of Discourse in Computerized Discussion Groups

This presentation will describe the "clusters model" for the qualitative analysis of discourse in a computerized discussion group that constituted a kind of group diary documenting the ideas and feelings of the participants over time.

The clusters model served as an organizational tool for integrating the textual contents of the discussion group with the formal structure of the messages in this forum. We will present the findings of the inductive analysis performed using the clusters model, the essence of which is a description of the discussion group as a developmental continuum. At one extremity of this continuum is a duet of voices - discussions between only two participants, which characterize the early stages of use of the computerized forum examined; at the other extremity is a choir in which many voices participate. We conclude with conclusions about the suitability of the analysis method we developed for use on other computerized discussion groups.

Lewis, Patrick J., *University of Regina*

Stories I Live/Teach By

In this performance piece, narrative provides the framework and oral storytelling, the act. Oral storytelling is woven through the narrative presentation of story-making as meaning-making. It is an attempt to show rather than to tell what stories do. It entwines the ontological and epistemological position of narrative with the demonstrative use of storytelling to exemplify the primacy of narrative in meaning-making. Narrative and storytelling work together to create meaning and meta-meaning through "story and projection". Story and projection is when one tells a story to make sense of another story (Turner, 1996). Story helps us make sense of story. The translation of one story into terms that make sense in another larger story is parable. The projection of story happens both throughout day-to-day existence and in the most celebrated, sophisticated, and complex literary creations (Lewis, 2000, p. 11). Come, listen to some stories.

Liaschenko, Joan

Narrative and Reflection: Theoretical and Philosophical Bases

See Peden-McAlpine, Cynthia

Liaschenko, Joan

Research Findings: How Reflective Practicums Make A Difference

See Peden-McAlpine, Cynthia

Liaschenko, Joan

Research Interventions to Extend Expertise in Practice Research Interventions to Extend Expertise in Practice

See Peden-McAlpine, Cynthia

Light, Greg

Mixing Methods in Funded Education Research: Phenomenography as Bridge-Builder

See Streitwieser, Bernhard

Lincoln, Yvonna S., *Texas A&M University*

Decolonizing Qualitative Research: Non-traditional Reporting Forms in the Academy

See Gonzalez y Gonzalez, Elsa M.

Linders, Annulla, *University of Cincinnati*

The Bureaucratization of Ethics (or, what does the IRB have to do with the Protection of Human Subjects?)

In the story the Institutional Review Board (IRB) is telling of itself, the institutionalization of review of human subjects research has served to clean up the research process. The emphasis today on informed consent, the right to privacy, protection from harm, and various procedural safeguards, the narrative goes, has forced researchers to abandon practices that, in the past, produced such embarrassing research studies as those carried out in the Nazi death camps and, closer to home, the Tuskegee experiments. The method by which research has been pushed in a more ethical direction is an institutionalized system of review and oversight of all research involving human subjects. At the university level, this system is the IRB. The question this paper addresses is how exactly the IRB distinguishes ethical from unethical research. During the last decade, the IRB has undergone a transformation from a decentralized and discretionary body of experts working essentially without oversight to an increasingly bureaucratized institution characterized as much by its paperwork as its procedural guidelines. This transformation has no doubt made the decisions coming out of the IRB seem less arbitrary, which is probably a good thing, but it has also had a subtle and potentially more insidious [...]

Lindqvist, Per, *University of Kalmar*

Who dares to disconnect in the age of uncertainty? Teachers recesses and 'off-the-clock' work

The aim of this paper is to present two grounded theories about the invisible work of teachers and situate them in the age of insecurity. In the studies we first attempt to determine the effect that recesses and interspaces might have on the everyday work. Then we focus on the work done in the non-regulated hours. The results show that uncertainty has encroached on the territory of teachers work, leading to a constant sense of unfinished business, the disappearance of interspaces in the daily work and feelings of constant public appearance. When the back regions are lost, the situation leads to the teachers neither having the possibility of controlling the existence and borders of their public appearance, nor the possibility of creating personal interspaces, where the necessary conditions for forming and upholding the official façade and the team are at hand. Mastering the back regions plays according to these results a decisive role in experiencing control over the working situation as a whole. Teachers' work is characterised by the absence or delay of expected results. Such a sense of unfinished business leads to constant mental alertness which can be interpreted both in a positive way — thoughts as companions — and a [...]

Linstead, Stephen, *University of Durham*

Song and Music as Realistic Ethnographic Fantasy

This paper looks at a series of hour-long documentaries - the Radio-Ballads - between 1957 and 1964. The programmes are remarkable in that they used only extracts from raw data - no commentary or analysis - and linked them with music and songs composed for the programmes from the words of the informants. The programmes were made by Ewan MacColl, Charles Parker, Peggy Seeger. My argument is inter alia that these programmes represent a type

of alternative performance ethnography which captures the blend of realism and fantasy that is often reduced to simple materialistic realism in everyday sociology. Despite the brilliance of the creators of these programmes, technically they are now within the compass of more ordinary researchers - modern recording and editing software can achieve much of what they were able to achieve and is not expensive to obtain or especially difficult to use, and is far less intrusive into the fieldwork process. The programmes themselves have recently been released for the first time in total - on CD, so they are very accessible and will be used in the presentation as I build an argument for an aesthetics of qualitative inquiry.

Linstead, Stephen, *University of Durham*

Subverting the Other: Masking and Neocolonial Embeddedness in Accounts of Indigenous Management

See Banerjee, Subhabrata Bobby

Lisboa, J. C., *UNIJUÍ-RS - Brazil*

Aspects Of The Life History Of Work And Health In Health Centers — Ijuí — Rs Users In The Debate Of Doctor And Patient Relationship In The Elderly

Introduction: The users of the public services of health in the elderly can be studied from the perspective of each individual's singularity. The process of constitution of the subjects happens in the social relationships, instances of power that interfere in the process health-disease and in the relationship among doctors and patient. We evaluate the history of work life and health in the perspective of the construction of the subjectivities in this debate in the public health centers Ijuí RS. Methodology: Researches quantity-qualitative accomplished in the period of December /2002 to August /2003 in three health centers public of Ijuí (RS) for sampling constituted by 103 individuals with 60 years-old age and plus, being guaranteed a maximum margin of error of 5% which was random selected. The statistics approach is the Analysis of Multiple Classification of Fricke (2004) that codifies all separately of the arguments presented in the "speeches", counted histories for the interviewees. The results show a prevalence of activities to the home (43.7%), the country with 35.9% and domestic services with 26.2% as it evidences this "speaks": "he worked in the colony, taking care of the house, making food for the farmers, it removed milk and made cheese." They [...]

Lisboa, João Carlos C., *Unijuí RS - Brazil*

Elderly Users Expectations and Perceptions Regarding to the Public Health Quality

The satisfaction degree noticed for the elderly patient is an important parameter that allows us to infer on the quality of services as affirms Freitas (2002). Quanti-qualitative inquiries accomplished in December /2002 to August /2003 in public health centers of Ijuí (RS). The users' satisfaction was related to the medical prescription (50,5%), to the faith deposited in the doctor (26,2), to the quality of medical attention (26,2) and social-affectivity (12,6%). To improve the relationship among doctors and patient were pointed out: for 17,5% a need of kinder listening, 11,7% the need of adaptation of the number of doctors to the service demand. It's important to humanize the relationship for 6,8%. The analysis categories are: the medical formation, the institutional organization and

the medicine humanization.

Llobet, Bernat

Female Differences in Rugby Union

See Martín, Montserrat

Loutzenheiser, Lisa W., *University of British Columbia*

Working Alterity: Researching Queer Youth

My goals in this presentation are to speak theoretically and methodologically about researching with, for and about queer youth. The presentation emanates from two qualitative studies on marginalized youth which included queer youth, as well as community and school based experiences as teacher, volunteer, and subject. Within the realm of researching with and about queer youth, I am interested in exploring how who we are and how we are seen, how we see, do not see, and cannot see those we research impacts all the processes of research. I ask how we can productively highlight and expose these conscious and unconscious moves, erasures and disruptions in our work. I am not suggesting that we can find an be-all answer or solution, but the alteration of what ethical research ought be, and what knowledge cannot be, may open up possibilities for a more nuanced, multiple and fraught research and subsequently, complicate our understandings of queer youth, and research itself. I will begin with a brief contextualization of ethical conundrums inherent in a qualitative research methodology. I am particularly interested in methodologies which emanate from epistemologies which attempt to be both “ethical,” and acknowledge the very impossibility of such a move. From [...]

Lovvorn, Jason

Literacy, Technology, and Actor Networks

See Leander, Kevin

Lowe, Staci T., *University of Wisconsin-Madison*

Blinding Me With Science: Reflections on Policy Analysis

On the conceptual level, policy analysis is described as a rational decision-making process that deploys scientific evidence in an agnostic, value-free manner. Models are usually conceptualized as a series of steps, which lead the analyst from problem formation to choosing among alternatives to, ultimately, implementation and evaluation. Missing in such accounts are critical perspectives on the assumptions underlying these specific processes, as well as on the work that goes into establishing and maintaining certain methods of inquiry and categories of knowledge more generally. This paper explores some of the fundamental problems with current models of policy analysis and offers one example of what a more culturally-informed approach can offer.

Lowery, Regina A., *University of Memphis*

Looking Back: The journey of a young mother

African American females have experienced higher rates of early pregnancy than any other ethnic group. The Center for Disease Control reports that in 1991, the birth rate per 1,000 estimated females in the United States was 61.8;

for African American females 15 - 17 years old this number was recorded as 79.9. There has been an inundation of both quantitative and qualitative studies focused primarily upon the prevention of early pregnancy. A smaller body of literature exists which speaks to the effect early pregnancy has on the esteem, thought processes, and the very spirit of these young women. This document is the author's personal account of being a young African American mother after having become pregnant during the heightened period of teen pregnancy in 1991. Through an introspective process, the author chronicles life events that shaped her prospective and proposes more study with this population be completed.

Loxley, Andrew, *University of Dublin*

Crossing Borders & Mapping Undiscovered Countries: Exploring Disadvantaged Mature Students, Experience of University Life Through their Voices and Images

Drawing on data from a longitudinal mixed methods project situated in a large Irish university, this paper will explore how two small cohorts of mature students from what the university designate as disadvantaged communities perceive and make sense of life and work both in and out of higher education. The first cohort of students are enrolled on the University's access program and the second group are first year undergraduates. More specifically the study is concerned with exploring what Henry Giroux (1992) characterises as border crossings. Borders in Giroux's context are divisions (spatial, temporal, economic, political, social, cultural and in the context of Ireland, religious and geopolitical) between communities. Criss-crossing the borders between cultures and communities is highly relevant in the case of both groups, as the students are engaged in a continuous process of (re)negotiation, (re)orientation and consolidation of their entry (and in some cases exit) into and around a new community and culture. In turn this has a reciprocal and powerful impact upon their lifeworlds outside of the University, generating the need to reconcile conflict between a multitude of new and old demands, responsibilities and identities. Given the richness and diversity of data, the paper will primarily [...]

Luis, Myrian, *University of Illinois at Urbana-Champaign*

Education Legislation and Latino/a History

Latinos/as have been rapidly becoming the majority of the minorities in the U.S. It is expected that by the year 2030 they will compose 18% of the total U.S. population. However, this increase in numbers will bring a new reality to the forefront. For example, part of the increase in population will consist of foreign born U.S residents. This wave of immigration is critical to acknowledge because future creation and implementation of educational legislation will impact their K-12 grade education. Latina/o scholars such as George J. Sanchez, Henry Gutierrez, and Antonia Darder have written about educational inequalities face by Latinos/as in the United States in the public education system. These inequalities occur because of the intersections of past history, economic, political status, and ethnicity. With in these realms Latina/os are affected very differently from main stream America because depending on their legal status the implementation of educational legislation can and does create historical differences in their educational attainment. This paper poses the following question: how has educational legislation at the federal and state level have historically been able to

do this? Further paper questions comprise the following: - In the past ten years, what are the [...]

Luna, Melissa

Mixing Methods in Funded Education Research: Phenomenography as Bridge-Builder

See Streitwieser, Bernhard

Lynch, Jill, Ashland University

Space, Identity, and Community Membership: Comparing Public Spaces in a Suburban and Urban High School

This paper presents a comparative analysis of the reciprocal relationships among school spaces, student identity formation, and adolescent-adult authority issues at a suburban and an urban high school. The structures of disadvantage and privilege are juxtaposed to illustrate how they may both include and exclude students from future participation in society. Ethnographic inquiry, critical discourse analysis, and critical social geography inform the paper. The following three themes will be discussed: Space, Time, and Freedom; Space and Adolescent Identity Development; Space and (Emergent) Membership in Larger Societal Structures. An analysis of concrete space allows an accessible exploration of ways that larger systemic, structural issues play out at a micro-level. A focus on clearly-defined space and the resulting opportunities and constraints allows a discussion of some of the intangibles of schooling*power, social relations, discipline, and the processes of working out identity and community membership.

Mabasa, Layane Thomas, University of the North

Reflections on the Use of Case Study Approach in Researching School Governance in South Africa

The paper reflects on the use of the case study approach in studying school governance in South Africa. It is based on a study conducted looking at the participation of various stakeholders in school governance. Two schools in the Mankweng area of the Limpopo Province were selected as sites for the study. The methodological features reflected upon are Observation, Interviewing and Documents. The reflection was done through attending School Governing Body (SGB) meetings; whereby proceedings of meetings were observed and key informants in the two schools interviewed. Documents were also used to gain information about the policy of the government on school governance and schools under study. The results of the study indicate that there are serious challenges with respect to stakeholder participation in school governance. Furthermore, the study indicates strengths, limitations and lessons learned from the use of the case study approach in studying social phenomena like school governance.

Macdonald, Mary Ellen, Montreal Children's Hospital/McGill University, Montreal, Quebec.

Qualitative Health Research and the "Illumination Test": Answering the "So What?" with Qualitative Inquiry.

Qualitative inquiry (QI) is increasingly being used to foster change in health

policy and practice. Review committees often misunderstand QI, assuming its rigour should be judged by the criteria of quantitative science. Traditional health research uses scientific realist standards as a means-to-an-end, answering the question "So what?" to support the advancement of practice and policy. QI draws on constructivist paradigms, generating knowledge as an end-in-itself or as a means to foster change. When review committees inappropriately judge its value, this restricts the ways health phenomena can be understood. QI is necessary because it enables an understanding not possible within scientific explanation. When such research illuminates, it can also shed light onto the "So what?". In order to ensure an appraisal of QI congruent with its paradigmatic premises, we suggest the "Illumination Test," which is met when findings foster rich understanding of phenomena, resulting in a reflective "aha!".

MacGregor, Nancy, University of Illinois at Urbana-Champaign

Test score profiles and understanding the child's abilities

Spend time in the teacher's lounge of any school in any school district in any town in the United States and sooner or later the conversation will turn to testing and the "no child left behind" initiative. Elementary school teachers are painfully aware that school districts often use standardized test scores to "track" students' progress and in so doing, make inferences regarding teacher effectiveness. Yet every teacher also knows that there are many children whose test performance indicates they are "at risk" or low-level achievers but whose classroom performance demonstrates competency and even outstanding ability. Why is there such a discrepancy? In this paper I will look at and compare the profiles of two male children that was generated by language arts scores on two standardized tests, the Kaufman Test of Educational Achievement (KTEA) and the Illinois Standards Achievement Test (ISAT), with the in-depth portraits of the children. Essentialist portraits provide a fundamental understanding of the child and are an ideal method for comprehending "what is good and healthy" in the child (Lawrence-Lightfoot and Davis, 1997, p. 9) rather than what is "wrong" with him or her. Using the subtest scores, I will draw an overall picture of each child [...]

Madsen, Jean

Female Principals in Communication: A Case Study of Strategies and Skills, Contributions and Conflicts

See Chen, Yihsuan

Magnet, Shoshana, University of Illinois at Urbana-Champaign

Disabled Queers Talk Sex: Understanding Multiple Oppressions in Pratibha Parmar's *Double the Trouble, Twice the Fun*

This presentation uses feminist disability studies, critical race theory, and feminist film analysis in order to interrogate Parmar's film *Double the Trouble, Twice the Fun*. We contend that the erasure of disabled queers from both commercial and independent film is a deliberate "mis-seeing" as a result of the construction of people with disabilities as either asexual or deviantly sexual. We assert that this film enriches the study of both disability and sexuality in that it highlights the transgressive potential of these depictions of disabled sexuality and their potential for contributing to a re-imagination of the erotic.

Magnus, C. M.

Arts-Based Research as an Alternative Lens: Rethinking Current Scientific Models of Physical Self-Concept

See Kowalski, K. C.

Maidana, Valeria, *Instituto Gino Germani - Universidad de Buenos Aires*

The Meaning of Democracy Among Working Class People

See Sautu, Ruth

Maltzan, Tammy L., *Ohio State University*

Country Kids: The Dilemmas of Racing Rurality

He is the only one. I am studying the postsecondary transitions of students from rural areas and he attends the high school that has become the field for my research. In a school reputed to be 99.9 percent white, he isn't. Truth told, he brings just .05 percent of the remaining .1; he is biracial in equal parts black and white. In an age of global uncertainty, permeable boundaries, and fluid identities, subjectivity and context issue challenges to what might be learned about the only one from within the positivist paradigm. What might the positivist lens reveal? How might the ethnographic lens add to the picture? What is my responsibility, as a researcher and author, in deciding through which lens the reader will become acquainted him? These and other dilemmas will be discussed.

Mansaray, Abu Sidikie, *University for Development Studies*

Academic Freedom, The State & The Social Responsibilities of Intellectuals in Post colonial Africa

Post-colonial African academics must discharge two complementary responsibilities in this era of the globalization- the generation of genuine empirical and reflective knowledge on the onehand, and the prudent utilization of this knowledge to solve specific historically determined problem of the social milieu in which intellectuals find themselves. However, this paper argues that the NEOPATRIMONIAL and ANDROCENTRIC essence of the state in post-colonial Africa has precluded critical qualitative inquiry and contributed to make the POLITY and the ACADEMY mere "strange bed fellows" instead of active "partners in development" . Some of the interrelated questions that are addressed include: How much ACADEMIC FREEDOM exist and what are the social responsibilities of African intellectuals in a globalizing era? What factors impair or promote academic freedom within the state? What policies must be put in place to enable intellectuals smoothly discharge their social responsibilities in the era of globalization?

Manson, Nicola, *University of Stirling*

Tales of the unexpected. Tensions in writing an alternative doctoral thesis.

In this paper the author considers her experience of using alternative qualitative research writing strategies within a doctoral thesis. In an attempt to portray the existence of physical activity, to describe where physicality lived in the lives of diverse adolescent girls, new forms of qualitative writing appealed to the author. In this paper she discusses her encounter with such writing forms and whether they effectively captured her field data. Unanticipated tensions that

emerged through alternative qualitative research writing, specifically ethnographic fiction, are described. These were compounded as the writing occupied a doctoral thesis, a publication steeped in academic tradition. Also noted are unexpected ethical dilemmas that arose, issues around voice, the politics of representation and of authorial responsibility. This paper documents a journey in territory that is largely uncharted by doctoral students. It hopes to support academics who are considering using, new and alternative approaches to qualitative research writing.

Manyak, Patrick, *University of Wyoming*

Wanted: A Post-Foundational Research Project Worth Doing

Inspired by contemporary thinking in qualitative inquiry, I recently decided to pursue research that 1) established sincere, caring relationships; 2) built community; 3) was dialogic in design and reporting; and 4) enabled me to serve as a resource for participants. However, I found it extremely difficult to transform my existing academic questions into this type of project. Consequently, I began a challenging journey to develop a research agenda that would meet my new criteria. In this presentation, I explore this journey, outlining the conceptual and practical difficulties that I confronted and the project that resulted. In doing so, I hope to stimulate dialogue about designing and gaining access in research that aims to be highly relational and catalytic.

Markula, Pirkko, *University of Bath, United Kingdom*

Body-Movement-Change: Dance as Performative Qualitative Research

Since the crisis of representation, experimental, performative texts have carved a niche as a way of representing social science research. In this talk, based on my own choreographic and performance experiences, I explore the possibilities of dance to act as a legitimate method for representing social science research. My quest is inspired by scholars such as Norman Denzin, Carolyn Ellis, Mary Gergen and Laurel Richardson who ponder the possibilities of representing research not only through texts, but through performance. I am further encouraged by Brian Massumi's (2002) lead "to explore the implications for cultural theory of conceptual displacement: body-(movement/sensation)-change" (p. 1). According to Massumi, much of the cultural research has ignored the impact of movement in this chain. To reconnect bodily movement with social change in my dance, I have turned to Deleuzian feminist thought that points to an alternative understanding of the body in a process of "becoming."

Marshall, Catherine A., *Northern Arizona University*

When Women Paint a Story: Participatory Action Research, Indigenous Ways of Knowing, and Stories of Culture and Community

See Kendall, Elizabeth

Marshall, Stewart, *The University of the West Indies*

The creation of a hypermedia ethnography for the presentation and representation of research on distance education in Swaziland

This paper describes the role that hypermedia played in the creation of my PhD thesis and looks at some of the issues that emerged. The thesis (that was

presented on a CD-Rom as a mixed-genre hypermedia ethnography) attempted to “re-present” the many voices and stories speaking to us about the introduction of distance education at the University of Swaziland during 1996 to 1998. Very early in the research process, I “captured” my data in web pages. Using hyperlinks to reveal the interconnectedness of the data made exploration of the data simpler and encouraged re-exploration as new hypotheses emerged. In revisiting and re-exploring the web pages, I often made additional hyperlinks between events, and those events then took on new aspects. Using hypermedia enabled me to include, and hyperlink to audio, graphical, and video “documents”, and so new aspects were also created by “viewing” events through different media. Thus, the use of hypermedia became an essential part of the analysis and writing process - enabling me to “know” the data in new and complex ways. As a bricoleur theorist, I used hypermedia as the tool with which to explore, “cobble” and “assemble” a mixed genre ethnographic bricolage, in which polyvocality and the [...]

Martín, Montserrat, *Universitat de Vic*
Female Differences in Rugby Union

This paper explores, through personal narratives, women’s rugby experiences in Catalonia, Spain. We derive from Luce Irigaray’s theory of sexual difference and apply concepts later developed from Irigaray’s work by Italian feminists Luisa Muraro and Adriana Cavarero. We believe that our background (a female rugby player and a male coach of women’s rugby) and our starting from our own experiences to narrate women’s rugby experiences create a richer and deeper understanding of what it means to be a woman and playing rug! by union in a Mediterranean country. We have chosen to represent how these experiences interweave with theoretical concepts such as entrustment, desire and freedom through a creative non-fiction dialogue between a male rugby coach and a female rugby player.

Martínez-Salgado, Carolina, *Universidad Autónoma Metropolitana, Xochimilco*
Impacts of poverty in psychic structure: the case of Mexican poor urban families

This paper presents some findings from an in-depth approach to how the family dynamics and raising styles affect the subject’s psychic structure. It was carried out in an urban poor settlement in Mexico City, an increasingly impoverished city and one of the most populous in the world. Three families whose members were living in seven households were studied. Each family had members of three different generations. The first generation had migrated with their children to the city coming from extremely poor rural regions, so commonly seen in Mexico in the second half of XXth century, and, moreover in the last two decades. Members of the second generation grew up and formed their families in the city. And the third generation (still in their childhood) was born there. The stories were gathered by means of semistructured interviews with each person in the household older than six. A close contact with them was created while the interviews were carried out. Special attention was devoted to their relations with parents, siblings and children (both in their accounts and through the interviewer observation). The interpretive exercise was based on a postkleinian psychoanalytic model (proposed by Harris and Meltzer). The paper

describes the gestation of [...]

Maruyama, Naho, *Texas A&M University*
Qualitative Investigation of Tourist Art: Maintaining and Changing Aspects of Tradition From the Native American Artists’ Perspectives

Though recent studies of Native American tourist art have expanded knowledge regarding the socio-cultural impacts of such art on the local communities, studies about the artists themselves have been lacking. The purpose of this study was to understand the experiences of producing tourist art from the artists’ perspective. Face-to-face, in-depth interviews were conducted with nine Native American artists. The findings of this study revealed that the concept of authenticity of art differed between artists and consumers. Some aspects of tradition in art are changing, while others are consciously being maintained. This study also found contrasting trends among the artists-namely more individualism and also a greater collective identity, or “Pan-Indianism.” The significance of this study was in providing a channel for artists’ voices that have been relatively silent in the study of tourism. Future studies need to solicit perspectives of younger generations of Native American artists.

Marzano, Marco, *University of Bergamo*
Towards Ethical Globalization? Freedom of Research and Moral Constraints in Qualitative Research

In recent years, research in many Anglo-Saxon countries has been increasingly regulated (and restricted) by codes of ethics and ethical boards. These innovations have had a particularly marked impact on qualitative research, which becomes more and more difficult to undertake. But what happens in other cultural settings? Is the same process ongoing in every part of the world? Is a sort of “ethical globalization” gaining ground, a process by which practices and values originating in the Anglo-Saxon countries are spreading through the rest of the world? On looking the Italian situation, the answer seems to be “no”. In Italy, the restrictions imposed on the freedom of research by ethical boards and codes of ethics seems to be minimal; and also minimal, and in many cases merely a facade, is respect for informed consent in Italian clinical practice. The paper reconstructs this situation, examining the degree of freedom enjoyed by research in biomedicine and in the social sciences. The argument of the paper results from systematic inquiry conducted among Italian doctors and researchers, and, above all, from fieldwork by the author in a hospital oncology department in 2000 and 2001 (studying the social interaction between terminally ill [...])

Mavers, Diane, *Manchester Metropolitan University*
Remaking the Social: Children’s Graphic Transformations

This presentation explores how children remade their experience of particular social practices for a different social context. It examines the ways in which they shaped meanings graphically to position how researchers understood social phenomena. This transformative process entailed analysis of their experience and selection of apt semiotic resources in response to the research community as they perceived it.

Mayan, Maria J., *University of Alberta*

Negotiating Norms: The Practice of Culturally Competent Care

In response to changing patterns of immigration during the past 30 years, cultural competency has evolved as the way practitioners can meet the health care needs of ethnic minority populations. Standards, guidelines and best practices have developed, and in-services, training days, and multicultural days, on “how to” deliver such care, are commonly provided to staff. A focused ethnography was conducted in a hospital that works with a very ethnically diverse population to explore how nurse administrators’ understand culturally competent care, and whether and how it is provided within the hospital. Results demonstrate that, under the guise of culturally competent care, common patterns of practice actually strip patients of their ethnicity in an effort to treat everyone “the same”. Good intentions, well-trained nurses, in-services and standards are not enough to overcome the institutional and societal norms that block attempts to achieve equity for ethnic minority populations. Discussion about where this leaves culturally competent care will be invited.

Mayuzumi, Kimine

Pinpointing a blind spot: Indigenous knowledges and rural Japanese women

There is a missing voice of rural Japanese women in the dominant discourse on Japanese women created by the nation-state through history and the global economy. Based on a literature review and my lived experiences as a rural Japanese woman, I use an anti-colonial feminist approach to explore the answer to the following question: What is the role of indigenous knowledges in the context of rural Japan and moreover for rural Japanese women? I argue that a discussion on indigenous knowledges can help find a “blind spot” of inequity in the site of knowledge production and return rural Japanese women their voices. Finally, I make suggestions to be added to the discussion on indigenous knowledge in a global context, which allows us to unfold possibilities for social justice and equity beyond Japan and the academy.

Mazzei, Lisa A., *Ohio Dominican University*

Mentoring or Monitoring: A Qualitative Analysis of the Normalizing Discourses Present in the Mentoring of New Teachers

Many school districts have instituted new teacher mentoring programs for the purpose of retaining promising young teachers, strengthening the skills of novice teachers, and responding to licensing, accountability, and self-regulation mandates. Furthermore, these programs are often intended to support or deny the granting of contract extensions beyond an initial probationary period. While many educators endorse such efforts as the process of developing and evaluating new teachers, this study, using a Foucauldian analysis, explores how such mentoring may also function to police, normalize, and control teacher behavior. This session will specifically address the following questions: What are the multiple discourses that inform the practice of mentoring in schools, and how do those discourses shape its implementation? How does the technology of power function in the mentor/mentee relationship? How might that power be used in this relationship to control and normalize according to standards of “acceptable” teaching behavior?

McCarthy, Brendan M., *Buffalo State College*

Manifestations of Social Desire and Dreams through the Cellular Phone

It would be the last time I let myself check my cell phone, thinking there was an incoming message from its pixel tongue; that speaks to me in a language of its own. Yet it was not the phone that fooled me, it was coerced, forced, held hostage by nothing other than a desiring machine itself. What a friendly medium had been created; one that in the same instance holds me hostage. It commits the act in so many ways. Lying in bed blanketed in the typical sounds of the dorm room at night, the high pitched hums of the ‘sleeping’ computers, televisions, and refrigerators, a mating call arises; I quickly check the pixel tongue to make sure it’s not moving, articulating vibrations from its inner circuitry; a mating call for me and desire. Do not forget those moments where the gun is to your back just because you played a part in putting it there and finally the loosening of the grip upon it. ‘For they are part of it, they are present in every way while creating within the economic forms their own repression, as well as the means for breaking this repression’(Deleuze and Guattari, 63). Do [...]

McCarthy, Cameron R., *University of Illinois at Urbana-Champaign*

Representing the Third World Intellectual: CLR James and the Contradictory Meanings of Radical Activism

As Stuart Hall has noted, too often, contemporary writing on the postcolonial intellectual C.L.R. James has tended to be mostly of a celebratory nature, lionizing James instead of engaging critically with his ideas: “His work has never been critically and theoretically engaged as it should be. Consequently, much writing on James is necessarily explanatory, descriptive, and celebratory. However, major intellectual and political figures are not honored by simply celebration” (Hall, 1992, p. 3). The central objective of this presentation therefore is to offer a rigorous assessment of James’ s thinking bearing upon the role of the intellectual in modern life, calling attention to the tensions and contradictions in his understandings of the role of the intellectual in the postcolonial mass society. Instead of the ‘big man’ view of the historical contribution of James, I will attempt to place James’s life and work within the broad movement and circulation of bodies, ideas, and material practices operating within the black diaspora and the global theater of radicalism, resistance and change. In critically examining James’s writings on intellectual activism, I will foreground three types of intellectual subjects (“ traditional,” “organic,” and “ contextual “) that repeat themselves as tropes in James’ s major works: The Black [...]

McCaskill, Carolyn, *Gallaudet University*

Critical Race Theory in a Study of Social Injustice

Critical Race Theory provides the basis for an analytical model that focuses on the failure of an education system in the United States to adequately educate the majority of culturally and racially subordinated students. This paper discusses a qualitative research methodology that was conducted with Black Deaf and hard of hearing, hearing Black, Deaf and White participants. The CRT framework allowed acknowledgment that their voices are legitimate and provided forum in which their voices can be heard. CRT argues that racism is common throughout society and racism was clearly a salient factor in the way White administrators interpreted and administered official policy for Black deaf and

hard of hearing students. School funding is an obvious reflection of educational inequity. Black Deaf residential schools suffered with inadequate funding to provide a quality education to the students. The most serious and threatening form of racism was evidenced in the differential treatment in Deaf schools.

McClelland, Sara I., *The Graduate Center, CUNY*

Women in academic science: A university's analysis of female faculty, gender issues, and equity

This research examines how academic science, engineering, and medicine departments describe themselves in terms of gender equity and how they evaluate the presence or absence of women on their faculties. While there have been marked changes in the presence of female faculty in the humanities and social sciences in the last twenty years, female scientists have not been added to the ranks of tenure-track faculty at the same rate as other academic fields. What can be understood about the barriers in these spaces where female faculty are still absent or nearly absent? Using semi-structured qualitative interviews with departmental Chairs and Deans at a large, mid-western university in the United States, this research examines how men in positions of departmental leadership perceive themselves, their department, their academic fields, and specifically the role of women in the sciences.

McClendon, V. J., *University of Georgia*

Virtual faculty teams: Faculty connecting across the educational divide

Virtual Faculty Teams (VFT) may provide enhanced learning and cultural experiences for both students and faculty. The purpose of this research study is to establish faculty perceptions as well as the foundational literature on virtual teams to develop and to identify critical concerns informing future VFTs. As a relatively new endeavor in e-learning, little research is available on Virtual Faculty Teams (VFT) where faculty teach cooperative classes at different physical locations, suggesting a need for additional study. The literature then has been approached from fields of related or contributing areas of research. These include cooperative learning theory (Slavin, 2000, 1987a, 1987b), communities of practice (Wenger, 1998), online collaboration (Richardson & Turner, 2001; Reeves, 2000; Reeves & Reeves, 1996), community building and learning communities (Gabelnick, MacGregor, Matthews, & Smith, 1990; Hill, 2002; Palloff & Pratt, 1999), and team and virtual team literature (Connaughton & Daly, 2004; Garner, 1995; Ishii, 1999; Klobas & Haddow, 2000; Knoll and Jarvenpaa, 1995; Sharman & Wright, 1995). Interviews, questionnaires, and reflection statements with three experienced virtual faculty team members were gathered and data were examined using NVivo qualitative data analysis software for emerging themes using interpretive methodology. Findings provide suggestions for future implementation of the VFT model and continued research.

McCormick, Jennifer, *University of California, Los Angeles*

In their Hearts and Minds: Teachers Respond to California's Reading Reform

This paper will outline the extant research leading to the acceptance and implementation of state mandated scripts in California. I will raise questions regarding what passes as "scientific research" and present findings that have been left out of policy formation. I will also respond to theorists who argue that

scripted curricula and high stakes testing reproduce a stratified work force by "weeding out" any teenager who is superfluous (and potentially dangerous) to the post-industrial city. How do teachers fit into this effort to reproduce the bifurcated economy characteristic of the post-industrial city? How do their daily practices both reflect and diverge from "the script"?

McDiarmid, Trica, *Vancouver Native Health Society/ Sheway*

How do you measure empowerment?: Contesting the terrains of partnership, indigenous knowledges, and participatory action research in/ and Aboriginal community development

The legacies of colonialism and "academic imperialism" in positivist and biomedical health research remain evident in the reluctance of many Aboriginal communities to participate in university-based research. Anti-colonial, participatory, and qualitative research methods by and for indigenous peoples have challenged the academy to think differently about what counts as "good research". At the same time, Aboriginal communities in Canada are experiencing increasing pressures to frame community development initiatives in "evidence" generated from positivist, quantitative research or risk the possibility of losing funding. This paper explores our experiences as community research facilitators working on a Fetal Alcohol Spectrum Disorder (FASD) prevention study involving a partnership between university researchers and Aboriginal communities in British Columbia. We reflect on our efforts to negotiate the contested terrains of participatory action research, indigenous ways of passing on knowledge, and Aboriginal community development activities that support FASD prevention and the healing and empowerment of Aboriginal women.

McDonald, Lisa, *Buffalo State College*

The architect of the World Trade Center

I looked at the World Trade Center as an architect monument and its relation to the classroom. I linked the relationship of the WTC by finding holes of the architect. The hole of the architect would then link to other holes of a larger picture. The fall of the WTC provides more than just patriotism, but it presents us a dialectal relationship of the past and the present of history and the classroom experience. The classroom experience I discuss is one on, Where do students feel most smart at? From the answers given, I then create a map of how my particular classroom experience is linked to the structure of the classroom, the student and how the professor fits into the picture.

McGibbon, Elizabeth, *St Francis Xavier University*

Addressing Barriers to Critical Race Research in the Health Fields

The study of race, from an anti-racism perspective, receives relatively little qualitative research attention. Yet there is much evidence of racism based disparities in access to health care. This paper discusses some of the concepts of critical race theory and their relevance in the development of a long overdue focus on the qualitative investigation of racism and health. We argue that a reluctance to address racism in any of the professions is further complicated by biomedical dominance in the health fields. Notions of cultural competence and cultural diversity, now increasingly popular in health pedagogy and research, serve to obscure issues of oppression and further legitimate a racism free analysis of

health. We provide examples of how these kinds of barriers to critical race research are institutionalized in the everyday unfolding of health and social policy and the very way we teach about and fund health research. These examples form the basis of action strategies to address the unacceptable marginalization of critical race research in the health fields.

McHatton, Patt Alvarez

How We Make Meaning In Our Qualitative Research Activity and the Challenges of Dissemination in a Neo-Conservative Discourse Context

See Keller, Sharon Miller

McIntosh, Heather, Pennsylvania State University

Visualizing accountability: Feminist methodology in documenting social

Exposing the realities and inequalities of social issues has long been the subject of documentary film and video. While many inquiries into documentary focus on the final cut and its rhetorical constructions, they sometimes overlook the importance of analyzing the application of qualitative methodologies such as participant observation and interviews in the production process through cinematography and editing. The products of these methods provide the raw material for visualizing these inequalities, and a feminist inquiry into their application potentially reveals the power relationships among filmmakers and underrepresented subjects. For this project we first will provide an overview of how feminist thinking informs these methods. Second, we will compare how these methods are applied in video activism. Last, we will analyze how these methods are applied in some key texts. Ultimately, this inquiry seeks to address the effects of this praxis on the underrepresented subject.

McKenna, Steve, York University

'Real' Managerial Competence

In management development the dominant discourse and continuing regime of truth continues to be the idea of managerial skills or managerial competencies (Boyatzis, 1982; Crotty and Soule, 1997; Eyre and Smallman, 1998; Briscoe and Hall, 1999; Winterton and Winterton, 1999; King et al, 2001). This idea of competencies has more recently been extended into the area of global leadership and management, where the debate often revolves around the development of a set of abstracted competencies that can be developed outside of context to produce the effective global leader (Black et al, 1999; Conner, 2000; Gregersen et al, 2000; Suutari, 2002). Based on qualitative research conducted in various countries over a 12-year period, this paper seeks to deconstruct the myth of managerial competency and argues that managerial skill effectiveness and competence are not universal phenomena able to be defined and measured in a clear and objective way. Rather managerial effectiveness and competence is particularistic, situated, contextual and socially constructed (Putnam and Mumby, 1993; Chia, 1995, 1996; Clegg and Palmer, 1996; McKenna, 1994, 1999a, b and c, 2001, 2002; McKinlay and Starkey, 1998; Mulholland 1998; Watson and Harris, 1999). Additionally, the skills, effectiveness' and competence that managers develop or are required [...]

McKenzie, Marcia, University of British Columbia

Doing social "science:" The double life of poststructural activist research

Over recent years researchers have worked to explore human subjectivity and the contingency of knowledge in their research, moving from a positioning as 'scientists,' to something more akin to 'artists' as creators that move and inspire us, and engage subjectively with the political. However, the world calls many of these researchers to also at times be more definitive, to participate in more or less subtle transgressions, with work that is a 'willful contradiction' or a temporary forgetting in its portrayal of the world as knowable and wrong. Presented as social 'science,' these research proposals, research reports, and policy documents revert to a stance of knowing, not to appease the demands of a neoliberal 'Bush science,' but in response to outrage and compassion, in order to effect change, in line with our own politics. This presentation will examine this seeming double life, grappling with the doing of poststructural activist research.

M'Cormack, F.

African-American teenagers, participation in a longitudinal and qualitative application of ESM: Lessons learned about the method itself, participant motivation and activation

See Koro-Ljungberg, M.

McPhail, Brenda, University of Toronto

One for the money: A reflection on the experience of conducting qualitative research in a Canadian Bank

This paper will reflect on the experience of a novice qualitative researcher conducting a qualitative research study as part of a consulting project for a large Canadian financial services organization. The project was intended to develop an improved understanding of the ways in which learning around a new information system could be supported in a distributed branch banking environment. Fieldwork was conducted in seven different branches in two urban areas over the course of one year. The project was initiated by an individual in the bank's in-house training division, who believed qualitative methods would provide a unique insight into the questions he hoped to have answered during the project; however, the overall environment was one in which quantitative methods and data were better understood and respected than were the interview and participant observation methods which our university-based consulting team employed. While a qualitative approach was clearly appropriate to develop an understanding of the relationship and interactions between people, technology, work requirements, and organizational constraints in the branch banking environment, a variety of challenges arose as the work progressed. These included the ethical issues of ensuring genuinely voluntary participation in a workplace environment, where we went into the sites with management [...]

Meadows, Gina

Crossing Cultures: The lived experience of Jordanian graduate students in nursing

See DeLuca, Ellen

Meagher, Michael, The Ohio State University

Learn by doing: The development of researchers through writing and reflection

See Ishii, Drew K

Meagher, Michael, *Ohio State University*

Supporting the Journey to Qualitative Research

See Buffington, Melanie

Measor, Lynda, *University of Brighton*

Ways of Knowing: The ethics and methodologies of “visiting lives”

This paper asks a number of questions about appropriate methodologies for conducting research work with young people who come from backgrounds which are “deprived” in a material and social sense. It is important to ask questions anyway about how we can know about the lives and the perspectives and ways of seeing the world of those we research. There are significant methodological issues to be considered in the context of researching those who are vulnerable in addition. The second but fundamentally connected question which this paper addresses is the ethics involved in work with vulnerable young people. It relates to how we can work academically in ways that acknowledge and recognise the ethical issues involved in research with young people. This paper is drawn from a project, which researched Teenage Pregnancy funded by the Department of Health in Great Britain. The project then by definition researched a sensitive topic with vulnerable young women and some men, and raised ethical issues in a particularly acute fashion. The research design was exclusively qualitative, and the argument is that this raised more serious ethical dilemmas, than a conventionally quantitative design would have done. The paper offers little empirical data from that project but [...]

Medina, Annel, *University of Illinois at Urbana-Champaign*

Latino/a Parental Engagement and Contemporary Qualitative Shifts

The paper is grounded in the idea that Latino/a parents play a critical role in U.S. schooling today. Although Latino/a parents hold high aspirations for their children, Latinos/as are projected to have the lowest percent of college graduation by the year 2015 (Gándara, 1999). Research suggests the key role of parents in promoting student’s college attendance (Lareau, 1988; Gándara, 1995; 2002). Parental narratives are useful to diagnose student achievement and educational change (Auerbach, 2001a, 2001b). Despite school rhetoric of parental involvement, parents are really “kept out” of schools by the negative ways in which they are treated, by insensitive bureaucratic requirements, and by ways in which school-conceived parent involvement programs disregard Latino/a knowledge and cultural biases (Villenas, 1999, 2001). Incorporating Critical race theory and LatCrit Theory as an explanatory tool helps us position schools’ and larger society’s negative perception of cultural differences in family socialization and education within a framework of power relations and castification of Latinos/as in the U.S (Solorzano & Yosso, 2002; Valdes, 1997). This paper underscores the central experiences of Latino/a parents as critical agents to student’s success. It examines the “college knowledge” of Latino/a parents that participate actively in a [...]

Meinrath, Sascha, *University of Illinois at Urbana-Champaign*

Title TBA

This paper tells the story of the Champaign-Urbana Community Wireless Network (CUWiN) and the experiences users of this network have had as the system has been developed. The CUWiN project cannot be separated from the participants who made the network possible. As an ethnographic piece, this essay begins with a basic definition of the paper’s focus areas followed by a brief background on the rise of wireless computer communications. The history and purpose of the CUWiN project itself are then discussed, followed by a more in-depth analysis of how participants have used the network as well as their experiences using the network. This analysis utilizes personal correspondences, observations, and survey results to flesh out the pros and cons, successes and failures, solutions and next steps for the CUWiN project during its development cycle. Most data for this ethnography were collected during the first two weeks of November 2004.

Mendoza, M., *Universidad Autónoma Metropolitana-Xochimilco, México*

Power Dimensions in the Doctor/Patient Relationships as Obstacle for Quality Health Care. A Study of Four Cases of Mexican Medical Doctors, Practice.

The aim of this work is to develop an understanding about power components of unequal relationships between doctors and patients into different repayment methods. Content analysis methodology was used to construct data from the results of a semi-structured interview focusing in doctor-patient relationships representations. We interpreted of the data that neither the meaning nor the practice of power changes with different repayment methods. Nevertheless, other aspects exist through which the systems of differences reproducing the power relationships are constructed. In this sense, the medical act is viewed like a trust based relationship, even though is limited throughout discursive and non-discursive practices of power which acquire different forms related to the kind of patient to whom the service offers, mainly if they were private or beneficiaries and in function their education degree, social class and ethnic group, for example.

Mercedes Di Virgilio, Maria, *Universidad de Buenos Aires*

People’s Conceptions on the Meaning of Public Assistance: Interviewing Leaders of Soup Kitchen Organizations (comedores) in a Poor Neighborhood of Buenos Aires

This paper is part of a project that investigates the perceptions of leaders of social welfare organizations about the process of urban renovation that took place in their neighborhood in the 1990’s. The urban renewal process consisted in the development of the riverside area, and the recycling of businesses that supply services and goods to tourists and middle class people. A few blocks from that frontier, the neighborhood offers a sharp contrast marked by unemployment, malnutrition, and poor housing. This paper analyze the methodological problems related to the study of leader’s conceptions about the assistance that they offer to poor families, their description of beneficiary families and the definition of their role in the neighborhood. The paper also discusses strategies to compare these data with the results of previous studies based on in-depth interviews carried out among the leaders of popular soup kitchen organizations in the years 1999 and 2002.

Merriweather Hunn, Lisa R., *University of Georgia*

Slipping through the archival cracks: Informal adult learning, African Americans, Oral History

Many stories of the past that historians tell are reconstructed based on written documents found in dusty archives. This results in the privileging of cultural groups who were more apt to leave written records. Groups who failed to such remnants eventually fall through the archival cracks into historical forgetfulness. When the recent past is under investigation, oral history can serve as a democratizing methodology because it decenters the archival method as the prized means of gathering historical data. This in turn allows non-dominant cultural groups, like African Americans who have left few historical traces, to be more accurately written into the annals of history. This presentation briefly discusses the nature of oral history and uses the stories of informal learning engaged in by African American adults during the mid-twentieth century to illustrate the utility of oral history in recording shards of history that might have otherwise gone undocumented.

Mertens, Donna, *Gallaudet University*

The Prism of the Transformative Paradigm

The transformative paradigm provides a useful theoretical umbrella to explore the philosophical assumptions and guide methodological choices for the approaches to evaluation that have been labeled critical theory, feminist, participatory inclusive, human rights based, democratic, empowerment, or responsive. The transformative paradigm extends the thinking of democracy and responsiveness by consciously including the identification of important dimensions of diversity in evaluation work and their accompanying relation to discrimination and oppression in the world (Mertens, 2005). Mertens will provide an overview of the transformative paradigm and its assumptions, as well as describe how this paradigmatic shift in the research community is aligned with paradigmatic shifts in the field of international development, disability studies, critical race theory, and positive psychology.

Micari, Marina

Mixing Methods in Funded Education Research: Phenomenography as Bridge-Builder

See Streitwieser, Bernhard

Miedijensky, Shirley

From Duet to Choir: Changes in the Nature of Discourse in Computerized Discussion Groups

See Levy, Dalit

Miles, Bart W., *Wayne State University*

Foucaultian analysis of Homelessness discourse in Two US Cities

Foucaultian genealogy framed the theoretical understanding of the power relationships within the discursive practice that characterize homelessness. The data was drawn from local newspapers, in two different communities. Articles were analyzed regarding discursive practices around homelessness. The emer-

gence of the discourse identified key events and time periods in media discourse around homelessness. The authorities of delimitation (who gets to speak about homelessness) rarely included the homeless themselves. The grids of specification identified how the homeless are described, defined, and labeled. Often this included stigmatizing and derogatory terms. The homeless and their advocates represent the subjugated discourses. Local beliefs and understandings of homelessness varied based on who was speaking and in which city. The conflict and power relations between homeless populations and business and local governments' entities are critiqued. Finally these two communities were compared and contrasted on all of these criteria.

Miles, Bart W., *Wayne State University*

Investigating Visual Researchers, Experiences with Institutional Review Boards

See Sills, Stephen J

miller, jennifer, *Buffalo State College*

Mutant Arcade: The Marketplace and Architectural Form

By the end of the 19th century, arcades had become the hallmark of a modern metropolis, as well as of Western Imperial domination, and had been imitated throughout the world (Buck-Morss, 39). How have skyscrapers, specifically the World Trade Center, replaced and modified the Paris arcades? The former WTC in New York City was a center for shopping, a place to connect to almost any subway line. This was a modern arcade, but with a larger brain of consumerism functioning above it, further compacting and fossilizing the shopping center beneath. Has the tendency of modern society to deify/reify commodities and objects added to our deification of the WTC? What of the encouragement to shop more post-September 11th? Architecture's presence can dominate, repress and oppress, but in this case it is also the absence of the structure that dominates our conscious, as well as the marketplace.

Miller, Lisa L., *Arizona State University*

Critical Qualitative Research and the Transformation of Public (and Policy) Discourses

See Ortiz, Karen

Mills, Annie, *Nursing and Health Studies*

Authoritative Knowledge and Contraceptive Choice: Where Words Count More Than Numbers

The discourse of authoritative knowledge, within the context of contraceptive choice, was evident in my analysis of focus group transcripts from 72 women and the relevant text of 40 medical and nursing textbooks. Authoritative knowledge is accepted knowledge, or 'just the way things are'. Women acquired their contraceptive knowledge from a variety of sources, similarly their contraceptive decisions were based on a range of contextual factors. In comparison, professional textbooks focussed on the efficacy of a given method with little thought for the social factors impinging on women's contraceptive decisions. Discourses achieve power through their capacity to marginalise or exclude alternatives; in this sense, authoritative knowledge may be considered a dominant discourse. If

we are serious about reducing the number of unplanned pregnancies, we must move beyond research methods that marginalise women's experiences and look to qualitative inquiry to explore how and why women choose to use, not use, or change contraception.

Min, Anna Youngkyung, *University of Illinois at Urbana-Champaign*
Agencies of Americanization: The Cultural Politics of American English

The global spread of American English as the major international language or the lingua franca has been promoted through ESL (English as a Second Language) and EFL (English as a Foreign Language) teaching and testing practices around the world. American English carries enormous linguistic, cultural, social, and economic capital in the ESL/EFL contexts. As a result, many educational institutions and practitioners consider the global spread of American English as natural, neutral, and beneficial (Pennycook, 1994). The promotion of American English, which is also known by the term American English fervor, has mystified the image of American and the notion of American English. This has set the ground for institutionalized racism in the hiring practices of English teachers in the ESL/EFL contexts. This performance examines the institutionalized racism and pragmatism that are deeply embedded in the hiring practices of English teachers in Korean institutions of higher education.

Min, Anna Youngkyung, *University of Illinois at Urbana-Champaign*
The ESL Writing Classroom as a Space for Cultural Politics

ESL (English as a Second Language) students' writing practices are different from native-English-speaking students' writing practices in many aspects (Grabe & Kaplan, 1996; Matsuda, 1998). The students' linguistic and socio-cultural backgrounds lead to the different practices. In the context of academic writing in US higher education, however, the philosophical, ideological, and historical backgrounds of a writing program also lead to the differences of the writing practices of the two groups. This study analyzes the contrasting cultural norms of academic writing embedded in the ESL writing program in comparison with the native speaker composition program at a large research university in the US. It examines the ideologies and discourses that are articulated in each program, and it seeks to explicate how the emphasis on pragmatism in ESL writing has created the lack of socio-political, ideological consciousness on the ESL writing agenda.

Minge, Jeanine Marie, *University of South Florida*
Ethnographic Desire: Still searching, still yearning

I have been searching for art, community, and love. Between these bed sheets, let's lie beside each other, curl in the most intimate space. Participation is where some of the deepest understandings occur. I want to bring paint, smear it on our bodies and leave the bed soaking in desire. This ethnographic project moves through my attempts to soothe this desire through an art installation class and an art community called the Blueberry Patch. And yet here I am still wanting, still searching, still yearning. It isn't so much ethnography of these places, but ethnography of an idea. Ethnography is an artful practice. As art represents, it is. So too, is ethnography. Using art as a method of inquiry illuminates the gray space between reality and illusion. Ethnography is creation, it is art co-

constructed. It is the space created on the page, the canvas, in a gallery, graffiti on a concrete slab. It is life, a dreamscape. It is the feeling of paint against these bed sheets, slimy, seductive, erotic, and strange.

Miskovic, Maya, *Loyola University Chicago*
Teaching research methods against the expected: A teacher's journey

As a research methods teacher in two metropolitan private universities, I understand my classrooms as situated learning and cultural sites where our identities are constructed as we filter our knowledge through our personal stance. In this paper I act as an ethnographer as I document and reflect upon an interplay between the course material and current political and ideological climate in the United States. My theorizing is guided by the educational and social science research that seek "a civic, publicly responsible [auto]ethnography that addresses the central issues of self, race, gender, class, society, and democracy." I approach methods teaching through establishing a dialogue with the students, attempting to shift the focus from mere technique application (an expected, research-is-dull strategy), to reading and doing research as open to conflict, critique, and reflection (a research-class-could-be-interesting strategy).

Moodie, Ellen, *University of Illinois at Urbana-Champaign*
Deterritorialization and Violence in the Space of the Salvadoran Nation-State

This paper offers theory of neopoliticization of violence through an analysis of the spectacle of the policing in postwar El Salvador. It points to disjunctures between the concrete situatedness of violent acts and their detachment and representation in the nation-state-and in violence research. The paper considers a specific case in which the state attempts to reappropriate an escaped gangster's death- power. In this process, hegemonic forces transfer local, located and specific meanings of acts of violence in postwar El Salvador's urban periphery to the wide, imagined space of national community, producing a generalized threat, simultaneously everywhere and nowhere. By examining representations of violence from experiential to symbolic, from local to national to global, this work contemplates the produced, interrelational quality of space and violence.

Moorthi, Gayatri, *University of Illinois*
Meth destroys families: Parent methamphetamine abuse from the perspectives of recovering mothers

See Mulder, Cray

Mora, Raul A.
Crossing Contexts: Longitudinal case studies of learning to teach English

See Clift, Renee T

Moreira, Claudio, *University of Illinois at Urbana-Champaign*
Made for Sex

In this auto ethnographic performance, I would like to reinforce the importance of writing "social science" in alterative ways; from within; from an emic standpoint; from a radical performance space, from a present space created by revisiting the past, so that the dominant discourse can be expanded in ways that

deconstruct the demonizing of social groups with less voice and space. I am speaking up from the intersection of race, gender, and class, showing who can or cannot be raped not from the point of view of the victim, but as witness from the victimizer group. Thus, these stories performed here try to invite you, the reader, to take a glimpse into these “Otherized” lives at an experimental level. The goal is to move the public and the academic world into transformative action that humanizes (brings more justice and integrity) to the oppressed.

Moreira, Claudio, *University of Illinois at Urbana-Champaign*
Words

In this auto ethnographic performance, I transform an old friendship from a childhood into a poem. From the intersection of race, gender, and class, I show how Roni and I did not know the words that were affecting our lives. Words that exposed our differences and shaped, marked, our bodies into the world. From a present space created by a deep immersion in the past, I challenge the white man’s ideology, trying to create a transformative action, a performative space, whose goal is to bring more justice and dignity to more people. I invite you, the reader, to take a glimpse into the white/not-wanting-to-be-white and the black/brow/caramel/ you-can-pick-up-the-color kids’ livid experience. You have no room to escape.

Moreno, Marisol
Community Network(ing)s, Students Media and Rural Education in Colombia’s Andean Area

The project is called Communication’s Strategy for the empowerment of rural educational communities. It was developed during two years (2002-2004) in 60 rural municipalities in Cundinamarca’s District. Colombia’s Andean area. It involved 200 teachers and almost 30.000 students, all of them under poverty conditions and political conflict.. The project was sponsored by the Alianza Estrategica Departmental de Cundinamarca and the staff of the Education office of the Cundinamarca’s State, with means from the BIRF. The strategy focused in the creation of radio and newspapers experiences in each school. Teachers attended to a personalized trained program dedicated to impulse his/her communicative best performance. Basis in a human development conceptual framework and a action research paradigm the project help all the communities to create media in their owns schools or use the community media around them. Children from kindergarten to K-12 and adult involves in several activities related with the production of educational media such us radio transmissions and newspapers.

Moreno, Marisol
Disability Concept, Policies Construction and People’s Life Histories

Disability concept, policies construction and justice. This paper is about policy makers and their own notions of disability from Disability studies. Disabled people claim that they don’t felt represented by policymakers. Discourses, practices, organizations, and laws are taking different roads. This research want to insist in the importance of understand the notion of disability from a daily and contextualized point of view, before discuss about policies. Interpretations of disability varies from a several Paradigms that are very incrusted in people’s

mind, an people’s professional and daily life. The study is focused in Colombian Policies, policymakers and disabled people. Differences between disabled policy makers and non-disabled are remarked. Additionally, the project pretends to analyze the notion of justice, (Rawls and Post-rawls approach) in the way people understand the problem, because some groups believe in paternalism and others refused it. The researcher own point of view, as a women, a researcher, and a non disabled people are also considered. The project is under development.(first phase).

Morgan, Patricia, *Massey University, Albany, New Zealand*
The Translation Zone: Performance Loops

After conducting creative process groups in a number of different therapeutic communities between 1999-2003, I began to ask how a place of creative reflection can became a conduit to the Translation Zone. How it was that participant’s performance in the environment, using drawing, movement and poetic writing, led to their awakening in the river of symbols. A place in which they were able to catch the ghosts that prefigure words, decode them with paint, gestures and poetry and reflect on a new understanding of themselves with the corporeal bridges which remain. I am now addressing this question using the medium of Anthropology, in an autoethnographic performative form. I am developing a performative means to reveal the ‘looping’ between performer and responding observer/performers. In my current presentation a video containing autobiographical imagery is projected onto my body, which the observer/performers are asked to respond to. Layers of memory colour my movement in that moment, with the observer/performer’s movements within their transpersonal landscapes. Their responses then become a key with which to translate the pre-verbal aspects of our experience.

Mosewich, A. D.
Arts-Based Research as an Alternative Lens: Rethinking Current Scientific Models of Physical Self-Concept

See Kowalski, K. C.

Motomura, Akiko, *Duquesne University*
Vulnerable Autoethnography

This paper explores the double meaning of vulnerability—as a promise and a pitfall—in autoethnography. First, I discuss the issues around critiquing autoethnography. How does one criticize autoethnographic texts, given the assumption that knowledge and self are co-created, and theory and autobiography intertwined? When your scholarship is also your life, what do you do when a reader criticizes your text, your life? Could your life be questioned as underdeveloped, gratuitous, not well written or lived? Second, I raise the question: If autoethnography gives voice, might the voice be misappropriated? Once written, the text gains its own life, wandering into interpretive realms beyond the author’s intention. Can it be used in ways unintended, violent even, against the author? Or, is there such a thing as “misappropriation” of a text in this post-modern age? An inquiry on the conflict between emotional realism and post-modern deferral of narrative closure marks my third point.

Moyo, Otrude N., *University of Southern Maine*

Listening to Silence Through Ethnographic Research: Reclaiming African Immigrant's Subjectivities about their Work and Livelihood Experiences in the United States

In contemporary societies, the ongoing restructuring of capital and the redefinition of the redistributive functions of the state has resulted in immigrants acquiring special images in host countries politics. In the United States, immigrants are expected to pursue the American dream; become interdependent citizens; as such unsuccessful immigrants are chided for dependency. This presentation explores images of African immigrants as projected in the literature and media. Voices from an ethnographic study of fifteen families of African immigrants and refugees in Maine call attention to conflicts experienced in negotiation of place and status epitomized in the phrase "who is eating through my bones?" A discourse that remains overshadowed by acculturation images yet it shows resistance to unfair labels and a desire for economic success by new immigrants.

Mulder, Cray, *University of Illinois at Urbana-Champaign*

Meth destroys families: Parent methamphetamine abuse from the perspectives of recovering mothers

This paper will describe the life stories and perspectives of three mothers recovering from methamphetamine abuse. During in-depth interviews, mothers discussed their own experiences and parenting practices, and the effects of their addiction on their children. Life stories include women who led conventional lives before becoming involved with methamphetamine, as well as those with long-term family and substance-abuse problems. Overall, mothers' beliefs about parent methamphetamine abuse have many similarities with those of other rural adults. In addition, they describe love and concern for their children, and strategies for protecting their children from their methamphetamine abuse, e.g., sending the children to stay with their grandparents while they used. These strategies often failed, however, as mothers' needs for methamphetamine, and its effects on their own lives, became overwhelming. Mothers also discussed the stigma of methamphetamine abuse in rural communities, and the ways in which child welfare professionals can better support their families.

Mulnix, M.J., *University of Iowa*

Self-Regarding Conduct, Indirect Harms, and Liberty: An Analysis of John Stuart Mill's Defense of Liberty

Mill's statements in *On Liberty* concerning the notion of self-regarding conduct, have fueled a great many objections against his defense of liberty. On the one hand, it would appear that in order for his defense to be successful, Mill needs to develop a non-trivial distinction between self-regarding and other-regarding conduct — or, between those actions that affect others, and those actions having only effects on the individual engaged in the behavior. On the other hand, Mill seems ready to admit that there are no purely self-regarding actions, in the sense that every behavior undertaken by an individual will have at least some effects on others. Either Mill must not have meant to concede that there are no acts which do not affect others (a claim that is rather implausible since Mill himself explicitly endorses the contrary), or his Liberty Principle

appears inefficacious with respect to carving out a sphere of absolute individual liberty. There have been some rather provocative attempts to defend Mill against this sort of objection, but I am not sure that any of them resolve the issue in a way entirely consistent with Mill's writings. Despite the lack of compelling attempts to exonerate Mill I believe that one [...]

Mulready-Shick, JoAnn, *UMass, Boston*

Caring for this nation by addressing the nursing shortage: Lessons learned from the regulatory impact on students of multicultural backgrounds in the U.S.

The need for more nurses now and in the near future is great. While the nursing shortage is attributed to many factors, an important area of focus is the lack of students and graduates from culturally diverse backgrounds. Findings consistently document nursing education's continuing challenge in assisting students from racial, ethnic, and linguistic diversity achieve academic success. Qualitative inquiry within nursing education research is shedding light on these challenges and offers recommendations for changing practices. However, current regulatory practices impact nursing education's response to these equity issues. Regulators define academic success by quantifiable outcomes and programs respond accordingly. With concern for the wider participation of persons from racially, ethnically, and linguistically diverse backgrounds within the nursing profession, this paper will address the current regulation of federal health and nursing research funding. The impact of regulatory practices on nursing education and nursing education research will also be addressed.

Munk, Miri

The Descendants of Time and the Lodgers of Space: The life stories of teacher trainees who immigrated to Israel during the 1990s

See Kainan, Anat

Munt, Sally R.

Psycho-Geography and Schizophrenia: Queers 'Out for a Walk'

See Vamvakitis, Ioannis

Muzzin, Linda J.

Decolonizing knowledge production in higher education: Reclaiming and centering subjugated knowledges

See Shahjahan, Riyad Ahmed

Mwebi, Bosire Monari, *St. Francis Xavier University*

A Narrative Inquiry into the Experiences of a Teacher and Eight Children Learning about HIV/AIDS through Child-teach-Child Curriculum Approach

Introduction: Young people below 15 are seen by most educators as the "window of Hope" as HIV/AIDS need to begin with the youngest in order to break down the taboos with which it is associated and to make the subject more comfortable one for discussion (Silin, 1995). This was a learner-centered study based on children teaching children and others, the child-teach-child curriculum approach which was implemented in a primary school in Kenya. A series of class lessons and activities involving the researcher, children, teachers, parents

and the community were held in the in-classroom and out-of-classroom places and spread over eight months. Objectives: The objectives of this study were three-fold: To equip children with knowledge, skills and attitudes that would prevent them from being infected by HIV/AIDS; to explore a teacher's experiences teaching HIV/AIDS education using child-teach-child curriculum approach; and to understand and explore meanings of these children experiences of learning HIV/AIDS through child-teach-child curriculum approach. Project: An HIV/AIDS Education targeting behavior change among children in standard 4 using a child-teach-child curriculum approach was initiated in a primary school in Kisii District of Kenya. The project commenced with series of classroom lessons and activities on the [...]

Myers, W. Benjamin, *Southern Illinois University*
Looking for Communion

This performance explores (auto)ethnographic process in and through performance by focusing on the performer's body as a site of inquiry in the process of ritual. Placing the performer's body in the location of communion ritual, this performance works to explore how the performing body can be used as a site for (auto)ethnographic research. This performance will explore how our bodies frame and are framed by religious ritual, both literally and metaphorically. This focus on the body in ritual offers academic and religious communities the possibility to reflect on the ethnographic question of how and why we interact with the "other."

Mykhalovskiy, Eric, *Dalhousie University*
Teaching Qualitative Research in the Land of Randomized Clinical Trials:
Lessons for a Critical Pedagogy

Qualitative inquiry has a unique if troubled relationship to the health domain. On one hand, it is on the rise in departments of nursing, medicine and the health professions. On the other hand, the creative reach and imagination of qualitative inquiry can be limited by the positivist traditions of the health sciences. In this paper we explore efforts to transcend the constraining effects of evidence-based conventions through efforts to teach qualitative health research as a theoretically-informed, critical practice. We base our commentary on the proceedings of "Teaching Against the Grain: Qualitative Research in the Health Sciences" an international workshop we recently co-organized. In the paper we review the institutional and other arrangements that confine qualitative health research and describe creative pedagogical responses to such limitations. Our hope is to share lessons about how to confront the threats to qualitative inquiry posed by science and the "evidence-based medicine movement."

Nakamura, Tamah, *Kyushu University*
Embodying Re-creation of Identity in a Japanese Butoh Dance Group

Japanese Butoh dance has emerged as a global contemporary dance genre from its counter culture roots in movement-based street theater in the 1960's. However, a regional Butoh community in Fukuoka, Japan, Seiryukai, is non-performance oriented and includes many peripheral members in dance practice and other activities. This ethnographic study asked how Seiryukai members perceive Butoh in their meaning systems seeking the connection to participants'

experience of engaging in Butoh workshops and other group activities to the society. This ethnography as artistic inquiry is explored through conscious aesthetic choices my informants and I have made to respect our values of body movement and experiential learning. My data analysis of interview transcripts and observation field notes reflects the 'voices of the participants' telling their own story using representation of their Japanese in English translation through storytelling, poetic transcription and description.

Nelson, Geoffrey, *Wilfrid Laurier University*
Activities and Impacts of Mental Health Consumer-run Organizations on
Individual Members: A Longitudinal Study

The purpose of this paper is to share the individual-level findings of a longitudinal study of four Consumer/Survivor Initiatives (CSIs) in community mental health in Ontario. In-depth qualitative interviews were conducted with 27 consumer/survivors over an 18-month period (i.e., baseline, 9-, and 18-months). Compared with non-active participants (n=12), active participants (n=15) reported more stable mental health, enhanced social support, and sustained instrumental role involvement at 9- and 18-month interviews. The helpful qualities of CSIs that participants reported were: (a) safe environments that provide a positive, welcoming place to go; (b) social arenas that provide opportunities to meet and talk with peers; (c) an alternative worldview that provide opportunities for members to participate and contribute, and (d) effective facilitators of community integration that provide opportunities to connect members to the community at large. The findings are discussed in terms of previous research in self-help and consumer-run organizations in mental health.

Nespor, Jan, *Virginia Tech*
Methodology as scale-making: Rethinking multi-site ethnography as social
movement organizing

This paper explores how the methodological practices of ethnographic inquiry create spatio-temporal scales — the temporal structures and geographic resolutions at which social and material life are understood and analyzed — and describes research in which attention to the spatial and temporal entailments of method becomes constitutive of political practice. Following Herod (2001) "scale" is treated not as a given but an accomplishment: "there are no "natural" scales by which to order and organize human geographies. Rather, scales are historically and geographically negotiated. [The question is] not how scale orders social processes, but, rather, how social actors create geographic scales through their activities." (pp. 38-39) Qualitative research (like other forms of inquiry) both presupposes forms of space and time (e.g., the bounded space-time setting of classical ethnography critiqued by Rosaldo, Gupta & Ferguson, and others) and entails or performatively creates spaces and times. Many epistemological or technical issues (e.g., "generalization") are at their core about the scale-making aspects of inquiry. This paper blends work on multi-site ethnography (Marcus, 1998) with insights from Smith's (1987) feminist standpoint theory and "institutional ethnography" to spell out the ways methodological practices are implicated in scale-making (contrasting, along the way, different forms of ethnographic inquiry to the [...]

Netting, F. Ellen

A Defense and Justification of Qualitative Research

See O'Connor, Mary Katherine

Niekerk, Lana van, *University of Cape Town*

The Use of Interpretive Biography to Explore the Experiences of People with Psychiatric Disability

A study was undertaken to explore the influences that impact on the work-lives of people with psychiatric disability in Cape Town, South Africa. Given the complexities that are associated with data construction when participants experience psychiatric impairment, attention had to be given to the selection of appropriate methods. Further consideration had to be given to cross cultural difference between the researcher and participants. This paper will explicate the rationale for selection of Interpretive Biography despite expressed and documented concerns about its use in collaboration with people with psychiatric disability. Principles substantiating the relevance of Interpretive Biography with this particular research population will be shared.

Niquette, Manon, *Universite Laval*

Evaluating the interpretation of knowledge in science museums

The primary concern of science museums is to capture the attention of visitors even though the high level of abstraction of scientific information inhibits accessibility. Arguably, both image construction and contextualization provide the basis for the effort of visitors to understand scientific concepts. My model of evaluation, grounded in an encounter between Piaget's constructivism and Peirce's theory of signs, blends cognitive and semiotic components. The objects of research associated with Piaget and Peirce respectively (namely knowledge and interpretation) are commonly viewed as standing in opposition to one another. However, the two authors share one main goal in common, that is, to re-assert a continuity between various modes of apprehension of reality. Their respective contributions, in their own way, allows us to better understand the relation between action and conceptualization, two key activities of interpretation in science museums.

Noel, Gail M., *Indiana University of Pennsylvania (IUP)*

Roadblocks to Funding Qualitative Measurement Tool(s) used in Early Childcare Programs

In this paper reasons why the Early Childhood Environmental Rating Scale—Revised (ECERS-R) measurement tool has not realized its full potential for positive impact to quality childcare are explored. Offered are suggestions for its widespread implementation with federal funding streams as realized by Head Start Programs. Research indicates that observation of behavior exhibited in Early Childhood environments is most telling of the growth and development of young children. The purpose of ECERS-R is to provide childcare givers with a barometer to improve quality when caring for children and supporting families throughout its services (Harm, Clifford, and Cryer, 1998). ECERS-R may be ripe for legislative mandate in all Early Childhood Programs because of its many years of industry use and apparent successes in Early Childhood Learning Centers in various states, which may be attributed to bold leadership that promotes

its use. Educational Research and Leadership theories will frame the discussion.

Nordänger, Ulla Karin

Who dares to disconnect in the age of uncertainty? Teachers recesses and 'off-the-clock' work

See Lindqvist, Per

Ochocka, Joanna, *Centre for Research and Education in Human Services*

Participatory Action Research with Mental Health Consumer-run Organizations

The purpose of this paper is to use a longitudinal study of Consumer/Survivor Initiatives (CSIs) in Ontario as an illustration of participatory qualitative approaches with mental health consumers. CSIs are self-help/mutual aid organizations that are operated exclusively by and for people with serious mental illness. Using a participatory action research approach involving consumer/survivor researchers, this study focused on the impacts that CSIs have on individual members and social systems. Participatory action research is congruent with the values of CSIs, which emphasize the empowerment of mental health consumer/survivors. The paper will offer a definition of participatory action research and why such an approach was adopted for this study. The paper will walk the audience through a comprehensive research design and highlight how consumer/survivors and professional researchers collaborated in all phases of the research. It will highlight the knowledge mobilization efforts that helped to inform future action at organizational and policy levels.

O'Connor, Mary Katherine, *Virginia Commonwealth University*

A Defense and Justification of Qualitative Research

Built on the assumption that, to some degree, qualitative researchers have failed to articulate their defensible contributions to knowledge building in social sciences, this presentation is intended to clarify the appropriate uses of qualitative methods in a variety of research contexts. The presentation will be divided into four sections that outline types of research questions built on different assumptions about what constitutes reality and how one can rigorously come to know that reality. Each section details the types of qualitative designs that are appropriate to each type of question. The presentation will close with a critical conversation about the usefulness of this approach to understanding qualitative inquiry. Can it move the debate to another level in the U.S. or around the globe?

O'Connor, Mary Katherine, *Virginia Commonwealth University*

Policy Archaeology: A Qualitative Approach to Policy Analysis

Drawing from the work of Michele Foucault, the presentation will delineate policy archaeology's four arenas of study or focus. The presentation will provide a discussion of an application of policy archaeology in the analysis of social welfare policies. We will interrogate the framework about the costs and benefits of a different approach to thinking about ourselves, our social problems, and our efforts to solve those problems. Together, we will pursue the possibilities and losses associated with this different way of thinking about and interpreting rigorous policy studies.

Ohba, Eri, *Kanagawa University, Japan*

Representation of the Juvenile Offences in the Japanese News Discourse

Newspaper reporting of crime and juvenile delinquency symbolically reveals social order and control, and gives ideas and language resources to people so that they can understand crime and delinquency. This paper examines changes in the discourse of Japanese newspaper articles about juvenile offences for 50 years from 1949, when Japan's new Juvenile Law was put into force, to 1999, when revision of the law passed the Diet. I sampled year-round "the Asahi Shimbun" newspaper articles every 5 years. In this paper, I analyze how types of offences, types of juveniles and waves of delinquency were reported and how problems of juvenile delinquency have been constructed in those 50 years. The offences targeted by the press vary across the ages. The number of the news report about juvenile offences has decreased and more attention has been paid on cases of murder and robbery with violence. The news articles also repeatedly insist on the increasing seriousness of juvenile offences. This paper discusses the changes in discourse about juveniles themselves and their offences in this newspaper in relation to public expectations and tolerance for juveniles' actions and the consumption of crime cases as entertainment. The concept of social control in Japan is also [...]

O'Malley, Michael P., *Saint Joseph's University*

Transgressing a Politics of Struggle Through Ethnographic engagement of Student Narrative

Relying on Homi Bhabha's proposal of a postcolonial hybridity, this paper seeks to subvert a politics of struggle present in school contexts that tends to colonize adolescents by framing them in light of oppositional binaries such as gifted-disabled or disciplined-unruly. A conceptualization of hybridity allows for the enunciation of multiple identities capable of more effectively describing the situated learner and thereby fostering possibility for authentic encounter. Through a critical ethnography of high school seniors, hybrid identities are constructed that incorporate realities of sexual abuse and self-mutilation as well as ambiguities of sexual orientation and body image. Abandoning the polarities of success/failure, through which high stakes standardized testing initiatives read and colonize adolescents, this study explores the depth of multiple positionalities that construct the learning process. Ethnographic engagement is suggested as a possibility for moving beyond the analysis of data to new ways of 'being for' adolescents in the learning process.

Ortiz, Karen, *Arizona State University*

Critical Qualitative Research and the Transformation of Public (and Policy) Discourses

Contemporary public policy and associated discourses (especially in the U.S., but expanding globally) appear to be reinscribing, consolidating, and even narrowing the dominant power base (e.g. conceptualizations of research, knowledge and accountability, labeling of citizens, values impositions). The purpose of this paper is to (a) demonstrate ways that a bricolage of critical and postcolonial methods of research can be generated to construct research questions and methodologies that would address this narrowing of perspectives and power bases, and (b) perhaps more importantly, generate public conversations about

the complexities of public policy, research, and our public conceptualizations of knowledge. Examples will include public policy as gendered text, forms of public demonization, and methods of support that are not impositional.

Otamendi, Maria, *University of Buenos Aires*

The Design of Focus Group Research in a Comparative Study of the Meaning of Crime and Safety in the Upper-Middle Class and Lower Class in Buenos Aires

The objective of this presentation is to reflect on the methodological decisions in a comparative study that uses focus groups to analyse conceptions of safety and attitudes towards civil possession of firearms among middle and working class people. We analyse our role as researchers taking into account our social background and the problems we had to face pertaining to the social context from where the subjects of the study come from. Our reflections are focused on the decisions we have taken to design the focus group interview guide, on the recruitment of focus group participants, and on the role of the focus group moderator in group dynamics. Data come from two upper-middle class focus groups and one lower-class focus group carried out from August to October 2004 in Buenos Aires. The criteria used to organize them were, besides social class, the possession of firearms, age and gender.

Otero, Maria Pia

The Design of Focus Group Research in a Comparative Study of the Meaning of Crime and Safety in the Upper-Middle Class and Lower Class in Buenos Aires

See Otamendi, Maria

Otnes, Cele, *University of Illinois*

Persisting and Failing in the Marketplace: A Cultural-Discourse Interpretation

Despite repeated efforts, people often fail to achieve culturally valorized goals using market-provided solutions. Researchers rarely consider how consumers make sense of persisting or failing. Yet consumers are encouraged to believe they can attain cherished goals and desires, and when they fail to do so, often experience great pain (Monarch 1993). This study focuses on how consumers conceptualize trying and failing (that is, how they create patterns of understandings as they evaluate their experiences), as they strive to achieve culturally entrenched consumption goals. Our grounded, interpretive study of consumers undergoing infertility treatment reveals three key discourses that influence consumers' conceptualizations of persistence and failure, and that complement or contradict the underlying assumptions of consumer culture, and that These are: the discourse of science/technology, the discourse of management/enterprise, and the discourse of fate/faith. We discuss each discourse in turn, and offer areas for future study into the interplay between discourses and consumption.

O'Toole, Win, *American University of Beirut*

On the Ground: Conducting Qualitative Research in Conflict and Post-Conflict Settings

The paper will focus on the researcher's experience conducting qualitative interviews on leadership in conflict and post-conflict settings. A study of the role of consciousness structures and leadership behavior necessitates an examination

of the leader-public relationship. Gaining the perspectives of both leaders and the public through interviews with elites and the so-called “street” raises significant issues and often requires skills and strategies that extend beyond what is offered in the field. While war reporting and the special needs of journalists in war zones has received much recent media and academic attention, the context of conflict presents special challenges for researchers as well. The paper will discuss lessons from the field involving personal and professional challenges, methodological and ethical issues, and the need for guidelines on how to stay alive in the process.

Pachkhede, Narendra, *Independent Scholar*
A Methodology for Technological Arts?

Technological arts, new media arts, electronic arts, locative media, textile computing/smart fabrics, technology as development and development as technology are the many metaphors or the avatars of Technology in our contemporary life. Often Technology finds itself at cross road! It prods us to question: Is it an extension of a culture? Does it constitute a reality for us to engage with? How do we make sense of the pervasive nature of technology? How does it relate with nation-state? Movements such as Fluxus and Situationist debate have led the construction of academic and artistic canons as the notion of Technology and Art interdisciplinarity and collaboration became central preoccupation. The paper looks at discursive hegemonies and their deconstruction and the need for reconstruction will be discussed, approaching contemporary technologically mediated cultural organization and communication in terms of the lived and performed aspects of modernity. It looks at the issues about new histories and archaeologies that revise and reorganize the canons, categories, chronologies and codes of the established narratives of technology and art. This paper articulates the imperatives of ‘Accented Technologies’, exploring the realm of defining a methodology for such technologies, examining ethnography and its suitability and collaborative role in creating culturally specific interface designs.

Pakieser-Reed, Katherine, *University of Wisconsin-Milwaukee*
Why Nursing? Undergraduate Nursing Students Respond

The purpose of this study was to identify variables that influence students’ decisions to choose nursing as a career. The Social Cognitive Career Theory (SCCT) proposes that vocational choice is based on personal inputs, background influences, learning experiences, self-efficacy, outcome expectations, interests, contextual influences, goals, actions, and performance domains and attainments. This qualitative study used semi-structured interviews. The participants were students in pre-licensure baccalaureate nursing programs. Interview transcripts were coded for themes within the context of the SCCT categories. Themes were compared by gender. Findings were similar for men and women except for childhood experiences and gender stereotyping. Boys and girls have different ways of playing “nurse” and learning about the nursing role. Gender stereotyping delayed boys’ decisions to study nursing. The findings from this study could assist in adapting recruitment and retention strategies to encourage students to choose nursing as a career.

Pan, Wendy HL

Female Principals in Communication: A Case Study of Strategies and Skills, Contributions and Conflicts

See Chen, Yihsuan

Pansera de Araújo, M. C., *Unijuí RS - Brazil*
Elderly Users Expectations and Perceptions Regarding to the Public Health Quality

See Lisboa, João Carlos C.

Pansera-De-Araújo, M. C.
Aspects Of The Life History Of Work And Health In Health Centers — Ijuí — Rs Users In The Debate Of Doctor And Patient Relationship In The Elderly

See Lisboa, J. C.

Parker, Gordon
The role of culture in the depressive experiences of Chinese in Sydney: implications for multicultural health policy

See Chan, Bibiana

Parra Cardona, Jose Ruben, *Michigan State University*
Doing Whatever is Necessary to Make Silenced Voices Stand Up Even More: Using Descriptive Phenomenology to Advance Social Justice

In the present paper presentation, we use two descriptive phenomenological investigations to demonstrate how qualitative methods can be an effective medium for promoting social justice. Our work privileges voices of individuals whom frequently have been silenced. To this purpose, we discuss two separate investigations, one of which explores the experiences of Mexican American teenage fathers and the other examines single, childless, White women in their late 20’s and early 30’s. Consistent with Porter’s (1998) interpretation of Husserl’s phenomenological philosophy (1913/1962), the goal of both investigations was to describe the respondents’ experiences as they were lived and understood by them. In our findings, we emphasize the descriptions provided by teen fathers of their commitment to be good fathers and their desires to create strong legacies for their children as well as never-married women’s intentions as they grapple with pervasive ambiguity in their lives.

Parry, Diana C., *University of Waterloo*
Women’s Lived Experiences with Pregnancy in a Medicalized and Fetocentric Ideological Context: Three Short Stories

Increasingly, women are subject to medical examination throughout pregnancy and childbirth. Historically, pregnancy and childbirth were considered a natural, normal, woman centered event. Presently, they are conceptualized as a dangerous time wherein a woman’s health and that of her baby are at risk, thus needing constant medical monitoring and intervention, often under the control of male physicians. The medicalization of pregnancy has led to an ideology of motherhood that extends to a woman’s unborn child. Clearly, women are negotiating their experiences with pregnancy in a medicalized and fetocentric ideological context. The collection of stories included in this text

reveal the social and cultural contexts of women's lived experiences with pregnancy through a feminist lens. Short stories are utilized to give voice to women's experiences and to assert that women are the experts of their own health. Consequently, the narratives have implications for scientific knowledge regarding women's health.

Pascale, Celine-Marie, *American University*

Common Sense and the Collaborative Production of Class

Scholars and activists often have objected to discursive analyses of class — not only because academic fields of class and stratification are well established, but also because the materiality of luxury and poverty is so viscerally compelling that discursive analyses are perceived as secondary. At a time of unprecedented gaps between rich and poor, the presence and meaning of class in daily life is arguably more vague than at any other time in history. In this paper, I demonstrate how and why understandings of language in general — and discursive practices in particular — are critical to understanding class struggle. I argue that because material conditions and discursive practices are not ontologically distinct, understandings of class need to be rooted to language, as well as economics. Based on analysis of 1600 pages of interview transcript from interviews with twenty-three people, this paper makes a unique contribution to existing literature on class by deconstructing common-sense knowledge about class to demonstrate how class identities and processes are constituted through conditions not generally associated with economic processes. I use inductive analysis of interview transcripts as a way to gain access to how meanings are produced, fixed, and transformed in local contexts. I analytically link the interpretive [...]

patterson, donna

Nostalgia, Goodness and Ethical Paradox

See Brogden, Lace Marie

Payne, Elizabeth, *University of Georgia*

Heterosexual Teen Romance and the Lesbian Litmus Test: Excerpts and Methods From A Critical Life History Study

This paper presents the methodology and some of the data from a critical life story study with late adolescent lesbians, ages 18-21, in a large city in the Southwestern United States. Within the larger qualitative tradition of interpretive work, life history and its variants have received renewed attention during the past two decades (Brotman & Kranio, 1999). These methods have held particular appeal among feminist researchers whose interest in representing women's lives includes a desire to remain "true to women's voices" (p.419). This research used a life history research method based upon the work of C. Linde (1993) and presents the benefit of combining the critical theory of Phil Carspecken (1996) with life story research. Traditional life history method lacks the critical potential to locate shared stories within a larger socio-political context. By adding critique to life story method, the process of articulating hierarchical structures that devalue groups of people, limit voice and power and locate processes that undermine or weaken subjects' opportunities to fully recognize potential is facilitated.

Pearce, C.

Picturing Reflexivity

See Stronach, I.

Pearson, Matthew, *Manchester Metropolitan University*

Learning Transformations Through Technology

This presentation explores the process of participatory action research with teachers into creative uses of technology. It investigates the interactions between teacher knowledge, technology understood as a mediating tool, and policy. Despite the constraints of the English education system, examples of creativity and agency show how action research can contribute to a process of pedagogic renewal.

Peden-McAlpine, Cynthia, *University of Minnesota*

Narrative and Reflection: Theoretical and Philosophical Bases

This paper will discuss the structure of narrative using the philosophy of Paul Ricoeur and David Carr. Their emphasis on the narrative understanding of human experience yields rich insights for nursing practice. Their attention to temporality shows how narrative is useful in bridging the gaps between practice and theory. Because narrative is a vehicle for understanding both past and present, it promotes knowledge of action over time and thus, imagined future possibilities. Reflecting upon the connections between past, present, and future possibilities lays the groundwork for informed action. The theoretical perspectives of Freire, Schon, Argyris and Mezirow on reflection are particularly useful for the development of critically reflective thinking and action necessary to expert practice.

Peden-McAlpine, Cynthia, *University of Minnesota*

Research Findings: How Reflective Practicums Make A Difference

The third paper describes research findings from three qualitative studies aimed at extending expertise in practice. The first study investigated early recognition of patient problems by expert intensive care nurses. The second study used a reflective practicum with novice nurses to extend their critical thinking skills in practice. The third study used a reflective practicum to teach pediatric critical care nurses the content of family sensitive care. In learning family sensitive care, the staff nurses extended their expertise to include this in their pediatric intensive care practice. These studies provide a direction for future interventions and research to extend knowledge in practice.

Peden-McAlpine, Cynthia, *University of Minnesota*

Research Interventions to Extend Expertise in Practice Research Interventions to Extend Expertise in Practice

The second paper outlines a methodology for using reflection TO DEVELOP practice. Specifically, this paper lays out three strategies used by the authors for capturing and interpreting knowledge in practice. These are reflective narrative, focus groups, and reflective practicums. Reflective narrative involves a one-to-one interview between a facilitator and nurse. This interviewing process provides a means for deliberative reflection on practice and is particularly useful

for uncovering tacit knowing. Focus groups using narratives from practice provide a forum for discussion raising critical questions and facilitate transformative learning. Reflective practicums involved the use of didactic material, narrative, role modeling, and reflective practice sessions with a facilitator. This strategy was helpful for learning new content within specific practice contexts. The implications of these strategies for both nursing education and continuing education are discussed.

Peled, Ronit Einat, *Tel Aviv University*

Social change vs. exploitation: The dual relationship dilemma in feminist research conducted by a practitioner - Research on street prostitutes as a case in point

From a feminist perspective understanding of the lived experience of oppressed social groups, such as street prostitutes, is crucial for facilitating a change in their social power. However, such an understanding is hard to attain, due to the bearing of factors such as invisibility, voicelessness, stigma, and pain on the research process. The conduct of such research is complex and necessitates commitment to the issue, compassion for the people involved, ability and willingness to endure pain, trusting and being trusted by the researched, and good research skills. Most often, the person who chooses to face this challenge is a practitioner. This creates dual relationships between the researcher/practitioner and her research participants/clients. A dual relationship in research with disempowered populations raises ethical and methodological problems. This presentation will examine the pros/cons of dual relationship in this context, using examples from a study on the experience of street prostitutes in Israel.

Perkins, Joyce

Portraits of Healers: Synchronicity revealed in journals reflecting levels of awareness and interactive action

See Reeder, Francelyn M.

Perry, Helen, *Manchester Metropolitan University*

What's the Story on Domestic Violence?

My research is focused on women's strategies of survival living with abuse, using Freirian education with a group of women. As a worker, facilitator and researcher I kept a research diary and personal diary to document the process. However, over time, the boundary between 'research' and 'personal' issues became fuzzy. I spent many months wrestling with notions of my-self and my role. The aim was to develop the 'capacitation' and self-transformation of group members through engagement in social action, as we developed our ideas I became aware that I was beginning to experience my own 'self-transformation'. The contents of my diaries became clearer and changed from being 'the ramblings of a whining pseudo academic' to 'biographical research data'. My new problem became academic justification in my confusion I turned to that all knowing entity Google — and discovered I wasn't 'self-indulgent' but was in the process of writing 'autoethnography'.

Perugorria, Ignacia

A Multi-Narrative Approach to Study the Neighborhood Assembly Movement

in Argentina

See Freidin, Betina

Petersen, Naomi Jeffery, *Indiana University South Bend*

What Happened to Field Trips? An Ongoing Qualitative Inquiry into Community Resources Traditionally Visited By School Groups

While massive databases track the effects of current reforms on student achievement, only anecdotal evidence has emerged through informal venues concerning residual effects on both students and community from this paradigm shift in public school priorities and procedures. This study is focused on the sudden change in a significant community involvement pattern: field trips for school groups to local resources. Reported here is an ongoing qualitative inquiry including onsite visits, interviews and archival information in order to accurately describe the current state of affairs concerning experiential education opportunities and trends of different experiences that appear related to culture, poverty, and local curriculum changes in response to accountability reforms. Of particular interest are those subtle effects that are not easily measured by standardized tests but may nonetheless be significant in size and consistent with stated goals. Massive restructuring of education as a profession...

Petersen, Naomi Jeffery, *Indiana University South Bend*

Adjuncts Happen: Strong Faculty or Weak System

Given the current increase in the use of adjunct faculty, this research addressed faculty role expectations for the purpose of clarifying program stressors. Involvement in faculty decisions is considered a key component of the quality of students' learning environment according to NCATE accreditation standards intended to address the systemic nature of faculty involvement. The lack of participation in and understanding of departmental and university affairs may translate into a "loss of credibility with frustrated students" (Edmondson & Fisher, 2003, p 11). More than half the courses in many Schools of Education are taught by associate faculty hired to teach but unlikely to be part of the infrastructure of programmatic design and administration (Lesley and Gappa, 2002; Schneider, 2003) that all tenure-track faculty are. Because university policies on adjuncts are open-ended or unspecified, each participant defines adjunct roles differently; these definitions are not always compatible. The current emphasis on quantitative findings may undermine the stated purpose of teacher education programs' self-assessment exercises required by accrediting bodies, i.e., NCATE, if the use of them tends to focus on isolated factors. In addition, the strategy to divide the task of documenting each standard among different committees also may undermine the goal of systemic improvement [...]

Peterson, Stacey A., *College of Notre Dame of Maryland*

Drinking as a Background Activity: The Role of Alcohol Use Among African American College Women

The social interactions of African American undergraduate college women were examined to determine how they formed and solidified their social bonds while in college and to evaluate the role of alcohol in their social encounters. Focus group interviews were conducted in order to collect the data for this

study. Constant comparative analysis, which allowed the researcher to classify incidents by comparing them to one another, was used to analyze the data. Findings suggest a number of issues that counter the commonly held perceptions that the majority of college students heavily and excessively partake in alcohol. For the participants of this study, alcohol plays more of a background role and is neither central nor necessary to having an enjoyable time. Also, there is no social stigma attached to those who do not drink and alcohol is not the facilitator for forming friendships. Instead, these friendships are formed prior to drinking encounters.

Petty, Claudia, *University of Illinois at Urbana-Champaign*
Relationships in Academia

See Arvold, Bridget

Petty, Claudia R., *University of Illinois at Urbana-Champaign*
Hearing the Silenced: Stories from the Borders of Mathematics Education

An interpretive ethnographic study will be discussed that examines persons' perceptions of mathematics and mathematical participation. Through the remembered mathematical experiences of four women, it becomes possible to imagine the factors that may facilitate the development of persons' negative perceptions of mathematics as well as impassioned reluctances toward mathematical participation. One issue of significant importance that emerges from the examination of these narratives is the tension that develops between "efficiency" oriented classroom practices and students' relational oriented needs and desires. Through an examination of this tension, it becomes possible to imagine a number of factors that may significantly impact student's mathematical success, perceptions of mathematics, and mathematically oriented participatory desires.

Pidgeon, Nick

Active processes, narrative interviewing, and the challenges of cross-disciplinary working

See Henwood, Karen

Piirto, Jane, *Ashland University*
Writing India Schools: A Literary Reading of Creative Nonfiction and Poetry

In 1999, I visited eight schools in India, the Jnana Prabhodini School, the United World College, the 100 Days School, the Women's Cooperative School, and the Jnana Vocational School near Pune; the Krishnamurti Foundation of India School in Chennai; St. Joseph's, and St. Andrew's school in Trivandrum. I teach doctoral students in educational leadership, and master's students in talent development education, and am interested in arts-based representations of research. I am also a published poet, novelist, and essayist. Thus I decided to portray my India research in poetic and in creative nonfiction form. I put together a chapbook of these writings for a conference of the Arts-Based Research SIG of AERA. Only two people came to my session as it was opposite a keynote speaker's session. Since then I have published two of the pieces, "Krishnamurti and Me," in the *Journal for Curriculum Theorizing*, and it was picked up for an anthology of works on eastern thought in education. The other,

on the Jnana Prabhodini School in Pune, was published in the *Gifted Child Quarterly*. I also used one of the poems, "Crazy is Good," as an illustration for my article called "The Question of Quality and Qualifications" in the [...]

Pillay, Daisy, *University of Kwa-Zulu Natal, South Africa*

A Cubist Narrative: Researching Teachers' lives, practices and their performance of success

Choosing to create a composition of teachers' lives is like a work of art, the choice of what to paint, how to paint it, where to place the figures or shapes, and the focal points, are a reflection of "who I am" as researcher. This paper engages with the task of post-structural theorising (which offers me the relevant tools that support the idea that power is productive and important), giving expression to my understanding of teachers' identities as fluid, continually in a state of flux, multiple and non-linear. Using life history as an approach, to signify our lived experiences, I have composed a research text by employing the CUBIST metaphor, as a heuristic device to document my learning about issues of self and identity and teachers' performance of success. Through this analytical framework I explore my own role in the authorship of the narratives and therefore reflect differently on what constitutes "data" in the research process. Foregrounding my own subjectivities in/through the cubist metaphor, I show how I am able to make sense of the transaction between the "inside" and the "outside" of the research process. Within this positionality, I creatively challenge my ways of producing, interpreting and representing data [...]

Pillay, Daisy, *University of Kwa-Zulu Natal, South Africa*

A Cubist Narrative: Researching Teachers' lives, practices and their performance of success

Choosing to create a composition of teachers' lives is like a work of art, the choice of what to paint, how to paint it, where to place the figures or shapes, and the focal points, are a reflection of "who I am" as researcher. This paper engages with the task of post-structural theorising (which offers me the relevant tools that support the idea that power is productive and important), giving expression to my understanding of teachers' identities as fluid, continually in a state of flux, multiple and non-linear. Using life history as an approach, to signify our lived experiences, I have composed a research text by employing the CUBIST metaphor, as a heuristic device to document my learning about issues of self and identity and teachers' performance of success. Through this analytical framework I explore my own role in the authorship of the narratives and therefore reflect differently on what constitutes "data" in the research process. Foregrounding my own subjectivities in/through the cubist metaphor, I show how I am able to make sense of the transaction between the "inside" and the "outside" of the research process. Within this positionality, I creatively challenge my ways of producing, interpreting and representing data to enable me to produce different knowledge with/about teachers and to produce the knowledge differently.

Pillay, Mershen, *South Africa & Sheikh Khalifa Medical City*

Engaging Privilege in Research: Theoretical & Methodological De-Liberations

This paper contends that ALL researchers are privileged. Some of us use our

privilege to liberate the 'self' within our research processes by literally writing 'I' into our research reports. The paper explores whether this literal inclusion of 'I' is theoretically and methodologically efficient. I argue that an engagement of our self identities as e.g., gendered, coloured, economic and gendered beings is limited, and limiting. Hence, in liberating our self identities, we perhaps minimally recognise/develop the influence our conscious and unconscious biological processes that interpenetrate cultural, social, and political ways of knowing. Dreams, intuitions, extra-sensory perceptions, mental associations, anticipations, worries, concerns, thoughts, and frustrations make knowing possible. The author, sharing personal experiences as precipitating this way of knowing, argues that knowing is possible because of neurological, physiological, psychological, emotional, cognitive, perceptual and related bodily processes. To practically situate these ideas, reference is made to specific methods (bound to the author's research experience) in which such ways of knowing may be recognised and harnessed within the research production process. Finally, the epistemological bases of notions expressed in this chapter are re-evaluated for how liberation in itself has been constructed. Specifically, the recruitment of critically-oriented philosophers is critiqued. Others, such as [...]

Piper., H.

Picturing Reflexivity

See Stronach, I.

Plach, Sandra K. *University of WI-Milwaukee*

Symptom Experience Over Time in Women living with HIV

We investigated symptom experience over time from the point of view of 55 women living with HIV. Our goal was to understand the gestalt of women's personal encounters with symptoms over time in the contexts of their daily lives. From our data we inductively derived a model of subjective symptom experience consisting of six dimensions, each with substantial impact on women's day-to-day lives: Identity (how the symptom is described), Source (e.g., disease or treatment), Configuration (e.g., solitary or clustered), Timing (e.g., is it a sudden spike proximate to onset or exacerbation of disease? or is it a permanent vexation of long-term treatment with HAART?), Momentum (velocity, power, and action of symptoms), and Outcome (effect on physical, emotional, social, and existential well-being). Each of these dimensions of symptom experience will be elaborated and supported by verbatim quotations. Implications for comfort, function, morale, relationships, work, and purpose in life will be discussed.

Please, Patty. *Charles Sturt University*

"The Conversational Model in an Australian Salinised Environment." The Application of a Clinical Psychodynamic Model to a Field Research Situation

Dryland salinity is a key Australian natural resource management issue that has been well researched, from a biophysical science perspective, over the past few decades. A shift in research priorities towards the human/social dimension of environmental problems will allow me to investigate the relationships between landholders, scientists, environmental managers and extension workers involved in dryland salinity. The central focus of the research is to examine the notion of "self" as expressed by salinity scientists and as perceived by others

with the intention of facilitating an improvement in the relationship dynamics between them. My research explores the application of a clinical psychodynamic therapeutic model, the Conversational Model, to a field environment. This model was developed within the discipline and practice of psychoanalytic psychotherapy. A qualitative research methodology involving semi-structured interviews/conversations will be used to collect data and explore the value of the Conversational Model.

Podilchak, Walter. *University of Toronto at Mississauga*

Struggles, resistance, fun and joy in radical pedagogies within the Higher Hierarchical University

Within my extensive Course Outlines (see utm.utoronto.ca/~walterp), I introduce students with the following expectations:... This course does not follow a traditional lecture format, and students will be expected to make major adjustments to their style of passive and regurgitated learning towards more active and participatory learning involvement. ... By taking this course, you are agreeing to engage in respectful public and civic dialogue to transform your own understanding, and build towards a more compassionate, social justice and equity model of society. I will summarize students' experiences in a year-end supplementary evaluation and report on current students' self-reflections about the course's expectations and their adjustments in meeting these goals. I situate this radical changes within a politics of course outlines and the necessity of developing alternative measures to year-end traditional, lecture-reinforcing standardized surveys.

Podilchak, Walter. *University of Toronto at Mississauga*

fun spaces in social-Sociological fields of Structuring Hierarchy into Text

The 'indelicate' acronym in the title is a strategic naming of Academic Theorizing-Writing Practices. In Sociology's Dominant Social Reality, the Truth of Hierarchy is IT. In a Modernist vain, I published this powered KNOWledge by defining Fun as social-emotional interactive process wherein persons deconstruct social-biographical inequalities to emergently create social-emotional practices of equality. Can a Sociologist write nonhierarchically? fun's social is anarchic, antihierarchical, is radically egalitarian, anti-modernist, passionately anti-reasonable. Through my postmodern Academic play-with-text voice, i foreground fun's social space to generates humane spaces, signify a decolonized space devoid of hierarchy. in fun's radical egalitarian and democratic social lived space, social processes of justice inclusively and co-constructively produce social-human ends of equity. sociologically, i textually reclaiming a marginalized social and provide examples of this non-standardized textual-playfun. my subterranean spaces in fun's socialSocio-RationalizedLogicallypasionately con-test Capitalized Writing-Power of Structuring Hierarchy into Text, silencing fun's social. why the uncapitalized text? i want to maintain a human, non-hierarchical language i want to distinguish a human embodied language from its virtual text facsimile

Poindexter, Cynthia Cannon. *Fordham University*

Mama Jaja: The power and pain of HIV-affected grandmothers in Uganda

This presentation reports the findings from an exploratory pilot project in

Kampala, Uganda with grandparents who are raising orphans because of a parent's death from HIV. Uganda has the world's highest rate of HIV orphans. If orphans have homes, they are most often with grandparents and other elderly relatives in rudimentary village dwellings. These older relative caregivers, primarily women, are both mother ["Mama"] and grandmother ["Jaja"]. Many of them are in need of food and shelter, in poor health, recovering from nursing their adult children as they died from AIDS, and burdened with virulent HIV stigma which can short-circuit their access to social support. In an unprecedented pandemic, under unimaginable duress and poverty, risking ostracism, many elders in Uganda choose to provide orphan care, disregarding their own health and safety. The following themes will be discussed: grandparents' needs and challenges when giving HIV care; motivation to provide HIV care; sources of resilience, sustainment, coping, and spirituality; awareness, experience of, anticipation of, management of, and resistance to HIV stigma; social networks; bereavement; and suggested interventions.

Poindexter, Cynthia Cannon, *Fordham University*

Guyanese health care providers, HIV-related experiences, attitudes and readiness to care.

This paper reports the findings from a qualitative study of the HIV-related knowledge and attitudes of Guyanese social service and health care providers. Social service and health care practitioners were asked to comment on beliefs and experiences regarding HIV and stigma; readiness to treat persons with HIV; observations of cultural norms and prevailing attitudes; and professional development needs. Two focus groups and six individual interviews led to insights about cultural and economic realities which support or obstruct education and treatment. Themes emerged in three broad categories: attitudes of the public regarding HIV; professional attitudes, knowledge, and practice; and training needs. It seems that much work is needed in Guyana to educate the public and prepare professionals for a burgeoning HIV pandemic. Educational, service, and political efforts should involve Guyanese people at every level.

Poole, Mary, *University of South Florida*

One Woman's Attempt to "Move On"

In fall of 2004, I joined with thousands of other volunteers with MoveOn PAC in the battleground state of Florida, my home, to implement a grassroots effort designed to get out the vote to defeat the Bush presidential re-election. This paper documents my autoethnographic and ethnographic exploration of the St. Petersburg, Florida Central Office: its philosophical basis for resistance; its paid and volunteer staff; and the community in which I volunteered - Precinct 621, Safety Harbor, Florida. After six weeks of intense effort, including canvassing by foot up and down the varied streets of my precinct, I awoke on November 3, 2004, devastated by the outcome, but with a clarified vision of the racial and class segmentation within my community and within me. In the weeks that followed the election, I struggled to make sense of the outcome and to find a way to move on.

Powell, Alison

The Canadian Research Alliance for Community Innovation and Networking

(CRACIN)

See Shade, Leslie Regan

Power, Kerith, *Griffith University*

Local stories, local literacies at Logan — a place pedagogies approach

Using a place pedagogies approach (Somerville forthcoming) this paper will describe progress towards an inventory of the rich local home and family literacies practised by very young children aged from birth to five in Logan, Australia. Logan is Queensland's third largest city. Rapid growth has partially erased an early history of Indigenous dispossession and convict settlement. Today over 160 cultures of origin are represented in Logan's population of 170,000, including immigrants and refugees from all continents. One-third of the population is aged thirty or under. Tensions between literacy benchmarking policies and the practical problems of schooling operate in a context of community growth, change and diversity. Mixed qualitative methods, as culturally appropriate, such as community observations (Barnes 2003), oral place stories (Somerville forthcoming), social cartography (Paulston 2000), visual ethnography (Pink 2002) and 'yarning' (Power 2003), will explore place stories of living and working in Logan.

Powers, Ann Marie

Narrative Research and North American Ethical Review Boards: Are they Compatible?

See Clews, Rosemary

Powers, Ann Marie, *Acadia University*

Come Home Year Celebrations in Newfoundland: Recitations, Meaning and Cultural Identity

Leaving home and then returning frequently to visit has been part of the Newfoundland experience for over a century. Recently, the provincial government introduced a tourist campaign entitled "Come Home Year", in an effort to attract native and non-native Newfoundlanders to the province. But, Newfoundlanders did not need an advertising campaign to get them to "come home". Consequently, in many communities these celebrations have been appropriated to fit their own meanings. Among these is the ritual of storytelling or the performance of recitations. The art of reciting, singing and story-telling has a long history in the Province of Newfoundland and Labrador (Halpert and Widdowson 1996). As with much oral tradition, the words and their performance and expression are full of meaning. Reflecting on my own experiences growing up in Newfoundland and later, doing fieldwork, this paper looks at how such visits often become the locus of contestation as well as transformation.

Powers, Jillian, *Duke University*

Identity Management, Interaction and Self-verification among rural exotic dancers

While most of identity theory focuses on the salient identity hierarchy, this research does not discuss multiple identities utilized simultaneously. Stryker's

focus on linkage between social structure and identity and Burke's focus on interplay of self verification fail to discuss the usage of multiple identities and their function in self verification and self esteem. This paper describes the process of multiple identities utilized in a singular interaction; entitled a multiplex identity. What happens if a salient identity is negative does this result in a multiplex identity or continued usage of the salience hierarchy? The data collected is from an ethnographic field study of strippers working in two strip clubs. By comparing the two strip clubs, the importance of multiplex identities arises. Negative salient identities have effects on the utilization of the identity salience hierarchy. Women working at these strip clubs either distance themselves according to Stryker's hierarchy or accept and adopt the role identity of stripper in their other interactions.

Prince, Elaine

How do you measure empowerment?: Contesting the terrains of partnership, indigenous knowledges, and participatory action research in/ and Aboriginal community development

See McDiarmid, Trica

Pringle, Richard, *University of Waikato*

Schooling soft bodies: Collective Stories, sport and gender transformations

In this paper I discuss how Laurel Richardson's concept of 'collective stories' could be used as a pedagogical tool for projects of social justice concerned with gender politics in schools. Collective stories aim to give voice to those silenced or marginalized by dominant cultural narratives and help promote transformative possibilities through allowing these individuals to develop a sense of community or collective identity. In relation to this aim, I present a collective story based from eight men's experiences of a heavy-contact sport (rugby) within schools. This story illustrates the difficulties these men faced in attempting to negotiate comforting stories of self, given the pervasive influence of rugby and its discursive links to a dominant form of masculinity. I conclude by discussing possibilities for how such stories could be used in schools to encourage self-reflection and critical analysis, within a manner that does not simply demonize heavy-contact sports.

Proctor, Michelle, *The Ohio State University*

Listen to the Teachers: Collaborative Methods as a Political Space for Teacher Empowerment and Development

While the 2001 No Child Left Behind Act aims to equalize student achievement through improved teacher quality, the premise for school change derives from methods that hinder and do not support teacher development. This paper will explore how the democratic methods and diverse theoretical approach of qualitative research can change this focus to include teacher needs and political voice. I will base the discussion on the lived experience of my dissertation, Teachers and Testing Policy of No Child Left Behind: Critical Perspectives on Change, Policy, and Power to explore how value-mediated research can create a political space to support teacher growth and development. This paper will focus on the following- teacher active involvement in the construction of collaborative inquiry, how teacher perceptions of research and its usefulness changed

throughout inquiry, the construction of researcher role as researcher/fellow teacher, and what this all means for teachers and the usefulness of qualitative research.

Puckett, D. S.

Culturally Relevant Expressive Writing (C.R.E.W.): A Model for Integrating Culturally Relevant and Explicit Instruction in an Urban Middle School

See Shippen, M. E.

Radigan, Judy, *Rice University*

The Power of Exclusion: Potential High School Dropouts Speaking Out

This six-month study of dropouts in an urban high school in a large South-western school district is unique because high school students participated in the literature review, data gathering, analysis and the final presentation. Data on the dichotomy engendered by change in this study was gathered through classroom observations, student reactions to literature reviews and interviews with school leavers, their families, teachers, and administrators. Field notes and transcribed audiotapes of the classroom observations and interviews were combined into thick records for analysis. This paper analyzes the data from a critical theory perspective based on Carspecken's (1996) reconstructive analysis that makes explicit the tacit inequality of opportunity for the students in the region of "failure." The discoveries these students made enabled them to move from the hermeneutic/insider position they held in their educational process to the third person outsider role. The students realized that their routine social actions form and reproduce system relations that are detrimental to their lives. The ultimate goal of this study was full agency for the participants while understanding the manifestations of power along with the internal tensions and implicit telos they implicate.

Rajah, Niranjan R, *Independent Scholar*

Divine Cinema: I Saw the Goddess in a Mythological, and Other Such Tales

In this paper I juxtapose the Latourian notion of 'voice' with darshan (divine gaze), in the context of Indian Mythological Cinema. The structure of spectation in popular Indian cinema is, as a whole, darshanic. As opposed to the passive image and voyeurism in the popular Western cinema, in Indian cinema, the image actively gives itself to be seen. From the beginning of Indian cinema recognized, the potential for the magical and the quasi sacred extension of traditional icons. The viewing audience was quick to accept the soteriological potency of this transformation of hitherto static iconography and were known to carry out prayers and rituals to the filmic manifestations of their adored deity. In this paper, the actant-network theory' is applied to the technological remediation of Hindu Iconolatry in a post traditional setting. Latour's actantiality' (the preconditions for actants coming into being) is consolidated with Dooyeweerd's aspectuality' resulting in a multi-level network, in which each actant extends through different aspect layers (after Basden). I will show, in terms of my own inner and outer experience, how cinematic images of Hindu Gods and Goddesses are actants in psychic and social aspects of their actant-network. I will show how they are allies' even [...]

Rajan, Suresh, *Manukau Institute of Technology*

Power Imbalances created by International Religious and Political Propaganda :
A Qualitative Inquiry

This study examines how discourse in international religious and political propaganda affects people's right to exercise the power of free thought and action. Propaganda is viewed as the anti-thesis to 'democratised' information. Propaganda messages transmitted from Pakistan and 'Azad Kashmir' in 1997 through radio, television, newspapers, magazines, leaflets or the internet were thematically categorised on the basis of their discourse content and analyzed. Wherever the original messages were in Urdu or Kashmiri languages, English translations were used. Focus groups from New Zealand provided a high level of objectivity to the discourse analysis by virtue of their relatively neutral predispositions towards the content of the propaganda. The study revealed that many elements of religious propaganda, irrespective of source, can be used to develop templates for creating power imbalances universally. By substituting a few key words, it is possible to easily alter the geographical and demographic contexts of such propaganda discourse.

Rambo, Carol, *University of Memphis*

Handing IRB an Unloaded Gun

This autoethnography is an account of how my story entitled "An Unloaded Gun: Negotiating the Boundaries of Identity, Incest, and Student/Teacher Relationships," was accepted for publication and then blocked by IRB. The article explored "trauma bonding," "PTSD," and the potential development of a "boundary crossing" relationship. IRB insisted it was unethical for me to publish it anywhere, arguing that the autoethnography was research which involved a "human subject" who could be psychologically harmed if he were to read the portrayal of himself in the manuscript. Additionally, because the human subject was an incest survivor, like myself, it was ruled that he was too fragile to give informed consent. Behind closed doors, the rationale for the refusal was different. One board-member, a friend from another setting, told me that the committee was concerned about my physical safety. Another told me that the real concern was litigation being brought against the university.

Rampart, Tania

Young Women's Leadership Charter School Alternative Assessment System Case Study

Tania Rampart presentation is a case study that focuses on a charter school and its successful implementation of an alternative assessment system. NCLB supports the ability for charter schools to serve minority students as a way to boost student achievement, drive educational innovation, expand educational choices, and foster continuous improvements in all public schools. However NCLB still uses test scores as its sole measure of "good" education, thus ignoring the measures that reflect the unique goals and mission of individual schools. This case study focuses on one Chicago charter school and their implementation of an alternative assessment system. Issue questions examined in this case study include: 1) Is this alternative assessment system a valid measure of student achievement? 2) Does this alternative assessment system add or detract from the learning experience? 3) Is there a shared vision and understanding of the pur-

pose and 'rules' of the alternative assessment system?

Ramrathan, Labby, *University of Kwa-Zulu Natal, South Africa*

Data as Agency: Ethics And Politics

This chapter introduces the concept of "data as agency" and explores how the context shapes the research agendas. It attempts to frame, profile and interrogate the context for particular research agendas using research on HIV/AIDS as a medium. By interrogating HIV/AIDS research methodologies and researchers' response to their data they produce within a critical discourse analysis framework (embedded within response theory), the positionality researchers' adopt is exposed. The paper demonstrates how critical discourse analysis allows the analyst to explore how researchers use and read data against a defined context with critical lenses, exposing their biases and agendas. The paper concludes with an example of how voices can be mediated through a process of establishing a technical team of researchers to guide the research agendas and processes, thereby offering a greater trust in the way data is produced, interrogated and used.

Ramsey, M. L.

Culturally Relevant Expressive Writing (C.R.E.W.): A Model for Integrating Culturally Relevant and Explicit Instruction in an Urban Middle School

See Shippen, M. E.

Rance, Susanna, *CIDES-UMSA (Postgraduate Centre for Development Sciences)*

Who are the end-users? Postabortion technology in Bolivian hospital actor-networks

This paper explores relations among participants in Bolivian hospital actor-networks incorporating the Manual Vacuum Aspiration (MVA) syringe, a technology used to extract uterine contents after incomplete abortion or miscarriage. As participant observer, the author encountered two problems concerning the negotiated use of MVA. One was the issue of washing up: how were the instruments supposed to get cleaned, who ended up doing the work? Skills and responsibilities were reassigned in gendered performances of knowledge and incompetence, evasion and completion of messy tasks. The other was the role of women treated with MVA: in the absence of choice, were they full participants in the actor-network? Neither "end users" (Saetnan 1996) nor passive victims, through acts of resistance, recalcitrant gestures and subversive narratives, women on the wards "tamed" the technology promoted by institutional innovators (including the author), skillfully producing generalised discomfort and chasing bystanders out of the corridor with their screams.

Randolph, Carolyn, *University of Illinois at Urbana-Champaign*

Who Am I?

"I am because we are" is an African proverb hailing from the Nguni word "Ubuntu." It means "humanity to others," a responsive practice of self-reflection and mutual responsibility for human rights for all. This proverb locates identity as a structure of power utilized for strengthening or oppression. Therefore, issues of identity must be addressed in organic human rights activism.

Make no mistake...this IS a political project. The purpose of this text is to better understanding how identity is developed through historical, social, cultural, and self-imposed practices. I present a self reflexive portrait of an African-American woman struggling to develop an identity and find her voice of empowerment in her home, her community, her religion, academia, and globally. This autoethnographic text demonstrates the dynamic relationship between the personal and social/political. Furthermore, this text brings to the forefront issues of race, gender, religion, class and other issues of identity that must be further explored in order to realize humanitarian social/political change.

Ranney, Yasmin A., *Loyola University of Chicago & Northeastern Illinois University*

Is it morally acceptable to impose IRB rules from one culture (i.e. the U.S.), to another, for purposes of performing comparative/cross-cultural social research?

IRBs ensure that research involving human subjects complies with generally accepted regulations/guidelines. IRB regulations are designed to protect human subjects of bio-medical and behavioral research, and are derived from the Nuremberg Code, developed to evaluate Nazi human experiments documented in the Belmont Report (1978). The Report defines three requirements for the ethical conduct of human research; informed consent, risk / benefit assessment, and careful selection of research subjects. IRBs examine both the objectives of human research projects, and also its procedures within the framework of these three principles. IRBs are a creation of Western Civilization. Do, or should, these guidelines apply when a researcher is involved in comparative or cross-cultural research, especially in cultures that are not part of Western Civilization? This question covers not only the IRB rules under which research is approved or modified, but also includes the potential of research to violate cultural norms due to the cultural ignorance of a particular IRB.

Ray, Nichole M., *The University of Georgia*

I'm doing what I need to do to survive: An exploration of domination and resistance in the graduate classroom experiences of Black female professors in academia

The predominately White academy is a space which continues to perpetuate dominant patriarchal and Eurocentric ideologies that can be detrimental to the lived, career experiences of Black female academicians. It is a site in which stereotypical and controlling images of Black female professors largely dictate their personal and professional growth and success. Specifically, within the context of the classroom, Black female professors face challenges largely due to their being constructed as "Other" by students and faculty alike. The purpose of this pilot study was to examine the graduate classroom experiences of Black female professors and their perceptions of how positionality as racialized and gendered beings impact the overall learning environment. The research questions guiding the study addressed how black women perceive their objectification and marginalized location within the context of the graduate higher education classroom, as well as the utilization of their peripheral location as a form of resisting domination and objectification as "Other". The study is framed by black feminist thought, which provides a useful lens through which to view and situate the lived experiences of Black women, as well as providing a framework through which to examine intersecting forms of oppression that shape and

impact these experiences. Preliminary [...]

Raz, Aviad E., *Ben-Gurion University*

Genetic Counseling, Prejudice, and Symbolic Interaction

This paper examines a premarital carrier matching program focusing on congenital deafness, conducted in Israel with a Bedouin minority group characterized by consanguinity, a religious ban on abortion, and high prevalence of genetic diseases. Interviews were conducted in 1999-2003 with three groups of respondents. The first group, the health professionals, consisted of six genetic counselors and five health professionals involved in the program. The second group consisted of six Bedouin couples and six Bedouin individuals who came for genetic counseling. The third group of respondents consisted of Bedouin community members, both men (n=26) and women (n=28), stratified by age (range: 16-35), consanguinity level, susceptibility, and education. The analysis draws on Blumer's view of prejudice as involving a commitment to a relative status positioning of groups in a racialized social order. The genetics program is thus considered as an interface between the dominant Jewish medical establishment and a marginal minority. Counselors shared a sense of proprietary claim over their professional status, and regarded consanguinity and polygyny as traditional norms characteristic of ethnic groups that had an intrinsically different culture than theirs. This attitude was in conflict with the espoused value of "non-directiveness." Some Bedouin were also prejudiced [...]

Raz, Aviad E., *Ben-Gurion University*

A Note on Inter-Viewing: Using Symbolic Interactionism for Interview Analysis

Focusing on an interview conducted with an Arab-Bedouin respondent on the subject of carrier matching offered for congenital deafness, this paper offers a symbolic interactionist framework for juxtaposing theory and practice, research and implementation, observation as well as intervention. The analysis exposes the interview as an arena for negotiation using constructs such as performance, impression management, micro-politics, weak and strong languages, and cultural difference.

Reeder, Francelyn M., *University of Colorado Health Sciences Center*

Portraits of Healers: Synchronicity revealed in journals reflecting levels of awareness and interactive action

The purpose of this qualitative study was to investigate the effectiveness and experience of touch therapies during bone marrow transplant. The research questions guiding the research were: What are the effects of repeated 30 minute sessions of therapeutic touch, Swedish massage, or friendly visitation, on subjects participating in one of the touch therapies? Random assignment of therapists to 30 adult patients within 3 groups was fulfilled with (N = 90). Touch therapies were defined by standard protocols and current practices and theoretical bases. Research strategies included keeping practitioner journals, to be written immediately following each touch therapy session and to include patient quotes to capture their poignant metaphoric, expressions and realms of meaning about feelings and changes experienced during and after the touch therapies. Phenomenological hermeneutic analysis of practitioner journals was conducted, using a Six Column Synthesis Grid for Qualitative Data. Reeder(2004). The

results were illuminating, revealing visual patterns in verbatim expressions, of synchronous experiences between healers and healees, sustained in interactive relationship! Depth, scope, breadth, and variety of experiences including realms of meaning and insights were recognized ultimately resonating with themes within Nursing's metaparadigms. Implications of this research: Today there is increased urgency to actively safeguard a [...]

Rice, Jordyn E., *Buffalo State College*
The System of Sugar: The Violence in Society

Violence reigns throughout all societies. Through the human body, self destruction and inflicted pain has left scars as reminders on the body. Stretch marks have become a tally system used to count the number of untimely deaths of the babies of Bom Jesus, Brazil. These slashes and scars left behind on these women have led to the violent de-feminization of society. Purely used as a machine, sugar has destroyed the lives of these Brazilian people working on sugar plantations. Nancy Scheper-Hughes recalls the sweet deaths of a society that is run mainly by hunger of fortune and greed. As for America, sugar has violated the human body with desire and laziness. The stretch mark has made its appearance in our society through over consumption. The desire for our delicious lives has created a violent upheaval in our world. Sugar has dug the tombs of our unhealthy and short-lived future.

Rinehart, Robert, *Washington State University*
Sport Performance in Four Acts: Players, Workers, Audiences and Immortality

Using the "voices" of the "creators" of intertextualized sport, this paper will demonstrate how sport is inextricably linked with performance. As well, an exegesis of the modernist and postmodernist frameworks of contemporary sport will show how many sports have evolved from grass-roots to Goffman's "framed" responses to the cult of celebrity and attempts to attain immortality, and how these various responses to the need for human movement create dense archipelagoes of multifaceted cultural formations.

Rivas, Araceli, *Texas A&M University*
Postcolonial Examinations of Research Perspectives that would Construct and Save the Other

The current globalization of traditional educational and research paradigms renders the need to critically continue to examine the colonial/modernist structures that create the Other (the ethnic minority, child, or the female) both in concept and in practice. Critical inquiry via postcolonial analysis offers an avenue to uncover the sites of power positioned in the conceptual structures and within the practice of research that perpetuate intellectual colonization. Post-colonial analytic methodologies can reveal the mechanisms in research that continue to differentiate and construct the Other. Thus, the intention of this presentation is to provide an example of a postcolonial analysis that critically examines how research continues to construct and even reinscribe Mexican-American children as the Other through its discourses that would investigate and "save". A personal reflection on the significance of utilizing decolonizing methodologies will also be provided.

Roberts, Lorna J., *Manchester Metropolitan University*
Rendering the invisible visible and the visible invisible: living the contradictions between formal equality discourses and lived experiences of informal inequality

This paper reviews a number of UK sponsored research projects which highlight the overt and covert racism experienced by many black and minority ethnic trainee teachers. Specific examples from a recent project are used to show how research sponsors constrain what may become public knowledge. Whose story is heard? How is othering / normalising constructed through racialised categories? And how does performativity in measuring "formal" EO procedures and compliance silence the testimony of actual practices? The paper narrates experiences of researching "race" and perceptions of institutional responses to racism. To map the invisible contours of ways in which "race" impacts on individuals, institutional accounts of equal opportunities are juxtaposed with the black and minority ethnic accounts of discriminatory practices. The researcher reflects on the ways in which individuals are positioned and repositioned by discourses of "race", and how formal approaches silence and deny the voices of those who have experienced discrimination.

Robertson, Anne, *University of Illinois*
We found a meth lab in the grain bin: The problem of methamphetamine abuse in rural Illinois

See Kingery, Linda

Robertson, Joanne, *St. John's University*
If You Know Our Names It Helps! - Students' Perceptions About "Good" Teaching

In this interactive session, the audience is invited to share in the perspectives and experiences of students (primary through postsecondary) about "good" teaching. Through the enactment of a performance text, participants co-construct understandings about the politics of teaching in contemporary classrooms, and reflect upon the critical role of student-teacher relationships in the literacy learning equation. Post performance discussions will focus upon the potential of qualitative inquiry to create an emancipatory spaces for public dialogue action research.

Robinson, Jude, *The Health and Community Care Research Unit*
Reaching the Hard to Reach

By adhering to a narrow view of what is 'acceptable' in qualitative research, researchers may find themselves unable to develop the methodologies needed to inform complex emerging problems either at local or a national level, which may in turn effectively exclude some populations from taking part in research. This paper describes how a successful collaboration between a University research unit and a NHS Primary Care Trust (PCT) in the United Kingdom, transformed a standard research specification to evaluate a men's health initiative in Knowsley, Merseyside, into a reflexive and responsive research project. The research developed an unstructured and reflexive approach to initiate discussions with the men in natural settings, and incorporated observation as a key component. Despite initial concerns, the PCT has supported the use of these

methods, and key decision makers are using the data to inform the future development of men's health services in the local area.

Robinson Kapavik, Robin, *The University of Texas at Austin*
Perspectives of Teachers on the Possibility of the Social Studies Classroom as a 'Radical Space'

The purpose of the paper is to examine the perspectives of teachers and how they see the social studies classroom as a radical space where multiple perspectives about race and class are explored, studied, and analyzed with regards to issues of social justice and activism. When secondary social studies teachers facilitate discussions beyond surface level about these issues, it creates a radical space where students can begin to understand Others' histories and how those histories have been influenced, as well as influenced the dominant notions of traditional story lines within the social studies curriculum. For many teachers, this type of pedagogy is an "explosion of contradictory and competing knowledges" (Lather, 1991, p. 71; quoted in Santora, 2001, p. 151); therefore, the focus of the paper is to utilize a critical framework that focuses upon the expansion of "more inclusive ways of knowing" in order to "transform one's assumptions, values, beliefs, and ways of experiencing" (Santora, 2001, p. 150) culturally relevant pedagogy (Ladson-Billings, 1994) for teachers and students. According to Ladson-Billings, "the [social studies] profession continues to ignore one of the more pressing social issues of our day race (and social justice)" (2003, p. 6). Of all the subject matters taught [...]

Robinson, Maureen, *Cape Peninsula University of Technology*
Political Transformation and Teacher Development: The Dilemmas of Action Research

I have always been fascinated by the relationship (and potential contradiction) between what I have called "voice" and "regulation" in teacher development. By "voice" I mean basing teacher development and curriculum innovation on teachers' own personal and professional aspirations. "Regulation" refers to basing teacher development and curriculum innovation on a national agenda, driven by a political vision. South African teacher development in the ten years since the advent of democracy has, perhaps ironically, been characterised by a fairly top-down approach to teacher development. The argument for this is that the strategy for teacher development aims to support a nationally identified set of goals, linked to the transformative intentions of the new democracy. A second position argues that many teachers in the country do not have the professional expertise or academic background to formulate their own curriculum goals, and that it is the task of a national government to support a streamlined and coherent approach to educational renewal.

Rolling Jr., James Haywood, *Columbia University*
Visual Culture Archaeology: A Criti/Politi/cal Methodology of Image and Identity

This study argues the efficacy of the phenomenological cultural work of visual culture archaeology that liberates a political and critical identity, resistant to domination, authoring social change and its own agency through multiple and incommensurable positions. Built upon Foucauldian premises, visual culture

archaeology is developed as a methodology for discursive un-naming and re-naming, and emerges from the inherence and attenuation of inscribed meanings in the reinterpretation of identity during a postmodern confluence of ideas and images. The hybridized representation of the African-American in Western visual culture has been unique in the effort by some to define us over significant periods as less than human, less than American, or less than statistically significant in the purpose to maintain an unequal relation of economic and political power. This paper continues the author's effort to establish the efficacy of a poststructural and poetic aesthetic in qualitative research writing.

Rolling Jr., James Haywood, *Columbia University*
Searching Self-Image: The Un-naming of a Poststructural Identity

Naming can alternatively be a definition of identity or a source of stigma. Un-naming can alter a story and serve to unhinge fixed definitions, initiating a democratic discourse that finds its own way of escaping the thrall of hegemony and dominating canons. Can qualitative research serve to un-name axiomatic frameworks of identity? This paper was written as a follow-up to *Messing Around With Identity Constructs* (Qualitative Inquiry, Volume 10 Number 4, pp. 548-557) and continues the author's effort to establish the efficacy of a poststructural and poetic aesthetic in research writing.

Rose, Diana, *Service User Research Enterprise, Health Services Research Department*
Developing an epistemological base for mental health user-led research

In the UK, there is now a sizeable group of mental health service users (consumers) involved in research. Their activities range from evaluating services to undertaking systematic reviews, participatory research and other forms of qualitative research. These activities are all conducted by service users themselves and they all attempt to elucidate the experience of receiving treatments or services from the consumer's perspective. Consumers are regarded as experts by experience, and most, although not all, the research is qualitative. Our group believes that the methods and techniques used in consumer-led research are now sufficiently well established that we can begin to develop an epistemological base. This is relevant to the theme of this conference since many of the criticisms that are levelled at user-led research are common to criticisms made of qualitative research: that it is biased, subjective and soft science (if it is science at all). As consumer researchers...

Rotem, Arie
Overcoming cultural barriers in meeting the needs of cardiac patients; implications and potentials for improvement of cardiac rehabilitation services
See Haghshenas, Abbas

Roulston, Kathryn, *University of Georgia*
Close encounters of the CA kind: Analyzing talk in research interviews

Findings from conversation analytic studies have contributed significantly to an understanding of how social order is produced on a moment-by-moment basis. Conversation analysts have studied the structure and organization of nat-

urally occurring talk in mundane settings, as well as the production of social order in institutional talk. A wide variety of talk drawn from research interviews - ranging from standardized to open-ended conversational interviews - has also been examined using conversation analysis to explicate how descriptions and accounts are co-constructed. This paper reviews findings from studies that use CA and ethnomethodological perspectives to investigate interview data. I first outline the diversity of perspectives used by CA and EM researchers to analyze how research data is generated in interviews, before reviewing implications of findings for qualitative researchers with respect to our understanding of (1) qualitative data analysis; and (2) the teaching of qualitative research methodology.

Rozanova, Julia, *University of Alberta*

Seniors and the portrayals of intra/inter-generational inequality in the *Globe and Mail*

My paper will explore the portrayals of intra- and inter-generational inequality among seniors and between seniors and younger people in a major national newspaper in Canada ("*Globe and Mail*"). This study will be a descriptive and an inductive thematic analysis. I will draw on the critical theory of the media which maintains that media is a mirror that distorts the reality in line with a particular agenda, and maintains the status quo by depicting inequality as rational, natural, and normal. The representative data set will consist of 36 issues of the "*Globe and Mail*" by means of systematic sampling with a random start, to control for potential seasonal variation in the content and to ensure a diversity of issues across the year. The period the sample embraces is 2004. My units of analysis will be articles that focus on older adults and issues pertaining to them generically. The results of my analyses will address the number of articles in the sample that deal with seniors, and the array of themes in them. A fine-grain analysis of several select articles will be conducted to illustrate the most pertinent emerging themes. In the data I will look for those features of portrayals [...]

Rozenberg, Michal

The Descendants of Time and the Lodgers of Space: The life stories of teacher trainees who immigrated to Israel during the 1990s

See Kainan, Anat

Ruby, James R., *Northeastern Illinois University*

Constraints to Practitioner Research and Implications for the Training of Master's Level Mental Health Professionals

Research is an important part of quality clinical practice in the field of mental health. Without clarity regarding what types of interventions work best for what types of clients and client concerns, clinicians would not be appropriately informed in their goal of promoting mental health. Questions regarding effective treatments are routinely asked in research studies, but who is doing the studies? Most often, it is doctoral-level trained persons and their research assistants. Many believe that those who are actually providing the clinical interventions should be better equipped to measure their effectiveness by way of meaningful methods of inquiry. This paper addresses the constraints that produce a gap in

master's level practitioner research. Ninety-nine master's level clinicians responded to surveys and answered a series of questions regarding their present level of research activity as well as what constrains them from being more involved in research. These respondents also provided valuable data regarding possible recommendations for training that might encourage increased research activity for future master's level clinicians. Training improvements such as mentored research activity for master's level students and training in less complex research methods were indicated.

Salmon, Amy

How do you measure empowerment?: Contesting the terrains of partnership, indigenous knowledges, and participatory action research in/ and Aboriginal community development

See McDiarmid, Trica

Sameshima, Pauline, *University of British Columbia*

Flying Among the Cedars of Lebanon: New Conceptions of Building Research

The pressures of regulation and standardization on qualitative inquiry cannot be deterred only on the outside of the qualitative body. There is much to do inside. Prose writers are quickly quoted, integrated into new texts for building fresh understandings-revisiting and reinforcing traditional methods of research. Visual, performing and poetic researchers may be more tentative to layer on interpretive works, perhaps fearful to confine ambiguity or misread "truths". Developing a strong community of qualitative researchers requires new conceptions of how to: support diversity, scaffold interpretive research, and build a lexicon for qualitative learning. The artist's path is intentionally silent. "One of the ways we can make our work less isolating is to expose and celebrate our collaborations" (Upitis, 1998, p. 476). In this session, see how collaboration takes on a new meaning in this framework, and how inspiration can entangle threads of different hues by sharing points of intersection.

Samuel, Micheal, *University of Kwa-Zulu Natal, South Africa*

On Becoming a Teacher: Life history Research and the Force-field Model of Teacher Development

This paper draws from an in-depth research study tracing the experiences of student teachers who are in the process of developing their professional competence as teachers of the English language. It uses a Life history approach to collect data about their various stages of developing competence in the English language over different periods of their lives: within their homes, families, schools, university education, and within their school-based teaching practice courses. The study uses various creative data collection methods, which probe beyond only verbal interviews to include students constructing their own autobiographies, visual, video and verbal representations of their experiences. It is located within the research tradition of "teacher thinking research" and shows how a grounded theory approach was used to develop a model for understanding teacher development. The force field model of teacher development highlights the complexity and depth needed to understand the process of teachers developing professional identity. The paper explores the practical methodology used in the study showing why Life history research is neither a "soft option", nor irrelevant.

evant to contribution to policy development in our reconstructing society. The focus of the paper will be on what can we learn about curriculum design from a Life history research approach.

Samuels, Maurice, *University of Illinois at Urbana-Champaign*
What about Those Being Left Behind

Maurice Samuels will provide evidence as to why NCLB should support alternative means of education by presenting findings from a study conducted at an alternative education program located in a Midwestern city. Alternative education programs play an integral part in assisting school districts by providing services for students who are left behind. Unfortunately, Title I, part H of NCLB does not acknowledge the importance of appropriating funds directly to alternative education programs; which not only ignores the importance of such programs, but also helps to indirectly undermine the goals of the school district. Using a mixed methods approach, this will be accomplished by examining the following questions: (1) what do students see as the advantages or disadvantages of attending an alternative education program?;(2) why do students decide to withdraw from high school?; and (3) what are the components needed for a successful alternative education program?

Sands, Roberta G., *University of Pennsylvania*
Interview Shockwaves and Shock Reactions

Interviewers sometimes encounter surprising responses to their inquiries of interviewees who are socially or culturally different. This presentation will describe and provide examples of interview episodes in which the interviewer was “shocked” over what she heard from an interviewee and was temporarily at a loss over how to respond. The examples also make visible the interviewee’s perspective and discomfort, and her attempts to explain herself. The responses of the two participants demonstrate an interactional bump, realization of misunderstanding, the production of “shockwaves”, awkward attempts at recalibrating, and mutual efforts at correction, restoring “face”, and accommodation. The examples come from interviews between educated white interviewers and African American and white low-income women. Detailed transcription segments and diagrams will be used to portray the interactional processes. The interview shocks will be explained as “frame clashes” (cf. Tannen, 1993) and a process of “othering” (Fine, 2000), and the different positions of the interviewer and interviewee.

Santos, E.C., *Universidad Autónoma Metropolitana- Xochimilco*
Students and Teachers Resistance To Qualitative Research: A Case of a Public University Postgraduate Programme in Mexico City

CONTEXT: Postgraduate programs focusing in social problems that affect the population’s health are often located in health departments where the research framework is dominated by quantitative views. As a part of their curricula the students are required to complete a research project on such problems. PROBLEM: A resistance towards qualitative research is observed in the students and professors under these programs as a result of the dominating quantitative view in the theoretical framework of health sciences. OBJECTIVE: To obtain evidences of this resistance to develop a deeper understanding that may help to

promote a more positive attitude in students and teachers towards qualitative research. METHOD: Participative observation made by two postgraduate students in a reflective practice on the types of researches that are done by students and teachers in the referred programs.

Sarson, Lindsay, *Brock University*

Towards a better understanding of research paradigms: Debating the nuances between the reality-oriented approach and post-positivism

See Stevens, Julie

Sather-Wagstaff, Joy, *University of Illinois at Urbana-Champaign*

Tourists in the Traumascapes of 9-11-01: Dialogic Geographies and Shifting Selves

Both despite and because of the absence of the landmark buildings that were once a prominent tourist attraction, Ground Zero in Lower Manhattan is a destination tourist site. Through physical interaction with a constantly changing memorial landscape, non-local visitors struggle to apprehend the ongoing human and political costs of September 11, 2001. Engagement with the formal and informal material and performative memorial culture of Ground Zero can, and often does, engender shifting subject positions in regards to national and political identities and sentiments. While the local physical and discursive geography of ‘home’ delineates subject positions, knowledge produced through encounter with the materiality of the site complicates such subjectivities and the site itself. Tourists, returning to their homespaces, re-imagine and (re)produce the traumas of 9-11 across space and time, constituting a wider topography of meaning-making in the ongoing social construction and production of a site for a “heritage that hurts.” There are thus multiple traumascapes of violence in constant dialogical transformation: the spaces of home that ground subjectivities and imagined communities and the physical place of Ground Zero in Lower Manhattan.

Saunders, Cynthia M., *California State University, Long Beach*

Exploring Health Care Quality: From Meta-Analysis to Qualitative Inquiry

Quality health care has a myriad of definitions from a tripartite construct of the structure, process, and outcome of health care to broader classifications including lack of medical errors, standardized treatments, and appropriate utilization. Yet, high quality health care is something that is felt and known when one receives it. Categories defy the “lived experience” of an individual patient. In meta-analysis, the definition of quality is limited to the literature and ordinal categories used by health services researchers. Indeed, effect sizes are parsimonious and easy to understand, yet they lack a deeper meaning of health care quality from the patient perspective. This presentation compares and contrasts a meta-analytic and qualitative examination of quality from the author’s doctoral dissertation and a series of post-doctoral interviews conducted with uninsured persons in California. The qualitative analysis furthers the definition of health care quality by acknowledging the importance of the patient perspective.

Sautu, Ruth, *Instituto Gino Germani - Universidad de Buenos Aires*

The Meaning of Democracy Among Working Class People

This paper has two objectives: first to analyze workers' interpretations of the functioning of the Argentine democracy; and second, to discuss a methodology that tries to capture working class beliefs and feelings. We shall pay special attention to the wording of the basic questions used to conduct the conversations and the selection of people to be interviewed. The analysis is based on 30 open-ended interviews with a purposeful sample of working class people. During the interview, people freely spoke about three questions: first, their description and interpretations of the Argentine social, economic and political problems; second, their ideas about the working of democracy and their expectations about the future; and third, their perceptions of what should change to reach an ideal democracy and the degree of self-commitment with that change. We try to recover their ideals of democracy and their theories that explain the present Argentine political and economic reality.

Schotsman, Alisha

Exposing Realities: When Conceptual Ideals meet Lived Experience. Are Women in Rural Gujarat Empowered through Political Participation?

See Vissandjee, Bilkis

Segev-Hirshenon, Einav, Ben-Gurion University

You are learning to know your self — Women experiences in a backpacking trip through poetry and drawings

I will present my research that deals with the meaning of backpacking trip to the construction of gender identity in young Israeli women. It is done using a qualitative methodology using poetry and drawings from the women's diaries. Furthermore the diaries themselves are a personal creation from which you can learn on how they construct their identity. The research includes 25 life stories interviews and diary collection of women ageing 28-32 five to eight years after their trip. Through the drawings and poetry we can learn about the women identity and how the women coped with sexual harassments, experienced their body limits, suffered from diseases, and faced many fears linked to their femininity and their body. We can learn how they overcome these fears and found inner strength in their femininity. The women saw the trip as a way to experience independence and to examine their ability to cope with different situations. I.E, dealing with low hygiene conditions, and other unfamiliar situations. The presentation will be based upon the poetry and drawing and will focus on the different ways the women copped with issues connected to their femininity, especially the woman body, during the trip. This coping takes place on the background [...]

Seltzer, Michael W., Virginia Polytechnic Institute and State University
Philosophy of Science, History of Science, and Qualitative Inquiry

In this paper, I critique the fields of Philosophy of Science and History of Science as vehicles that perpetuate positivist-influenced views of science and technology, that effectively marginalize other forms of qualitative inquiry, and that reinforce the cultural notion that positivist research is the only legitimate form of inquiry. Contributing to this marginalization are epistemic sovereignty, convergent realism, internalist historiography, and modern(ist) historiography, critical philosophical and historical assumptions that perpetuate the

positivist/empiricist worldview of epistemically privileged knowledge. I argue that these principles must be deflated if inquiry predicated upon anti-sovereign, local, and culturally/historically situated knowledges is to be taken seriously by those in power and by the general public. To the extent that inquiry adheres to positivist notions of science, it serves to perpetuate views that discredit many forms of qualitative inquiry, including those that take historical and cultural context, race, gender, sexual orientation, ethnicity, etc., as legitimate research components.

Sen, Anindya, Northern Illinois University

Focus Group Method and Educational Research: Issues of Relevance and Praxis

Focus groups are fast becoming an important tool in the arsenal of qualitative methods that educational researchers have at their disposal. This paper looks at the principal stages of a typical focus group research project: analysis of topics, settings, and outcomes; design strategies; development issues; implementation techniques; and evaluation methods. The paper also addresses the following questions that are particularly relevant to educational researchers: What types of problems and issues in education are appropriate for focus group research? What criteria should be used to select the members of an education-related focus group? How should a moderator conduct an education-related focus group discourse? What methods can be used to analyze the transcribed or recorded contents of a focus group discourse and how can the findings be reported?

Sen, Anindya

The Conceptual Framework of Focus Group Research: A New Synthesis

See Askelson, Debra

Seo, Deok-Hee, University of Illinois at Urbana-Champaign

(Inyeonsogi, Emerging by linking): an Indigenous story of an Academic Diaspora

My story enacts a critical cultural politics through performing a triple-framed, autobiographical journey of recognizing and empowering myself as an 'indigenous' 'diaspora' in academy. Beginning with the present, as a visiting graduate student in US from South Korea, whose academy has been dependent upon the west, I goes back to the past as a grand/daughter of anti-heroes who resisted Japanese imperialism and military tyranny. My critical memory is intertextualized with the film, 'Smoke Signal', which is about two Native American youths' journey for Father's ashes. Through this intertwined journey, I criticize upon the colonization and commodification of the academy and understand my being as an Inyeonsogi(emerging by linking), whose meaning overcomes the binary dichotomy of being 'indigenous' and 'diaspora'.

Severtsen, Billie M., Washington State University

Meditative Thinking, Lived Experience and Ethics-Learning about the Nursing Culture

The use of meditative and calculative thinking is contrasted and explored. Meditative thinking is used to uncover important values embedded within the culture of nursing. A professional development course served as a "safe place"

where narratives of lived experience could be interpreted by a community of student learners. These interpreted narratives were then used to generate new knowledge and insight about the clinical health care world where student nurses experience an interface with the culture of nursing. Facilitating a class in this manner demonstrates both how students can be treated ethically in a classroom setting and also teaches them ethics in terms of thinking/sharing/dialogue, rather than emphasizing ethical rules to follow.

Shade, Leslie Regan, *Concordia University*

The Canadian Research Alliance for Community Innovation and Networking (CRACIN)

The Canadian Research Alliance for Community Innovation and Networking (CRACIN) is a collaborative partnership amongst academic researchers in Canada, international researchers in Community Informatics, the three principal federal government departments promoting the 'Connecting Canadians' agenda, and community networking practitioners in Canada. CRACIN's substantive goal is to review the progress of community-based information and communications technology (ICT) development in the context of Canadian government programs promoting the development and public accessibility of Internet services. Central issues to be explored include the sustainability of community networking initiatives, along with an examination of how the Canadian community-based initiatives contribute to: the amelioration of 'digital divides'; the enhancement of economic, social, political and cultural capabilities; the creation, provision, and use of community-oriented learning opportunities; and the development of community-oriented cultural content, open source software, learning tools and broadband infrastructures. The overarching goal of our research is to begin the systematic documentation and assessment of the development of community-oriented ICT capacity and services contributing to local learning, to the strengthening of relations in and between communities, and more generally to community-focused social and economic development in Canada.

Shafri, Nitz, *Academic College of Jordan Valley*

Action Research Principles in Seminars on Qualitative Research

An interest group was established with the objective of enhancing the quality of knowledge and use of qualitative research in academic frameworks in Israel. One of this group's unique activities is biannual seminars, each dedicated to a different genre of qualitative research. The seminar preparation process and the conducting thereof are based on a constructivist approach that enables gradual build-up of knowledge grounded in the experience of the participating researchers. In many respects, this process resembles action research setups characterized by iterative steps of identifying problems, studying their characteristics, acting, evaluation and renewed action (Kemmis & McTaggart 2000). The different stages of action research are described as answers to a series of questions that evolve from one another during the research (McNiff & Whitehead 2002). The seminar preparation process, and the conducting thereof, especially resemble participatory action research, which is based on dialectic deliberation, reflective discourse, bearing responsibility and reciprocity between all participants. Retrospectively, five stages can be discerned that characterize action research,

and that were experienced while preparing, conducting and summarizing the seminars.

Shahjahan, Riyad Ahmed, *Theory and Policy Studies*

Decolonizing knowledge production in higher education: Reclaiming and centering subjugated knowledges

Based on interviews with faculty, using a critical anti-colonial discursive framework, we trace the processes by which racially minoritized men and women faculty experience research in the Canadian academy. The overall objective of this paper is to begin to examine how knowledges that are oppositional to dominant discourses in Western society are resisted through processes of knowledge production inherent in university research practices. Colonial, here is conceptualized as not just foreign or alien, but as imposing and dominating. We interviewed 60 Aboriginal faculty and faculty of color in different academic fields across Canada, starting with their experiences with postsecondary education as students and moving to their experiences teaching and researching in the academy. Themes that will be discussed here are: soft money and the marginalization of subjugated knowledges, identity and knowledge production, the politics of producing/disseminating scholarship and the perils of validity and funding of scholarship. Finally, we make recommendations for how to integrate and accommodate multiple knowledges in the academy.

Shahjahan, Riyad Ahmed, *OISE/University of Toronto*

Integrating the sacred in the academy: Sharing the wisdom of spiritually minded activist scholars

This paper will discuss some of the preliminary findings of a qualitative study entitled "Breaking the silence and evoking the spirituality of activist scholars: Toward decolonizing the academy". In this paper, I have two overriding objectives. First and foremost, I attempt to render the answer to the following question: How do spiritually minded activist scholars incorporate and integrate spirituality into their teaching and scholarly practices in the Canadian university context? Second, I will share some of my experiences and reflections of this sacred research journey. This paper is based on in-depth interviews, a document analysis and a narrative self inquiry. This paper will contribute to our understanding of how spirituality can be integrated into academic spaces in the face of hegemonic structures and spirituality's role in social transformation inside and outside the academy.

Shane, Mary Jo A., *Pepperdine University*

A Postmodern Ethnographic Approach to the Study of International Virtual Teams

The exploration of how people from diverse cultures working in international virtual teams create, negotiate and make sense of their work and social experiences in a virtual context is quite new, and the way we conduct this research changes along with our changing technology. There are a number of unique qualities inherent in conducting research in virtual space that problematize the use of purely traditional ethnographic methods and techniques. The unique features of time, space, and how the field is "peopled" are but a few of the challenges which present themselves to the present day ethnographer. The lack of

stable and consistent boundaries in international virtual teams, their multi-sited-ness, and the wide variety of national, ethnic and cultural differences among team members makes the development of a holistic view of culture unmanageable, if not impossible. There are no subjects or sites permanent enough to provide such a unified perspective. Exactitudes do not exist when it comes to the “best” or “most correct” way to build and sustain virtual working relationships, accomplish tasks and projects efficiently, resolve team conflicts, build trust, or how to communicate effectively with a diverse group of team members who may never meet face to face. Departing [...]

Sharf, Barbara F., *Texas A & M University*

The Dark Side of Truth(s): Ethical Quandries in Accessing and Reporting Qualitative Analysis of Life Stories

As qualitative researchers, we choose to enter the lives of others—especially those in vulnerable situations and points of time—with intentions of both giving voice to the depth and richness of individual experience, and accomplishing socially-relevant changes within the contexts examined. To fulfill these goals, we choose topics about which we feel passionately, seek triangulated methods, attempt to establish partnerships with those studied, and position ourselves openly in approaching the research scene and interpreting our observations and other materials collected. Sometimes, these well-intentioned objectives conflict, affected by social and academic politics. Differing perspectives among researchers, participants, and institutional review boards; methodological concerns leading to unintentional outcomes may all come into play. In this paper, we explore four cases drawn from our respective research histories that illustrate a range of such problems. These cases include: a) analysis of a patient’s medical record in which the practitioners’ comments portrayed that individual in a very unflattering light; b) an IRB mandate to prohibit investigators’ self-identification during an on-line ethnography of a drug addiction chat-room; c) a life history of an incarcerated woman who, because of the dynamics of a caring interview within the dehumanizing prison context, shared deeply personal information that had [...]

Sharp, Elizabeth, *Texas Tech University*

Doing Whatever is Necessary to Make Silenced Voices Stand Up Even More: Using Descriptive Phenomenology to Advance Social Justice

See Parra Cardona, Jose Ruben

Sheikh, Christine, *University of Arizona*

Returning to the Straight Path: A Narrative Network Analysis of Conversion Stories from African-American and Euro-American Women Converts to Islam

The research question of this study is: what are the key differences, if any, in conversion narratives of African-American and Caucasian college-age women to Islam? While some research has considered the conversion experiences of American women to Islam broadly, no research has been done explicitly comparing the religious conversions of women from these two groups. Furthermore, research comparing conversion narratives may begin to clarify how differences in narrative structure (for example, differences in patterns of ‘turning points’, such as first meeting members of the faith of choice) do or do not map onto ulti-

mate differences in religious meaning and practice. This research, which will treat conversion narratives as narrative networks, will contribute not only to the literature on diversity within the American Muslim population, but will also utilize qualitative methodological techniques argued to be particularly useful to identity formation analysis.

Shelton, Allen, *Buffalo State College*

Dreamworlds of Alabama

From an airplane the valley surrounding Crooked Mountain is a patchwork of brick and vinyl ranch-style houses and brightly colored trailers set in small pastures ringed with hardwoods and then pine woods. The older houses with their wooden exoskeletons pop up occasionally like angels in quicksand, a glimpse and then they sink back into the landscape. On the mountains, the hardwoods have been poisoned to open the canopy up for the pine seedlings. The trunks were slashed with a bush ax to expose the tender skin beneath the bark and then sprayed with poison. From the pasture the bare branches of the dead hardwoods — oaks, hickories, and sweet gums look like giant hands stood in the ground. Joe’s hands went up like that, frozen for an instant into a monument as his nephew stumbled towards him in the pine woods, before his head fell off. The sickle saw had jumped back and had cut smoothly through his neck and shoulder blade in a diagonal pattern. The sickle saw is a gas powered bow saw designed to cut closer to the ground. Joe was close to sixty years old. His nephew was just out of high school. Accidents happen to pulpwood [...]

Sheridan, Kathryn, *University of Illinois at Urbana-Champaign*

I don’t know why he did that: Children’s perspectives of their parents’ methamphetamine abuse and its effects on their own lives

This paper describes the lives and perspectives of children involved with the public child welfare system because of parent methamphetamine abuse. We conducted 90 hours of participant observation shadowing child protective workers investigating families suspected of methamphetamine involvement, and in-depth interviews with 11 of their 7- to 13-year-old children. Overall, participant observation and children’s reports are consistent with the observations of knowledgeable adult community members (paper 2) and recovering parents (paper 3). Many children expressed great loss (of parents, families, homes, school and community), confusion, grief and guilt in connection with their parents’ methamphetamine abuse. They also described isolation from typical childhood experiences and regular school attendance. They also described the burdens of caring not only for themselves, but younger siblings and parents disabled by methamphetamine abuse.

Shih, Fu-Jin

The Instrument Development in Health Needs and Needs’ Satisfaction for the Single-living Taiwanese Elders in Community: Triangulation Research Design

See Shih, Shaw-Nin

Shih, Fu-Jin

Exploration in Spiritual Distress of the Patients with Advanced Lung Cancer during Therapeutic Transition

See Hsiao, Szu-mei

Shih, Fu-Jin

The Road Difficult to Walk: Unfolding Stories Behind Taiwanese Student Nurses With Learning Difficulties

See Chang, Chun-Chi

Shih, Shaw-Nin, *National Yang-ming University*

The Instrument Development in Health Needs and Needs' Satisfaction for the Single-living Taiwanese Elders in Community: Triangulation Research Design

The purposes of this study were (a) to explore the health needs and needs' satisfaction of Taiwanese elderly with chronic disease who live alone in the community;(b) to develop a culturally sensitive Health Needs and Needs' Satisfaction Instrument (HNI & NSI);(c) to examine relationships among their health needs and needs' satisfaction. Three phases were involved in this between-method triangulation design. The first phase explored the contextual content of the health needs and needs' satisfaction from the perspectives by the use of an explorative qualitative method. The second phase developed the Health Needs Instrument (HNI) and Needs' Satisfaction Instrument (NSI) and established good their reliability and validity. The last phase implemented the instrument of in a cohort and examined their appraisals of each type of health need and needs' satisfaction as well as the relationships among different types of health needs and needs' satisfaction.

Shin, Kuk-Won, *Chongshin University/ University of Illinois*

Aesthetic and Ethical Evaluation of Popular Culture: Toward an Integrative-Hermeneutical Approach

This paper concerns the proper way to evaluate art, particularly that on mass media as entertainment. It aims to show the legitimacy and advantages of an integrative-hermeneutical approach. The Marxist socio-political criticism of "Cultural Studies" has dominated evaluation and criticism of mass art since the latter half of the twentieth century. Postmodern criticism on powers has also gained much influence lately. However, they are not as sufficient as the foundational method. They lack the measures to access the essential issues of mass art. "Cultural Studies" have the tendency of reducing the study of culture into socio-politico-economics. Postmodernism tends to focus on the issue of power. Both have been accused of instigating "culture wars" by establishing culture as an identity. In comparison, merits of an integrative-hermeneutical approach lies in that it is capable of overcoming the weaknesses of these two approaches. It also provides a foundation to integrate aesthetic and ethical criticisms. The integrative approach then may foster the formation of the community through theoretic articulations of sharing artistic gifts. This is possible because the integrative approach is grounded on a philosophical hermeneutics that is of ontological, historical, and dialogical nature. The approach is essential and effective, particularly because these elements [...]

Shippen, M. E., *Georgia State University*

Culturally Relevant Expressive Writing (C.R.E.W.): A Model for Integrating Culturally Relevant and Explicit Instruction in an Urban Middle School

The presenters will present preliminary results from a study that investigated the effects of a pedagogically integrated approach to writing instruction in an urban middle school. The purpose of this study was to develop a model of instruction that draws on research-validated practices from both behavioral and constructivist perspectives. In teaching the writing process to struggling urban middle school students, the researchers used a direct instruction program enriched with culturally relevant content in order to provide a culturally responsive instructional design. Additionally, assessment of student writing was conducted in both quantitative and qualitative forms. Results indicate that this integrated approach improved the process and content of urban middle school students' written expression. Implications for bridging the theoretical divide between behavioral and constructivist approaches will be discussed as well as practical implications for effective culturally relevant instruction.

Sikes, Pat, *University of Sheffield*

Travel Broadens the Mind OR Making the Strange Familiar: The Story of a Visiting Academic

This paper tells an autoethnographic story of the ways in which a specific tourist experience – visiting a 'girlie' bar in Bangkok - led me to reflect afresh on themes, issues and concerns which have always been central to my work as a researcher and academic. Namely: storying lives; auto/biography; identities and careers; giving voice; othering; re-presentation; social justice, and making the familiar strange. Most of all, however, the experience strengthened my commitment to the need to recognise the way in which the strange is familiar and to 'acknowledge how much 'out there' is like, 'in here" (Neumann, 1996, p. 182).

Sills, Stephen J, *Wayne State University*

Investigating Visual Researchers, Experiences with Institutional Review Boards

Qualitative research has come under extraordinary scrutiny by university Institutional Review Boards (IRBs) that are charged with the protection of human subjects. Recent articles by Yvonna Lincoln, Gaile S. Cannella, William Tierney, and Cary Nelson (2004) have asserted that the growing power of IRBs to regulate and control social science and humanities research is especially worrisome for qualitative researchers employing innovative methodologies or operating within critical paradigms. Lincoln and Tierney (2004) explain that in their analysis of qualitative research projects that were denied approval, disapproval often resulted from board members misunderstanding of qualitative epistemologies, lack of understanding of data produced from these projects and even prejudice regarding particular methodologies. They note: The ongoing disapproval of the cases does not serve either ethical criteria or protective criteria. Rather, disapproval (or endless requests for changes, alterations, etc. in the research design, which often act to connote future disapproval or at least to discourage researchers) signals what one IRB group frankly admitted to one dissertation advisor: The interests of the institution (whatever they are) are more important than the interests of fostering sound research — even when the research is deemed important to the IRB itself. Our ongoing project seeks to explore the experiences [...]

Silva, Maria Isabel, *University of Illinois at Urbana-Champaign*

Acoustic Portrait

It is within in the last ten years that performance has become a way to articulate identity. Meanwhile ten years have passed in which the evolving formation of my Latina identity has become a sole anecdotal experience. This presentation attempts to articulate the experiences of displacement, migration, transnationalism, language, cultural and ethnic transformations. I consider how the process of embodying multiple identities—as a Latin American woman, not ‘legitimated’ U.S Latina, student, activist, not white enough, not enough black, etc—reconfigure my identity.

Simmons, Peter

Active processes, narrative interviewing, and the challenges of cross-disciplinary working

See Henwood, Karen

Small, Neil, *University of Bradford*

Concordance not compliance: contrasting epidemiological and qualitative methodologies in responding to minority ethnic community health needs

We report a qualitative study utilising interviews and focus groups with people with epilepsy from the Pakistani Muslim community living in a city in northern England (n=46). Epidemiological research identified a lower than expected prevalence and take up of services. The possibility exists that minority community members who would benefit from epilepsy care are not receiving it. The qualitative study identified people accessing services based on both western and non-western paradigms - sometimes using them consecutively, sometimes simultaneously. Availability, cost, peer and family pressure influenced treatment choice as did the persons assessment of the appropriateness, efficacy, availability and sensitivity of the treatments offered. Obtaining knowledge of the worlds of meaning of those health care providers seek to engage with fosters alliances and not domination - concordance not compliance.

Smit, Brigitte, *University of Johannesburg*

Finding qualitative voice: Researcher reflexivity across cultural boundaries

This presentation is concerned with the search of a researcher, finding voice and signature when doing qualitative research in a multicultural context. The intellectual puzzle relates to, how my role as researcher impacts what I see, hear and interpret in a different cultural research setting than my own. Conducting research across cultural boundaries has numerous reflexive and ethical implications, often ignored by novice researchers. I focused specifically on one cultural group (Sepedi people in South Africa), and argued that unless researchers are sensitized to diverse cultural backgrounds, they will not be able to conduct ethical, sound and credible research in multicultural contexts. This inquiry used a small ethnography in a Sepedi/Zulu School in South Africa, where I spent considerable time with teachers. My role as researcher was to become aware and sensitized of my own research voice, and to be reflexive in the process, specifically in this different cultural environment.

Smith, Carol, *University of Illinois at Chicago*

Strategies for Typology Development Combining Qualitative and Quantitative Data

See Knafl, Kathleen

Smith, Carrol, *University of Illinois at Chicago* Using the Performance Text to Illustrate Research Findings

Objective: To briefly describe performance texts and demonstrate how they may be used to illustrate research findings and to evoke the lived experiences of researcher participants and researchers. Methods: Verbatim textual materials from interviews with parents of children with genetic conditions were used to construct a performance text about the joys and sorrows that come with raising these “not-so-perfect” children. One object of a performance text is to “bring the audience into participation with the performer, creating a field of shared emotional experience” (Denzin, 2001, p. 18). In this example, the voices of parents are heard clearly in their pain, their determination, and their joy in the day-to-day living with a child with a genetic condition. The performer creates the text, giving stories new life by their juxtaposition with other stories and by creating a narrative that has universal appeal even as it speaks through individual voices. Denzin (2001, p. 19) states that performance texts “are storied retellings that seek the truth of life’s fictions via evocation rather than explanation or analysis.” Results: The reading of the text by the author will reveal how this method of presenting research [...]

Smith-Shank, Deborah L., *Northern Illinois University* Visual Culture and Visual Research

Using multiple visuals, and from a critical feminist position, I will focus on ways to make sense of the plethora of visual signifiers that facilitate and complicate understandings of ourselves and the world. I will demonstrate some techniques for using visual culture as an essential part of contextual research practice. I will give examples of ways to interpret traditional “fine art,” both historical and contemporary, but most emphasis in this presentation will focus on artifacts of visual culture. Visuals have always helped people learn, transmit, maintain, and modify culture. They can provide visceral and tacit insights into cultural practices, and as a partner to textual description, they can be used in research as redundancy, evidence, or even alone, as in documentary films with no words. Visuals are researchable in multiple contexts including public and private celebrations, spiritual and secular rituals, courting behaviors, and in many types of institutional and/or political (mis)management. Understanding and decoding visual culture encourages students and educators to examine their own relationships to visual culture and beliefs about images of gender, class and race, equity and diversity, and definitions of identity such as beauty and ugliness. Using semiotic interpretation of visual culture artifacts as part [...]

Somekh, Bridget, *Manchester Metropolitan University* Transforming Professional Knowledge Through a Global Action Research Community

This presentation argues that the international action research community has transformed the status of professional knowledge over three decades. It draws

on the working practices of the Collaborative Action Research Network, the Educational Action Research journal and collaborative projects such as the Management for Organisational and Human Development network.

Somerville, Margaret, *University of New England*
Postmodern emergent methodologies

This paper is a work-in-progress in which I will bring together a range of ideas and experiences in qualitative research to propose a new research paradigm for a time of global uncertainty. For the moment I am calling this new paradigm postmodern emergent methodologies. The ideas have evolved from conducting community-based partnership projects with Indigenous communities in Australia and supervising a large number of higher degree research students who have chosen alternative methodologies. These include Indigenous students, women writing from personal experience, and men using arts based forms. In both cases, the development of alternative methodologies was essential to the conduct and representation of this research. I will argue in this paper that it is precisely because of this time of global uncertainty that we have to attend to the qualities of emergence in qualitative research. A retreat into reasserting old forms will only produce old knowledges that will not be adequate to the challenge of global uncertainty. Emergence is an important and under-acknowledged quality in all research and emergent methodologies are located at one end of the spectrum. The paradigm is postmodern in the sense that the research is characterised by many of the core concepts associated with postmodern [...]

Somerville, Margaret, *University of New England*
Researching place pedagogies

In this paper I will develop key concepts that together provide a conceptual framework for researching place pedagogies. These are outlined with specific reference to a series of major research projects focussing on place. The first concept is that our relationship to places is constructed in our representations of them, including literature, poetry and visual representations, as well as academic and scientific prose. The second concept, storylines, from feminist poststructuralism is a way these representations can be used deconstructively and reconstructively in researching place pedagogies. A deconstructive analysis, comparable to Gruenewald's (2003) decolonisation, can reveal the conditions for the exploitation of bodies and places; reconstructive use of storylines, comparable to Gruenewald's (2003) reinhabitation, involves the articulation of alternative storylines of connection and embodiment. The third concept, placing the body at the centre of place pedagogy research, evolved a process of body/place journal writing. This writing, exploring daily life-in-place resulted in extending the concept of the body/place connection to include conceiving the landscape itself as an embodied subject in its own right. I will discuss two methodological stances that are central to this way of thinking and researching. The first is the idea of the contact zone, an alternative [...]

Sondergaard, Dorte Marie
Dismantling the Monster?

See Hojgaard, Lis

Spelman, Maureen

Enhancing Reflective Practice: Using Web-Based Applications with Student Teachers in Elementary Education Initial Certification Programs

The presenter examines the journey that pre-service teachers make as they transition from student to teacher. This presentation describes a continuum of reflective activities, from paper pencil journaling to asynchronous Internet discussions, designed to scaffold student teachers to higher levels of reflection. A rubric will be used to identify four-phases of a reflective cycle, evolved from Dewey's original work on reflection. The presenter will search for themes indicating presence, description, analysis, and experimentation in the journaling of Elementary Education teacher-candidates throughout a 16-week practicum experience. This work-in-progress will culminate with an analysis of reflection transcripts to determine whether reflective exercises support teacher-candidates in differentiating their teaching from their students' learning. The goal is to matriculate reflective practitioners who are sensitive to the fact that good teaching is a response to, rather than the cause of, students' learning.

Spry, Tami, *St. Cloud State University*

Paper and Skin: An Autoethnography in Performative Pieces

"Paper and Skin: An Autoethnography in Performative Pieces" is an autoethnographic solo performance intended to explore the performativity of loss, grief, and life. The text weaves together facets of the personal, political and global lived experience, asserting that these components are always in a conflated flux of representation. The text/performance is an illustration of Sidonie Smith's autobiographical performativity in that its narrative voice is heterogeneous, interactive, and necessarily fails to produce an intact "voice from within" autobiography. The text comments upon the creation of autoethnography and the experience of performance as necessary to knowledge construction, while offering itself as an illustration of these processes.

Srinivas, Lakshmi, *Wellesley College*

Translating globalization in Bombay cinema

Bollywood films increasingly portray the life-worlds of India's urban middle-class and their transnational connections. Characters in the Hindi-language films use English phrases, cell phones and computers, celebrate Valentines's Day and frequent exercise clubs and shopping malls. Symbol of the diaspora, the non-resident Indian or NRI is a central character and is portrayed as part of the familial world and social circle of the middle-class Indian. Narratives are situated outside India-in Europe, the UK, North America, Australia and South Africa. While critics have questioned the 'Indian-ness' of the films and their relevance for audiences in India the films continue to be popular with Indian, South Asian as well as non-South Asian audiences. Based on analysis of a selection of films as well as ethnographic study of audiences, this paper examines the exercise in cultural translation that the films' undertake in order to convey the twin phenomena of globalization and transnationalism.

Srinivas, Tulasi, *Boston University*

The Global Crucible; Rethinking Globalization, Culture, and Ethnographic Practice Through the Transnational Sathya Sai Movement

In the past two decades, the Sai Baba ashram in Puttaparthi, South India, has witnessed the growth of Sai devotion and become the epicenter of an enormous transnational movement. A recent article in *India Today* estimates the Sai devotional strength at 20 million in 137 countries and their net worth at approximately 6 billion dollars. How do cultural forms like the Sai movement move across borders? Is 'cultural translation' (Hannerz: 1997) between cultures effective? In this new era of globalization there have been significant changes in the 'global ecumene' (Hannerz:1992, Appadurai:1996, Barth:1992) where worlds located in different epistemic roots and different cultures which are enactments of different constitutive entities, come together. I detail my own 3 methods to study the transnational Sai movement and its movement across such borders; multi-sited ethnographies, mobile subjects, and networked practices; through which I attempt to construct a new theory of global ethnographic practice (Burawoy:2002) which rethinks the processes, and reflexively, the theory, of cultural globalization.

Staikidis, Kryssi, *Northern Illinois University*

Artistic Mentorship as Qualitative Inquiry: A Collaborative Ethnography with Mayan Tzutuhil and Kaqchikel Painters

This collaborative ethnographic study examines the philosophy and methods underlying artistic studio practice and pedagogy among Mayan Tzutuhil and Kaqchikel painters where painting takes place in a situated learning context. An ethnographic, qualitative research design is used that incorporates the participant-observer model to describe a trans-cultural painting experience among three painters: two Mayan and one Euro-American. This study examines researcher positionality as student, artist, cultural outsider, and ethnographer. I argue that apprenticeship/mentorship in an indigenous context is a method of inquiry, a conscious way to examine underlying theoretical principles of positivism in ethnography. Furthermore, I propose that entry through the language of art can foster a more complete understanding of another culture. The mentorship project reveals insights into the transmission of painting pedagogy cross-culturally. Entry through mentorship is presented as a qualitative research method that might contribute to the larger body of cross-cultural research in the field of Art Education.

Stamey, John, *Coastal Carolina University*

Christopher Alexander's Fifteen Properties as a Framework for Qualitative Inquiry

Architect Christopher Alexander is known for his best-selling book, "A Pattern Language" (1977, Oxford Press), describing 253 patterns from which towns and buildings may be successfully constructed. The strength of Alexander's philosophy of using pattern for design and construction is evident by its influence in the computer science community through the book "Design Patterns" (1995, Addison-Wesley), which has provided a globally accepted way to describe reusable solutions in Object-Oriented programming. Alexander's most recent work, "The Nature of Order" (2002, Center for Environmental Structure), presents a set of Fifteen Properties that have been shown to successfully describe quality in architectural structures, organizational structure, and web sites (Stamey & Honeycutt, ACM-SIGDOC 2004). The success of using the

Properties as a qualitative analytical framework describing quality web sites, has been proven statistically significant (Stamey, Honeycutt & Howington, SEDSI 2005). This presentation describes a formal structure in which the Fifteen Properties may be used to provide a framework for qualitative inquiry. We describe a qualitative analytical framework in terms of Alexander's Fifteen Properties: strong centers, levels of scale, boundaries, alternating repetition, deep interlock, positive space, good shape, local symmetry contrast, gradients, roughness, echoes, void space, simplicity and non-separateness. From Alexander's architectural perspective, effective use of the Properties creates structures [...]

Stegemoller, Jason

Crossing Contexts: Longitudinal case studies of learning to teach English

See Clift, Renee T

Stephenson, Chris, *Oregon State University*

Theoretical Promiscuity as a Response to Identity Crisis: Or How Can I Know How When I Don't Know Who I am Anymore

This paper examines the struggles of a doctoral student to choose a pedagogical perspective that most appropriately reflects her values and experiences in a time of personal displacement as a foreign student. It describes her transition from quantitative to qualitative research after years spent toiling in positivism, and her subsequent experiences with a number of perspectives including world-view theory, critical feminist theory, queer theory, and feminist postmodernism. It also examines her experience as an invisible foreigner in the midst of American assumptions of common values, myths and dreams, and considers the extent to which the experience of displacement and otherness may contribute to one's theoretical promiscuousness.

Stevens, Julie, *Brock University*

Towards a better understanding of research paradigms: Debating the nuances between the reality-oriented approach and post-positivism

Although the significance of the paradigm's role in the research process has not gone unnoticed in the literature (Crossan, n.d.; Guba & Lincoln, 2000, 1994; Sparkes, 1992) the ability to reach a clear understanding of the meanings associated with particular paradigms can prove difficult. The reality-oriented approach and post-positivism are examples of two philosophical stances to which ambiguity and confusion are associated. Given this, there are four purposes of this paper. First, the meanings associated with both paradigms will be outlined, and a distinction between the two will be presented. Second, the relevance of post-positivism and the reality-oriented approach for the research of sport management is discussed. Third, the nature of research method, verification strategies, and ways of arguing are presented in order to highlight the nuances between the two research paradigms. Lastly, a discussion related to the paradigm mobility of a researcher and a research project is presented.

Stevens, M.P., *University of Wisconsin*

Echoes From the Classroom: A case study in research utilization in educational policy formation from South Africa

This paper presents the results of a case study of a particular research report and its role in the events surrounding the review of curriculum policy in South Africa. The research report, entitled *Getting Learning Right*, was commissioned by the South African Department of Education and sought to provide some research-based evidence of conditions inside South African classrooms. The case study is based on a qualitative analysis of documentary data and 48 interviews and 7 focus groups conducted with policymakers, researchers and practitioners involved in the implementation of curriculum policy. Much of the literature on research utilization focuses on the role of individuals and how they perceive research in the policy process. In this study, I have tried to trace the recurrence of policy messages or themes emanating from *Getting Learning Right* through the policy process, both in official and unofficial documents as well as the personal experiences and opinions of policymakers, researchers and practitioners from around South Africa. The research findings reported in *Getting Learning Right* did have an impact on the policy debate surrounding curriculum policy in South Africa. The paper discusses the direct and indirect impact *Getting Learning Right* had on the review of curriculum policy in [...]

Stevens, Patricia E., *University of Wisconsin, Milwaukee*

Design and Implementation of a Large-Scale Qualitative Study about the Meaning and Impact of HIV/AIDS in the Lives of HIV-Infected Women

We followed a racially and culturally diverse sample of 55 HIV-infected women from urban and rural areas across one midwestern state, conducting ten in-depth qualitative interviews with each woman over a period of two years. The sample was 53% African American, 36% white, 7% Hispanic, and 4% Native American. Participants ranged in age from 22 to 54 ($M=41$), with a mean annual income of \$10,463 ($SD \$6,902$). Eight (14%) had asymptomatic HIV, 28 (51%) had symptomatic HIV, and 19 (35%) had AIDS. Annual sample attrition was 6%. In total, the team completed 475 interviews, each about 2 hours in length, making up an extensive database of verbatim interview text. Transcripts were aggregated and managed using N-VIVO computer software. We are engaged in a multi-staged narrative analysis using story identification, narrative structure analysis, thematic coding, narrative profiling, within-case and across-case story content patterning, adequate paraphrasing, narrative timelines, and textual matrices.

Streitwieser, Bernhard, *Northwestern University*

Mixing Methods in Funded Education Research: Phenomenography as Bridge-Builder

Recent demands for accountability in higher education point to a national educational assessment approach increasingly focused on quantitative measurement of learning in U.S. colleges and universities, which shares the prevailing positivist agenda in K-12 education promoted by the No Child Left Behind legislation. There are, however, alternatives to strictly quantitative approaches, even in program evaluation. This paper looks at funded qualitative evaluation and research on two programs focused on improving student learning in higher education: the Gateway Science Workshop (GSW) and Searle Fellow (SF) programs at Northwestern University. In both cases, the evaluators employed a phenomenographic qualitative methodology to bridge positivist and interpretive

paradigms, bringing depth and meaning to the research while providing evidence to funders for the program's efficacy. This paper details how and why a phenomenographic approach was used in the evaluation and shares some results.

Strenski, Teri A., *University of Illinois at Chicago*

Balancing Personal Autonomy and Community Permission For Health Research Participation in Nigeria, Africa

Background: In the United States personal autonomy is emphasized in health research participation. However, in many non-western settings, religious or tribal leaders, or a patient's family may play roles in health research participation decisions. Cultural differences in beliefs about the nature of personhood and the locus of decisional authority for informed consent to genetic research on hypertension and breast cancer were examined in our study among individuals of African heritage in the U.S. and Nigeria. Methods: Audio-taped in-depth interviews were conducted with a 10% sub-sample of Nigerians to explore their understanding of the informed consent process to genetic research. Interview text was analyzed using Atlas/ti software. Findings: In some areas of Nigeria, gaining the approval of community leaders may be necessary before a health research project can begin. The elder's approval may influence individuals to participate. While individuals do not have to take permission from their community leader before personally consenting to participate, they might decide against it if the leader declines approval. Community and individual permission may both be necessary, but are not viewed as being equal. In-depth interviews reveal that voluntary participation and personal autonomy are essential; community leaders can neither force nor [...]

Strohmaier, Petra, *University of Klagenfurt*

Daily Talk in Austria: A Foucauldian Analysis

See Winter, Rainer

Stronach, I., *Manchester Metropolitan University*

Picturing Reflexivity

Pictures are pictures and words are words; there is no essential link — this is part of the assassination by a reviewer for the journal *Educational Researcher* to our paper: *Reflexivity, The Picturing of Selves, The Forging of Method*. In this paper we drew upon articles employed at various doctoral training sessions carried out at MMU, since 1996. We considered the dissertations of a number of students to see how they had appropriated well-known articles which explore reflection and reflexivity in their work (eg. Peshkin 1988, Heshusius, 1994, Lenzo 1994). We claimed the translations (dissertations) seemed most interesting and creative the more they were unfaithful to the afore-named texts. In the paper we attempted to proceed by example, drawing a new account of reflexivity as picturing, taking analogies from the interpretation of two very different pictures, one by Velásquez the other by Tshibumba.

Stronach, Ian, *Manchester Metropolitan University*

On Her Majesty's Disservice: The Government Inspector and Summerhill School

My panel contribution traces the ongoing attempt of Her Majesty's Education Inspectorate (England) to close down or destroy AS Neill's famous Summerhill School. The school, run as a 'pupil democracy' for 80 years, and currently led by Neill's daughter, has been consistently persecuted by the 'audit culture'. In the 1990s, however, more serious attempts to close it down were inaugurated by the UK Department of Education and Employment (DFEE), and its inspecting agency, OFSTED. These culminated in a Tribunal case in 2000 whereby Summerhill was exonerated, and an agreement that future inspections of the School were to be chaperoned by the school's nominated 'expert'. As that 'expert' I led a team that evaluated the qualities of the school in 2000: we found the school to be successful in meeting its outcomes, and remarkable in its social and personal development of its pupils. The evaluation found the Inspectorate to have performed a necessary sequence of malice, dishonesty and incompetence. I then helped the school officially to complain about the quality of inspection to OFSTED, and also to criticise the quality of OFSTED's response (2002) — which might be called Whitewash 1. Since then a further appeal has been made to an 'independent [...]

Stronza, Amanda

Qualitative Investigation of Tourist Art: Maintaining and Changing Aspects of Tradition From the Native American Artists' Perspectives

See Maruyama, Naho

Sullins, Carolyn, *Western Michigan University*

School Reform: An Underutilized Opportunity for Alternative Research and Evaluation Approaches

Despite its numerous shortcomings, the NCLB actually provides opportunities for introducing, improving, and legitimizing qualitative research and evaluation approaches. Collaborative, qualitative evaluation approaches have been used with various programs designed to help disadvantaged schools meet NCLB standards; examples include an after-school program, an anti-bullying/anti-racism program, and a program designed to improve parental involvement. Additionally, qualitative evaluative approaches are often a highly congruent but underutilized fit with the charter school movement. The processes and results of qualitative evaluation approaches can be used to effectively reform schools and even the ways that we look at them.

Sullivan, Barbara, *Next Generation School*

Really Leaving No Child Behind: Using Qualitative Methods to Track the Progress of Students in Primary and Middle School

The purpose of this paper to present an alternative evaluation tool designed to measure academic growth and development in primary and middle school. This instrument is inductively constructed. Using the detailed descriptions provided by teachers and qualitative coding schemes for systematically identifying what is taught in subject areas, we constructed an instrument for evaluating student performance in real time. This paper presents the instrument as well as data derived from use of the instrument in classroom settings. Our instrument is an alternative to the cross-sectional quantitatively driven deductive instruments currently used in most schools. One of the many criticisms of the No Child Left Behind

Legislation is its reliance on standardized test scores. The scores purport to assess the progress of each child, teacher, and school; the claim is that these tests capture the true picture of what every child knows and what work needs to be done to enhance the skill levels for each child. These tests, a cross-sectional snapshot of the educational process, fail to deliver. These tests offer stakeholders little, if any, depth concerning the actual learning processes that occurs. One school, Next Generation in Champaign Illinois, hypothesized that ascertaining true strengths and weaknesses at the both the [...]

Sullivan, Graeme, *Teachers College Columbia University*

Paradigms Lost, Perspective Gained: Visual Art Practice as Research

The purpose of this paper is to address the growing demand for a convincing, coherent and comprehensive argument that presents studio art as a form of research practice. An argument will be presented that explores the theoretical basis of visual arts practice and positions this within a framework of research. The content for the presentation will draw on a new text, *Art Practice as Research: Inquiry in the Visual Arts*, (Sage, 2005) One of the arguments to be explored in this paper is that studio-based inquiry in visual arts will have greater institutional credibility if it can be shown to satisfy basic criteria for research practice. Within the current professional, vocational and educational demands there is an increasing expectation that visual arts and art education faculty and students are able to undertake research that has credibility within the academy and within the artworld. Therefore approaches to visual arts research need to be positioned within existing frameworks but not be a slave to them. The idea to be presented in this session is that visual research methods can be grounded within the practices of the studio yet be robust enough to satisfy broader research demands. A basic assumption is that the [...]

Swaminathan, Raji, *University of Wisconsin-Milwaukee*

Site Seeing : Mapping the field, in fieldwork

Finding Nemo is a metaphor that best captures how qualitative researchers traditionally think about the process of "searching" for a research site. On the one hand while we have some ideas regarding what we would like to look for, we also take into consideration the restraints and (in) conveniences of time, access, and geography. Many qualitative textbooks provide us with valuable and practical guidance regarding what an ideal site looks like and how to go about securing Nemo. While finding Nemo certainly is a useful way of thinking about "searching for the field," this framework tends to assume that there is a Nemo (or Nemos) out there and the only task for a researcher is to negotiate a right way with the right people to get there. This approach downplays the role that the researcher herself assumes in conceptually, temporally and materially shaping the "field" that she studies. In addition, a discovery metaphor objectifies the "field" as passive, stationary and sedentary. As Vered Amit (2000) points out, "in a world of infinite interconnections and overlapping contexts, the ethnographic field cannot simply exist, awaiting discovery. It has to be laboriously constructed, prised apart from all the other possibilities" (p. 6). Drawing [...]

Symon, G.

Can we ever benchmark quality? Criteria used to evaluate the quality of qualitative research within the business and management field

See Cassell, Catherine M

Szarkowski, Amy

Positive Psychology and Resilience

The transformative paradigm is used in understanding a situation commonly believed to be “difficult.” Hearing parents of deaf children were asked about the positives associated with their experiences. They relished the opportunity to think about their children from a “non-medical model” paradigm. This presentation describes how hearing parents of deaf children learned to “make the most” of the situation they have been handed, coming to cherish their experience of raising a deaf child, and indicating that it has changed their lives for the better. Qualitative methods and principles from Positive Psychology join to allow for the exploration of resilience and human growth in the face of adversity. This provides a better understand of the uniqueness of the personal impact on the players, be they the parents of deaf children, or the children themselves.

Talei Venzant, Terah

Speak Out, Speak Back: African American High School Students Speak to Their Experiences in Tracked Math and English Classes

The deleterious impact of school tracking policies on African American students has been widely documented. Conspicuously absent from previous studies are the voices of the students most directly affected by these policies. The purpose to this project, grounded in critical policy analysis methodologies, is to highlight the experiences of African American high school students who are enrolled tracked math and English classes, allowing students to “speak back” to tracking policy objectives. A portfolio of qualitative methods, including classroom observations, document analyses, individual interviews and focus groups were employed. A secondary study aim is to situate this contemporary phenomenon within the context of school desegregation policy and the relationship between traditional between-school segregation and within-school forms. When this is done, it becomes clear that tracking policies do not exist in a vacuum; rather, they can be seen as only one of a host of tactics that have disenfranchised African American people.

Tang, Kuo-yang, University of Missouri-Columbia

From Philosophy of History to Political Philosophy: An Ideological Investigation of Globalization

Ardent globalizers have argued that liberal capitalism is ‘the final form of human government,’ that there can be no viable alternative to capitalism and that as far as ideological development is concerned, we have reached the ‘End of History’. I argue that this belief is a continuance of modernization theory and reminiscent of functionalists concepts concerning the development of less developed countries. By using Hegel’s philosophy as it implies that western system is some perfect theory that all people will eventually accept as their cultures and societies evolve into western superior state. In this sense, the philosophy of history is also political philosophy. This paper investigates the ideological origin of

globalization by inspecting Fukuyama’s theory of the ‘End of History’. The order of history can be seen as the order of the world because the existence of human beings in political societies is the existence of history.

Teasley, Cathryn, University of A Coruña

The Culture of Discourse on Educational Reform in Spain

This essay examines the role that educational reform discourse has played in addressing the needs of increasingly culturally diverse student populations in Spain. The reforms initiated early-on in the post-dictatorship period produced some promising shifts in the official narratives on the culture of schooling in Spanish society, but no sooner had the most far-reaching of such policies been fully implemented, than a conservative counter-reform was crafted to overturn some of its more substantive tenets. That intention has nonetheless been halted by the recently elected Socialist Party administration, which is developing yet another reform. As policy makers thus battle over the ideological control of education, what have poor immigrant and Roma students actually stood to gain in the process? This paper aims to reveal the construction of the cultural Other through such rivaling discourses on education, and to suggest some ways to destabilize their most stable of undercurrents.

Terhune, Carol Parker, Fielding Graduate Institute

The Experiences of Black Women Who Relocate to Predominately White Environments

This poster presentation presents the findings from 14 conversational interviews of Black women who relocated to Oregon. The experiences of these women, relayed through the telling of their stories, were filtered through a Black feminist lens and a critical hermeneutic methodology. Six themes framed in the phrase experiences in relation to emerged from the text which include: (1) experiences in relation to the Black community, (2) experiences in relation to the other, (3) experiences in relation to their Black self, (4) experiences in relation to children, (5) experiences in relation to gender, and (6) experiences in relation to Oregon. The results of this study contribute to our understanding of the experiences of Black women in the area of identity, socialization, and coping in predominately White environments. The results can be used to assist organizations and educational institutions develop recruitment and retention initiatives that are supportive of Black women.

Thompson, Pamela B., University of Denver

Improvisations of Voice and Space: A Qualitative Geo-Ethnographic Narrative of Community

See Biffle, Richard L.

Thompson, Pamela B., University of Denver

Performing Creativity and Ethnography: A Multicultural Interpretation of Identity, Meaning, and Cultural Significance in a Montessori Environment

Performing Creativity and Ethnography: A Multicultural Interpretation of Identity, Meaning, and Cultural Significance in a Montessori Environment. This presentation articulates a multi-cultural re-conceptualization of creativity utiliz-

ing the methodological tools of performance ethnography. It also offers an example of a research based performable script and invites presentation attendees to engage in active critique and dialogue. There is good reason to consider a re-conceptualization of creativity in light of a rich global diversity of interpretation. Performance creativity is concerned with creativity as an inseparable dynamic of self and is directly involved with the meaning one draws from the cultural environment. Performance ethnography was employed in order to animate cultural representation and meaningful intent. The paper illustrates the findings of a qualitative study offering multiple and diverse representations of performance creativity within a Montessori learning environment. The intended focus of this research is to broaden Western modes of thinking in relation to creativity as only product-centered or trait specific processes.

Tilley, Susan, Brock University

University ethics review: Cultural complications in the review process and in the field

University researchers in Canadian contexts seek approval from university Research Ethics Boards (REBS) to conduct research, following policies outlined in the Tri-Council Policy Statement (TCPS). In this paper, we consider the ethics review process in relation to educational research, which is often qualitative and interpretive in nature and conducted in schooling contexts. Drawing from educational research we conducted both within Canada and in an international context as well as research documented in the literature, we explore how culture complicates the ethics review process. Questions central to our paper include: Can a one-size-fits-all process take into account cultural differences (both within and across cultures)? How might the ethics review process inhibit and/or support ethical practice? How might the ethics review process influence the shape of the research? As a result of our experiences completing ethics review procedures, we focus specifically on issues related to confidentiality, consent, and a re/presentation of data.

Tillmann-Healy, Lisa M., Rollins College

The State of Unions: Queer Activism (and In-Activism) in Decision 2004

This presentation will process the 2004 presidential election in the context of my research community, an extended family of gay men: marginalized by sexual orientation but privileged by sex, gender identity, race, class, and education. While reflexively attending my own dominant identities, I explore the possibilities for queer activism and forces that seem to undermine it, particularly for White, economically-privileged gay men.

Tomlinson, Patricia S.

Narrative and Reflection: Theoretical and Philosophical Bases

See Peden-McAlpine, Cynthia

Tomlinson, Patricia S.

Research Findings: How Reflective Practicums Make A Difference

See Peden-McAlpine, Cynthia

Tomlinson, Patricia S.

Research Interventions to Extend Expertise in Practice Research Interventions to Extend Expertise in Practice

See Peden-McAlpine, Cynthia

Tonsy, Nancy, World Relief Chicago

The Embodied Voices of Six Egyptian Muslim Women

Muslim women in Arabic countries have unique experiences that are shaped in large part by their cultures' beliefs regarding the female body. Mandated behaviors and men's attitudes towards the women's role in society have likewise created oppressive situations which affected women's sense of self. Because many of these experiences are body-based, it is reasonable to assume that much valuable information would be accessible through the body. Memories, feelings and relationships can all be explored, and expressed through movement. This method of research proposes to communicate the implicit, nonverbal, and non-quantitative aspects of Muslim women's experiences in their bodies. Personal and movement interviews were conducted with six intentionally selected women to gather verbal and non-verbal data. Because women were hesitant to be videotaped, each was invited to record the researcher's kinesthetic response to, and recreation of the woman's dance in her own body. Data were analyzed through the embodiment of the women's movement, and transformed into a dance conveying the significant themes shared by the women.

Torrance, Harry, Manchester Metropolitan University

Research Quality and Research Governance in the UK: From Methodology to Management

My Panel contribution will review current moves in the UK to establish research governance protocols in social and educational research. Moves towards defining 'research governance' in the UK seem to be one element of a more general international concern with research quality, methodology and the relationship of research findings to evidence-informed policy and practice (Lather 2004). Thus the UK Department of Health's 'Research Governance Framework for Health and Social Care' claims that its development and implementation will "assure quality in health and social care research" (DoH 2001, p. 5). It "is offered as a model for the governance of research" (p. 3). A key feature of the Framework is that 'quality' in research and in a research culture seems to be taken to be synonymous with the 'management' of research. Thus there are injunctions to develop quality assurance procedures including the "archiving of data", and with all data being "available for audit" (p. 26), while "all delivery systems [i.e. research organisations!] should involve routine and random monitoring and audit as appropriate" (p.37). A similar set of underpinning assumptions seems to pervade the text of a recently issued UK Cabinet Office 'Framework for assessing research evidence' (2003) which specifically reviews [...]

Torre, Maria Elena, City University of New York

Using Power Dynamics

Qualitative inquiry and participatory research has long called for an interro-

gation of issues of power—opening up questions of insiders and outsiders, relationships between researchers and the researched, who sets research agendas, conceptualizes analytical frames, decides research products, etc. Building on this tradition and drawing from my experience in two large scale participatory action research projects (one looking at higher education in a maximum security prison and the other at educational injustice in public high schools*) I would like to raise up for discussion the potential of not just recognizing/interrogating power dynamics and relationships in the research process but using them. Participatory action research often brings together radically diverse researchers into research collectives. When these collectives are conceptualized as “contact zones,” (Pratt,1992) an opportunity is created both theoretically and methodologically, for a more textured analysis across power and difference. An analysis that lingers in the “space between”—in not only the borderlands between differences, but also within a constructed space of “difference”; in not only the multiple intersections within the individual, but also in the collective; in not only the multiplicity of the collective, but also in the collaboratively constructed space itself. In this session (panel?) I hope [...]

Townsend, Sarah, *University of Iowa*

Where the Rubber Meets the Road: Bringing Theory to School and Critical Pedagogy into the Workshop

Critical pedagogy reorients education toward the active questioning of power and authority in the classroom itself. More traditional, modernist approaches to teaching subjects, such as the writers’ workshop, confront this sort of intellectual work with some consternation: how do we induce students simultaneously to construct and to deconstruct meaning? For younger students (K-12) and outside of subject specialization courses for college undergraduates, critical inquiry may seem to impede students’ practice and acquisition of fluency in new literacy modes. Where the “subject” is creative, subjectivity itself often serves to create momentum and motivation — autobiographical material galvanizes both sincere individual effort and collaborative peer work. Taking this “self” as the material of essayistic, video, or other examination, what sort of a critical pedagogical approach will serve? This paper takes up these and other questions, not hesitating to suggest concrete ways we might sensitively raise questions of rhetorical ethics with our students, all the while continuing to inspire openness and revelation in the creative studio. Media, much misperceived as neutral, in fact convey multifold cultural, gendered, and otherwise power-inflected assumptions. These positions reflect not only on the individual authors of texts, but as well on larger societal constructs. While traditional teaching tends [...]

Traore, Rosemary

Resistance to Multicultural Education by Preservice Teachers: The look and feel

See Bruno, John

Trent, Allen

Process-based Validity for Performance-related Qualitative Work: Imaginative, Artistic, and Co-reflexive Criteria

See Cho, Jeasik

Trentini, Mercedes, *Pontificia Universidade Católica do Paraná*

The Usefulness of the Assistential Convergent Research Approach

We aim to present the usefulness of the Assistential Convergent Research approach (ACR) that is characterized by its property of interacting with the assistential health practice. This methodology was developed by Trentini and Paim and published for the first time in 1999. The uniqueness of the ACR consists of maintaining, during its process, a close bond with the assistential practice with the purpose of finding alternatives to resolve problems, to produce changes and/or to introduce innovations in the context of the practice in which the investigation takes place. We intend to exemplify the implementation of ACR through its use in a research project that aimed to investigate the relations of power among heterosexual couples as a possible obstacle in the prevention of sexually transmissible diseases. Besides studying the topic, the researcher also intended to contribute with educational actions in order to minimize the problem of sexually transmissible diseases.

Treviño, Carlos Viesca

Power relations and moral values in medical student professional ethical formation

See Chapela, Carolina Consejo y

Trudel, Pierre

A Collaborative Inquiry Approach in a Sport Psychology Context: A Groundbreaking Experience

See Culver, Diane

Tuncay, Linda, *University of Illinois*

Persisting and Failing in the Marketplace: A Cultural-Discourse Interpretation

See Otnes, Cele

Turkel, Marian, *Northwestern Memorial Hospital and The University of Illinois at Chicago*

Understanding the Environment in Which Health Care is Delivered: Why Qualitative Research is Essential

Research is a powerful tool to address a moral crisis and facilitate change. The failure of our health care delivery system to meet the needs of all our citizens in a cost efficient manner and the nursing shortage represent two interrelated major issues which are in a state of crisis. Health care issues are complex and often sophisticated quantitative data analysis alone does not provide sufficient evidence to shape or change practice or policy. The role of qualitative research is to give voice and to portray the humanness of the experience, information not captured by statistical analysis. For example, administrative decisions within organizations are often based on economic data or patient satisfaction surveys. However, when nurses and patients are interviewed a very different picture of the health care environment emerges. Having real time qualitative data allows executives to incorporate this information when practice or economic decisions are made. Quotations from the participants and subsequent themes are the findings of qualitative inquiry and presentation of such is integral

to conveying the...

Tye, Diane, *Memorial University of Newfoundland*
Women's Recipes as Autobiography: Uncertain Stories of Uncertain Subjects

My paper considers women's personal recipe collections as a form of everyday autobiography (Smith & Watson 1996). By reading recipe collections as life stories (my grandmother's, mother's, sister's and my own), I build on a growing literature that understands alternative forms, like recipes, as important expressive narrative genres for women (for example, Theophano 2002; Bower 1997). I suggest that my family's seemingly simple recipes tell complex stories of our efforts both successful and failed to negotiate competing pressures of tradition and modernity and at least occasionally to resist patriarchal ideals of womanhood and motherhood. Finally, I reflect on what implications this blurring of genres recipes and personal narrative—as well as subject positions—researcher and research subject might hold for Canadian university ethics committees in light of the Canadian Tri-Council Statement on Ethical Conduct for Research Involving Humans.

Ugran, Angela, *Kent State University*
Bifurcated goals and appropriate evaluative measures of air quality programs: Examples from Ohio

Air quality programs, and their comparable namesakes, are but one small component of the extensive and sweeping federal Clean Air Act (CAA). Although these programs to warn the public of "poor air quality" are voluntary, are still considered part of the overall effort to achieve "clean air." This exploratory research has found that Ohio's air quality programs actually exhibit two distinct identities - that of a Public Information Campaign (PIC) and as a hopeful means to reduce emissions and therefore, ultimately contributing to CAA compliance. With this in mind, the central purpose of this paper is to argue that positioning these programs as currently contributing to (or not contributing to) emissions reduction and ultimate CAA compliance is theoretically flawed.

Ulusoy, Mustafa, *University of Illinois at Urbana-Champaign*
A Responsive Evaluation Approach Towards the Integration of Computers into the Classroom Environment

The purpose of this evaluation study is to define existent usage of the computers in the middle school level social studies course, and learn primary stakeholders' values about using them in the classroom environment. A Responsive Evaluation Model was chosen to explore the perceptions of the teachers and students. Observations, field notes, semi-structured and un-structured teacher and student interviews were used to gather qualitative data. Data sources were triangulated, and compared the perspectives of people from different points of view. The evaluation results showed that teachers use computers as a medium to teach the course content. Broken computers and the Internet sites create negative perceptions against the computers for the students. Teachers' unchanged philosophies and teaching styles minimize the advantages of the computers and lead to use them like a course textbook. The study suggests four additional recommendations to improve the integration of the computers.

Ungar, Michael, *Dalhousie University*
The Messy Art of Qualitative Research across Borders and Contexts: An International Collaboration to Address Methodological Challenges in the Study of Resilience

The need for cross-cultural contextually relevant qualitative research to provide accounts of people's lived experiences across borders and contexts is becoming more widely encouraged by funders. Theoretically we have begun to discuss the decolonizing of methods, but seldom do we encounter the details of how researchers actually carry out research that breaks new ground. This presentation examines the problems encountered, and solutions found, implementing the International Resilience Project (IRP), a 14 site, five continent, mixed method interdisciplinary study of resilience among youth in aboriginal and non-aboriginal communities. The real world perils and pitfalls of such collaborations are explored, as well as the competing definitions of health related constructs like resilience and the contextually appropriate qualitative methodologies found for their study. We will examine issues ranging from hosting international meetings to negotiate a study's design to the appropriateness and inappropriateness of the qualitative methods employed.

Ungar, Michael, *Dalhousie University*
That's too Ambitious: What happens when funders misunderstand the strengths of qualitative research design

Differences in what makes for a good quantitative or qualitative research design often lead funders to misinformed evaluations of the strengths of exemplary qualitative research. Based on my experience with numerous national funders in Canada and overseas, I will discuss problems getting qualitative research funded. Specifically, sampling issues will be looked at along a continuum from monocular, homogenous sampling of marginalized voices more in keeping with positivist research principles familiar to funders to polyocular heterogeneous innovation popular with qualitative researchers. Two successfully funded studies will be discussed as examples of how to convince funders to evaluate qualitative research on its own merits, as well as a number of unsuccessful grant applications that were evaluated with criteria that seemed paradigmatically incongruent with qualitative designs. The advantages specific to qualitative designs and sampling will be detailed in order to propose a template for funders to evaluate the merits of qualitative design.

Uttal, Lynet, *University of Wisconsin-Madison*
Teaching Qualitative Inquiry Through Action-Oriented Research Projects

This paper will present how to teach qualitative inquiry through action research projects in graduate methods courses. Based on six years of using action research to teach qualitative research data collection and analysis, I will explain how to set up these course projects, facilitate student learning, and generate a final recommendation report which teaches students how to generate a qualitative analysis as well as report their findings back to community groups in useful formats. Action-oriented research questions are solicited from community agencies and groups. The objective is for students to learn how to do qualitative research methods and develop a recommendation report for the community-based group or setting they are studying. The type of questions range from very

simple, such as how a volunteer program could be improved, to quite complex ones, such as understanding why users of a neighborhood center racially segregate into different programs. Based on the class project, the recommendation report explains findings and make suggestions for social actions the community groups or agencies can implement to improve their practices. Recommendations range from simple suggestions, such as a manual for volunteers with clearer expectations laid out. Sometimes there is a discovery that neither the agency was aware [...]

Valade, Rita, *Spalding University*

Participatory Action Research with Adults with Mental Retardation

This study is a participatory action research project with adults with mental retardation who reside in Louisville, Kentucky. It explores some of the history and ideologies that frequently have hindered persons with mental retardation from being regarded by others as unique individuals with various abilities. It investigates dynamics of social ostracism and the resultant silence, inclusive of the social work profession's relative absence in the field of mental retardation. Furthermore, it explores various aspects of research with persons with disabilities, and with persons with mental retardation in particular. While there have been multiple studies about persons with mental retardation, very few actually include their voices. This dissertation attempts to offer a corrective to this and offers persons with mental retardation a vehicle for their opinions, actions, and voices. A participatory action research design and methodology is offered involving two phases of the study. The first phase involves interviewing 25 adults relative to their personal concerns of things they would like to see changed in their lives. These interviews reveal that the adults' concerns are as varied as the individuals themselves. The second phase focuses on a ten-month process in which nine persons from the original 25 agree to commit to [...]

Valdivia, Angharad N., *University of Illinois at Urbana-Champaign*

How do we read ethnic bodies today?: New ways of interpreting the ethnic terrain of mainstream popular culture

This essay explores the need to develop new and expanded ways of analyzing and interpreting ethnicity in contemporary representations. Whereas the existing paradigm relies on fairly distinct ethnic markers and categories, based on phenotypic as well as style characteristics, such as music, clothing, and food, we need to expand our analysis to much more hybrid and less distinct spectrums. This move challenges scholars to develop spectrums of ethnicity rather than ethnic types. Given at least three tendencies in contemporary popular culture such as: the tendency to represent an ambiguous ethnic who can appeal to a range of ethnic audiences; the proclivity to subsume ethnicity as a prop for difference and style; and the effort, on the part of most media producers and marketers, to shy away from stereotypes that might garner negative publicity instead of increased sales— we can no longer rely on finding the classic types. We need more fine tuned approaches to study this fuzzy terrain. Given that ethnicity is being represented in new more subtle ways, this essay suggests theories and methods that can help us in this changing representational terrain.

Vamvakitis, Ioannis, *University of Sussex*

Psycho-Geography and Schizophrenia: Queers 'Out for a Walk'

I strongly believe that an emancipatory homoerotic desire could only exist as a schizophrenic desire which according to Deleuze's and Guattari's schizoanalysis is simultaneously architectural (Grosz, E, 2001) and anti-structural - it is counter-structural, and thus, revolutionary, productive and proud (Deleuze, Guattari, 1982). Therefore, in my DPhil project, I am scrutinizing whether the homosexual could be what Deleuze and Guattari have defined as an Anti-Oedipus who through his/her schizophrenic wanderings confronts capitalism's social fascism that causes us to love [social] power [and] desire the [structures] that dominate and exploit us (Foucault, M, 1982, xii). What I would like to find out is whether the homosexuals could present a schizo-desiring e/motion that strives against capitalism's strategic homophobic places — institutional discourses — of power and truth, and in conflict with its Psychoanalysts and Semiologists who interpret desire in relation to structure and lack (Foucault, 1982, xii). Moreover, and in relation to R. D. Laing's anti-psychiatric existential ontology, I will attempt to clarify whether the schizo-desiring and anti-structural homoerotic e/motion — in the case that it does exist — constitutes the homosexual subjects anti-social leading them to marginality, despair (Laing, R. D., 1960), and eventually, to disciplinary institutionalisation, or whether it constitutes them counter-social [...]

Vandenburgh, Henry, *Bridgewater State College*

Organizational Deviance in a School of Business

This paper is based upon a modified grounded theory analysis of faculty, staff, and students in a college school of business. Tenured faculty used degradation ceremonies, suggested expectations of fealty, and threats and intimidation to attempt to set up the conditions for asymmetrical "exchange" with junior faculty where organizational survival was possible if junior faculty showed excessive deference and offered senior faculty opportunities to be non-working co-authors on junior's research. Other senior behavior included reproduction of cynical values about faculty ethics and attempts to dominate faculty from other schools. It is theorized that this can be partly explained by organizational deviance theory and by new institutionalism where the school of business is institutionally closer to business than to academia.

Vann Lynch, Robin, *Saint Joseph's University*

Critical Race Educational Foundations: Problems and Possibilities for Teacher Education and other people's children"

This paper presents qualitative data of eighteen pre-service teachers and critically examines the ways in which a social foundations freshman seminar might impact their understanding of urban children, communities and classrooms. It responds to the call for courses in teacher education to develop landscapes through which pre-service teachers can both construct and reflect upon their own pedagogies of social justice. It analyzes course development, related content and field experiences as integrated and symbiotic catalysts for having students problematize their own positions of privilege as they relate to their roles as future classroom teachers. The paper reflects upon the construction and effective implementation of a critical race educational foundations. It asks if teacher education programs are prepared and willing to rethink traditional theories and

practices toward educational reform that works in the interest of all students, particularly those that occupy the margins of the educational and other institutional systems?

Veissiere, Samuel, *McGill University*

Expanding Circles: A Dialectical Approach to the Intellectual's Dilemma: An autoethnography

In *Expanding Circles*, I place myself at the center of an inquiry into the possibility of social transformation and explore the dynamics between my desire to contribute to social change through education and my actual impact on the world. Through narratives of a diasporic childhood and youth, I re-visit the construction of my epistemology and my problematic and often misplaced position in a world which I am both eager to understand and compelled to transform. Borrowing techniques from critical (auto)ethnography and action research, I adopt a values-based approach to the dilemma between my aspirations and practice, and attempt to discover and tackle the contradictions and dissonances between those polarities. As I examine my values, reinterpret my lived experiences and search beyond imposed models of identity to understand who I am, where I am and what I can do, I look at possible dialectics between the dilemmas of theory and practice, Self and Other, local and global.

Vigdor, Linda, *University of Illinois at Urbana-Champaign*

Artists playful interactions with technology: play as socialization, skill, competition, or something else?

This poster presentation considers how using philosophical hermeneutics as the interpretive framework of a study opens up new possibilities for understanding play in the context of a gendered culture of technology. The gender divide that characterizes computer culture is well documented. Numerous factors have been cited as influential, amongst them, women's deficient (or different) dispositions to competition and to play. Central to this characterization are conceptions about play which have been grounded in particular instrumental understandings of play - e.g. as video games or as contests of skill. Focusing on interviews conducted with a group of digital artists, I use these artists' notions of play as a point of entry into understanding how play might be alternatively conceptualized to further investigate how different groups understand the nature of the culture of technology.

Vigdor, Linda, *University of Illinois at Urbana-Champaign*

Technobiographies: An alternative approach to studying teachers and technology

See Ching, Cynthia Carter

Viruru, Radhika, *Texas A&M University*

A Postcolonial Critique of the Ethnographic Interview: Research analyses Research

In this paper we would like to examine the concept of the qualitative interview from a postcolonial point of view, by examining such questions such as: Does such a concept actually perpetuate dominant views of the world? Does it

support and essentialize Western concepts of every individual's right (and duty) to speak and stand up for oneself? How does the concept of the interview recognize the power of silence, which, according to some postcolonial scholars, is an important way of communication? How does one move beyond the binary of the question/answer to new ways of communication that do not perpetuate unequal power relationships.

Vissandjee, Bilkis, *University of Montréal;*

Exposing Realities: When Conceptual Ideals meet Lived Experience. Are Women in Rural Gujarat Empowered through Political Participation?

Understanding the barriers to women's political participation in rural Gujarat, India remains a question of recognizing the perceptions and norms of roles, relations, opportunities and responsibilities entailed in "being a woman". It is well recognized that the influences of social norms and gender constructs on women's social mobility restrict women from entering the political sphere (Arora, 1999; Gleason, 2001; Kanago, 1996; Sooryarmoorthy & Renjini, 2000; Vissandjee et al., 2004). These are the realities that form the backdrop of our paper. Throughout this discussion, we position women's entry into the political realm within an empowerment discourse, exploring how the two are related, and more specifically, what our interpretation of this relationship implies about our conceptualization of empowerment. Using qualitative methodology, we present the experiences and outcomes of women in rural Gujarat who, with the support of reservations, have gained positions in block- and district-level governments. The phrase "women's political participation" is limited to three particular dimensions of political activity as discussed in participant discourse. They include the decision to pursue council positions, election processes, and the forms of leadership and degree of decision-making influence held by women in public office. Our discussion weaves through a number of complex relationships including the notions [...]

Voltz, Joy

Organizational Ethics as a Framework for Teaching and Learning About Social Justice

See Jensen, Gail

Voltz, Joy

Learning from experience, exploring meaning in complex communities using a case analysis model

See Cochran, Teresa

Vuletic, Ljiljana, *University of Toronto*

Qualitative and quantitative approaches to understanding atypical persons: A multiplicity of right world-versions

Alexander Luria believed that understanding atypical persons requires many different perspectives, from autobiographical and biographical to traditional scientific ones and demonstrated the power of this approach in wonderful case studies. We conducted a case study in this spirit, one that integrates autobiographical, biographical, and scientific perspectives on the life of a thir-

teen-year-old boy diagnosed with Asperger Disorder. Each of these perspectives allows us to better understand this unusual person; however, we found limitations to all of them considered alone. Instead, we propose that, especially for atypical persons, one must integrate information from different perspectives and consider what they tell us when taken together. This is why qualitative and quantitative approaches should not be viewed as mutually exclusive, as often portrayed, but as necessarily complementary as Luria showed in his own case studies that elegantly exemplify the “multiplicity of right world-versions” needed to fully capture what means to be a person.

Wagle, Tina, *SUNY Empire State College*
¿Eres hispana, verdad?

The guiding question in this research is as follows: How do adolescents in a Puerto Rican community form their identity? To address this question, this research included following a group of twenty students for a period of ten months during which the researcher attended their classes and activities as a participant observer and interviewed the students as well as their teachers, administrators, and parents. Here, the researcher will discuss her lived experience navigating the insider/outsider dichotomy often discussed in ethnographic research. The researcher entered the field with the intent of researching the identity of an ‘other,’ specifically Puerto Ricans. What she ended up realizing in the process were the contradictions in the ways in which her identity, in terms of how she identifies herself and how others identify her because of her personal appearance, personality, and language abilities.

Wampler, Richard S., *Texas Tech University*
Doing Whatever is Necessary to Make Silenced Voices Stand Up Even More: Using Descriptive Phenomenology to Advance Social Justice

See Parra Cardona, Jose Ruben

Wark, Colin D., *University of Missouri-Columbia*
Knowledge elicitation techniques: Recommendations and implementation.

This project examines the “social aspects” of designing expert systems. The goal of this project is to determine the extent to which the interview techniques that are being utilized by knowledge engineers to interview domain experts (within the knowledge elicitation phase) correspond to the interview techniques that are recommended in the literature. In order to determine what kind of interview techniques are recommended in the literature, the author will look at books and articles that discuss knowledge elicitation techniques. In order to determine the knowledge elicitation techniques that are actually being used to design expert systems, the author will assess information taken from interviews with knowledge engineers as well as information contained in newspaper and magazine articles that discuss specific attempts to design expert systems.

Watson, Cate, *University of Aberdeen*
Unreliable witnesses? Accounting for ‘contradiction’ in interviews.

Interviews are highly contextual. What emerges on a particular day in a particular setting may be very specific and situated. Yet the interview forms the

basis of much qualitative research. What are the implications of this for the ‘validity’ of research based on interviews — especially when ‘contradictions’ or ‘inconsistencies’ become apparent in that data? This paper sets out to examine some problematic aspects of the qualitative interview using as an example data from an interview carried out as part of research into teacher professional identities and how this influences notions of ‘discipline’ and ‘behaviour management.’ The aim of the paper is to explore aspects of interview data which, in the context of positivist or post-positivist research, might call into question the ‘validity’ of that data but which in other contexts can be seen as yielding insights into the research process — perhaps even providing tools for use in data analysis.

Watt, Diane, *University of Ottawa*
On Becoming a Qualitative Researcher: A Graduate Student Reflects on Her First Study

Learning to become a qualitative researcher can seem daunting for those new to the task, especially given the paradigm’s emphasis on interpretation and emergent design. Although there are guidelines in the literature, there is no precise formula or recipe for how to do it. Each qualitative study is unique, and ultimately it is up to the individual researcher to determine what works best. Learning to conduct research is a never-ending process, and for this reason, the value of reflection is well-recognized. Qualitative researchers are advised to reflect upon their own thoughts and behavior as well as on the phenomenon under study in order to facilitate their understanding and become better at what they do. This paper is a reflection on one graduate student’s first qualitative study. Drawing upon the contents of a reflective journal that was kept over the course of the project, she provides an inside view of how she carried out the project and dealt with the numerous issues that came up, and relates it to the literature on qualitative methodology. This personal narrative may help to demystify the research process for those new to the field, and highlights the value of reflexivity and [...]

Watts, Andrew K, *St Benedicts Upper School*
Developing a community of inquiry in a Science Department and disseminating good practice to the wider community.

The project was designed to enhance and support staff development and student learning by using electronic lesson planning. A qualitative evaluation of the innovation was undertaken and the findings were grouped under four main themes. 1. ICT skills: - Staff reluctant to use ICT experienced the benefits of e-lesson planning, and felt empowered to use the Internet. 2. Teaching and learning skills: - Staff expressed that if you can have your resources quickly and readily to hand you save time to access and evaluate materials. 3. Sharing of ‘Good Practice’: - e.g. Electronic lesson planning enabled the sharing of good ideas very quickly. 4. Students: - Received a CD-ROM and accessed the Internet at home as well as school. Overwhelmingly they were in favour of the additional resources to support their learning. The project has been subsequently disseminated both locally and nationally and adopted by other schools in the county of Suffolk, England.

Watts, Belinda J, *Anglia Polytechnic University*

Evaluating Inquiry Based Learning (IBL) in pre-registration nursing and pre-qualifying social work: The Facilitator's Role

The study evaluated the roles and experiences of individual IBL facilitators in adopting the change from a teacher led curriculum to IBL facilitation. The phenomenon was also explored from an interprofessional and multidisciplinary perspective to illuminate differences and commonalities in practice. The perception of other stakeholders appertaining to the facilitator's role(s) such as managers and students was triangulated with the facilitator's perspectives. The evaluation was formative and utilised a phenomenological approach. Thirty-four individual, open interviews were undertaken across the disciplines of nursing and social work. Observations were also undertaken of facilitator curriculum development meetings and IBL sessions. Data analysis was undertaken using Nvivo soft ware and Colaizzi's model. The findings were grouped under the following clusters: - Responses to Policy Implementation, Constructing and Enacting Roles and Leadership and Philosophy and subsequently into 'trees' and 'branches'.

Weaver, Kathryn D, *University of Alberta*

Lights, Camera, Action... Ethics! Innovative Disseminating of Feminist Grounded Theory

Traditionally, research findings are disseminated to professional colleagues via refereed journal publications, commissioned reports, and conferences. However, making knowledge accessible and usable to those who might benefit most and to wider audiences must become an ethical priority. In this presentation, the ongoing production of a documentary film to effectively translate into action a completed feminist grounded theory of women's recovering from Anorexia Nervosa is described. Critical issues addressed will include: responsibility of researchers toward participants and viewers, risk of misrepresenting women's experiences, and consideration of whose interests are served and potential consequences from those interests. The need for collaborating with participants in video design, for (re)confirming informed consent, and for examining the boundaries between researcher and participants is accentuated. Disseminating through a feminist lens has prompted reflexivity and responsiveness. The project is part of a larger program of research to develop a theory of ethical sensitivity in professional practice.

Webb, David, *Victoria University, Melbourne Australia*

Mad Culture — Nothing About Us Without Us

Mad Culture is the voice of those who have lived what modern western societies call "mental illness". Mad Culture challenges the narrow evidence based criteria of the randomised control trial that dominates the medical model of mental illness. In the tradition of civil rights movements, women's liberation, and Gay Pride, Mad Culture is a community of psychiatric survivors fighting for basic human rights against the colonisation of human experience by medicine. This presentation tells a story of the lived experience of persistent suicidality, a story that now includes a PhD after I found that my experience of suicidality was nowhere to be found in the academic and professional discipline of suicidology. The catchcry of Mad Culture is "Nothing About Us Without Us". The

equivalent academic argument is of the need for a genuine phenomenology of madness in mental health research.

Webb, P. Taylor, *University of Washington, Bothell*

'Performativity' Standards: The Choreography of Accountability

This study identified how a model of educational accountability threatened to punish educators through a sophisticated network of surveillance. The study was particularly interested in describing the effects surveillance had on participants and the ways teachers generated "performances" of their work - or, what the study identified as "fabrications" - in order to satisfy accountability demands surreptitiously. The study examined teachers' fabrications that complied, or literally, performances that were 'seen to comply' to accountability expectations. By identifying sources of teachers' knowledge that produce choreographed performances, I explain how teachers managed perceptions in order to garner favorable evaluations of their professional reputation. However, because teachers' fabrications occurred as individual and uncoordinated responses to surveillance, the analysis maps how the political organization of schools maintained teachers in subjugated roles even though teachers believed their fabrications held greater micropolitical exegesis than what actually occurred.

Weir, David, *Intercultural Management*

A Syncopation of Tacit, Tact and Takt? First-line Leadership in the Private and Public Sector

A regular refrain of contemporary organizational life is that of core values, forming as it does an integral part of the harmony that is the standard repertoire of any self-respecting post-bureaucratic leader. (Pfeffer 1998), (Parker 2000). We know of course that leadership is — even now — still largely characterized in popular, and often academic, literature as the individual soloist rather than an integral part of the orchestra. What of other leaders? How does the refrain play to those leaders who have little or no opportunity to contribute to the refrain? Who perhaps also have their own refrain, who are equally value-driven as the CEO — or other senior leader — but who have to somehow learn the tune played by someone else: is the refrain repeated? Modified? Or ignored? These are not purely theoretical questions. Human Resources Management relies substantially on the belief in the connection between high commitment and organizational performance (Guest 2001), (Wood and Menezes 1998) . The so-called black box (Legge 2000) — the link between HRM practice and performance — has drawn recent attention to the critical role played by the first-line manager in forging (or breaking) this link (Hutchison and Purcell 2003), rightly (in our view) reversing a trend toward relative [...]

Wells, Kristopher

School Lockers as Performative and Pedagogical Sites: Juxtaposing Dualities, Affirming LGBT Identities and Integrity

See Grace, Andre P.

Welsch, Gabriel

Poetic Representation: The case for criteria

See Faulkner, Sandra

Wending, Gisela, *The Fielding Graduate Institute*

Experiences of Andean Neo-Shamanic Practitioners: Exploring Tensions Using a Reflexive Approach

This research explores the liminal tensions experienced by Western neo-shamanic practitioners who were initiated into the shamanic/mystical path of the Andean indigenous people of Peru. The term liminality is re-conceptualized to include cultural, epistemological, spiritual, and psychological dimensions to capture the research participants' experience. A reflexive approach was chosen to clearly mark the interpretive lenses as the researcher included her experience as a native of this "in-between-culture" in the "domain" of the researched. The interview combined an Andean ritual with a dialogic approach that enabled inquiry and story telling as well as intervention and co-invention into lived experience. Attention is given to a sensitive inquiry into the Sacred and the honoring of participants as experts on their experience. The parallel mirroring between the tensions of belonging to an "in-between culture" and an approach where the researcher enters the research domain is claimed to be at the heart of reflexive ethnography.

Westwood, Sheena, *University of Wales Institute, Cardiff*

Out of the Comfort Zone: Situation, Participation and Narrative Interpretation in Tourism Research

Tourism is largely concerned with considerations of being, meaning and identity. However despite some definite fracturing of the powerbases of the tourism academy, its gatekeepers of knowledge remain dominated by those who prefer the comfort of conventional scientific objectivities, and much tourism research still adheres to positivistic and scientific principles and approaches in its attempts to trace the ways in which human meaning is created in tourism exchanges. Here I advocate the further development and application of research methodologies and programmes which foreground the "situated researcher", encourage active participant involvement and create reflexivity, contending that such approaches can offer unique insights into the meanings people ascribe to experiences, practices and performances. Drawing on my study of tourist-brand relationships, I illustrate the capacity which reflexive and participant-led research programmes using methods (auto-ethnography and narrative interpretation), and participatory and sensory devices (auto-driving, photo-elicitation and visual texts) have to fathom the complex and often hidden symbolic meanings of the tourist experience

Whitefield, Chandra, *Buffalo State College*

True Confessions: The Complex Power Relationship Between the Confessor and the Authority Figure

In this paper, I will be discussing the complex relationship of power, which occurs between people during a confession. In his book, *The History of Sexuality*, Foucault discusses this type of relationship as it occurs in the 17th century. Foucault argues that there is a direct relationship between discourse and intercourse. Now in the 21st century, we must ask how Foucault's argument holds up. Using confessions as one type of discourse, I will explore his argument as it

applies to today's world. In the last number of years, confessions have become extremely popular. They are used in all reality television shows, and are expected from all people. It is as if viewers are no longer satisfied with other people's actions, but now must get into their minds, in order to be gratified. Confessions now are used as weapons. A seemingly honest and emotional testimony can be easily faked to get a desired effect. In this work, I will discuss the similarities between the church and the classroom as monuments of power and sexuality. I hope to make a clear link between the relationship of the confessor and the authority figure and these monuments. Now that the human body has been [...]

Whiting, Gilman W., *Vanderbilt University*

Qualitative Research Methods in the Classroom: Race, Culture, and Empowering Students to Critical Thinking

Qualitative Research Methods (QRMs) are under siege. Many marginalized groups whose experiences have been given an audience over the past century owe their voice largely to qualitative methodologists. It appears that we are now at a fork in the road of research. Are qualitative research methods effective, thorough, trustworthy, etc.? For all the good that qualitative research methods have done to further our understanding of humankind, there are those who remain doubtful about the validity of QRMs in our pursuit of new knowledge. As an educational researcher on young Black men, teaching such subject matter in the undergraduate classroom is fraught with complexities that require a myriad of approaches. For many reasons, attempting solely to "quantify" lived-experiences of race, gender, and racism can fall woefully short of giving meaning to the experiences of those considered on the periphery or margins of society. Having discussions with undergraduates about those who could have otherwise been their peers (young Black men) if opportunities, life experiences, and choices had been different, as well as if racism and class biases were non-existent, presents a whole new set of challenges. Questions such as, "Are they, the students, getting it?," often ring particularly loud when teaching at [...]

Wieringa, Saskia

Exposing Realities: When Conceptual Ideals meet Lived Experience. Are Women in Rural Gujarat Empowered through Political Participation?

See Vissandjee, Bilkis

Wiersma, Elaine C., *University of Waterloo*

Giving Voice to Polar Bear

See Lemelin, Raynald Harvey

Wiersma, Elaine C., *University of Waterloo*

Further Distillation of the Concept of Crystallization

Triangulation has often been critiqued in the literature for being quasi-positivistic and foundationalist (Richardson, 1994; 1997). Crystallization, a concept proposed by Richardson (1994), suggests an alternative lens for viewing, evaluating, and judging qualitative research. Crystallization essentially views the world from more than three sides, provides us with different angles from which

to view the phenomenon, and provides us with different ways of telling a story (Richardson, 1997). From a synthesis of the literature on qualitative research, I propose eight characteristics of crystallization. These eight criteria include reflexivity, multiple layers of meaning, multiple presentations and voices, multiple and partial interpretations, multiple purposes, multiple connections, multiple genres and representations, and verisimilitude. Since a crystal is clear, reflects the external, and refracts within itself (Richardson, 1994), researcher reflexivity, openness, and honesty is vital to qualitative research (Bochner, 2000). The reader must be able to see the researcher in the story. Multiple layers of meaning refer to interpretations that contain both explicit and implicit meanings of the participants' as well as the researcher's interpretations. Multiple presentations and voices ensure that the text has polyvocality and multivocality (Lincoln, 1997; Lincoln & Guba, 2000). Multiple and partial interpretations refer to the premise that knowledge is cyclical and [...]

Wildburger, Eleonore, *University of Klagenfurt*
Qualitative Inquiry in Anti-Colonial Intercultural Dialogues

In this paper I will draw upon Indigenous Australian model cases, and I will point to strategies that create spaces for non-exploitative methodologies in anti-colonial research processes. I will point to problematic interconnections between power, knowledge and the constructions of the 'Other', and I will argue that intercultural cooperation needs to operate within strategies that acknowledge the diversity of otherness. I will point to borderlines and open spaces within intercultural contact zones and I will mention pitfalls of monoculturally determined research practices. (Linda T. Smith, L.-I. Rigney, E. Boehmer, A. Mukherjee). I will conclude that ongoing dialogues and active participation in intercultural research processes correspond to the need and value of qualitative inquiry in intercultural research. Interculturally sensitive, dialogical encounters will support processes in which all participants articulate their identities as innate features of transparent diversity, which constitutes the basis for mutual respect and understanding.

Wiles, R., *University of Southampton, UK*
Research ethics and regulation in the UK: the case of informed consent

Social research in the UK is increasingly becoming subject to regulation. In current debates about these changes, one issue of concern relates to the issue of informed consent. This paper draws on a study which explored researchers' views of informed consent in social research conducted with participants who are often constructed as 'vulnerable' because of their perceived ability to give informed consent. The move towards more formalised processes of consent is viewed as good ethical practice by some researchers. However, others view increasing regulation as a source of concern in that it will impose specific methods of gaining consent on researchers which, it is feared, may be in conflict with researchers' specific research orientations and will prevent them from using their discretion in resolving the ethical dilemmas they encounter. This paper will identify the various ways in which researchers in our study position themselves in relation to this issue.

Williams, Rose, *Edith Cowan University*

Confessions from the Performatively Confused

This piece of work is a combination of performance and reflection about working autographically (Perrault) in the academies to gain an understanding of the 'bodies of knowledge' that a young feminist academic might negotiate in her work. The work is constructed in reference to larger work "Feminine Fictions" which will be available for viewing in reference to this paper/performance.

Williams, Rose M., *Edith Cowan University*
Feminine Fictions

"Feminine Fictions", an installation and performance work undertaken for my PhD, is a project that combines questions of being and memory. Considering Foucault's contention that there is never "just history" but always "history-for" and Sartre's consideration of the 'bad faith' position I propose "Feminine Fictions" as a work I hope Sartre and Foucault could have enjoyed. This paper attempts to examine the 'truths -for ' and the freedoms denied that were evoked and invoked by myself and my family in the progress of this autobiographical work. "Feminine Fictions" was not a project about reconstructing truth but of confronting and negotiating issues of meaning and 're-memberedness' for the participants - my family. It is in this intimate negotiated space I consider my own post-structural feminist analysis of Sartre's and Foucault's concerns.

Williamson, P.
African-American teenagers, participation in a longitudinal and qualitative application of ESM: Lessons learned about the method itself, participant motivation and activation

See Koro-Ljungberg, M.

Wilson, Amy, *Gallaudet University*
International Development Paradigm Shifts to Socio-Cultural Model For Social Justice Agenda

People with disabilities in developing countries have historically been denied basic social services by their governments and rely on overseas charitable organizations for an education, job training, and basic health care. Poor governments with competing priorities for funds disregard the needs of its disabled populace and encourage the benevolent contributions made by foreign organizations. Social action research and participatory action research are a means through which people with disabilities can be heard, empowered and moved to action to lobby for inclusion in all aspects of society. The social model of disability challenges the medical perspective by allowing people with disabilities to take control over their own lives by shifting the focus onto the social, rather than the biological factors, in understanding deafness. Wilson will share data from mixed methods studies done in Deaf communities in Africa, the Caribbean, and South America where deaf people and their advocates participated in research which became catalysts for social changes.

Wilson, Joycelyn A., *University of Georgia*
You Must Learn: Representations of Schools and Education in Rap Music Lyrics and Hip-Hop Culture

School is a theme expressed in popular culture forums. For several reasons researchers take an interest in how schools are represented in film, television, fiction, and music. The purpose of this paper is to examine the ways in which schools are represented in hip-hop culture and rap music lyrics. Informed by frameworks and methods of grounded theory, the aims are to explicate themes of school and education contained in rap music lyrics; to identify conditions that influence these representations; cultivate a grounded theory about how school and education are portrayed in rap music from 1982-2005. The findings indicate representations of teachers and pedagogy, the school environment, the schooling institution, curriculum and content, and student/adult relationships. These themes, which display negative sentiments about elements of school, are juxtaposed with representations of informal schooling.

Winter, Rainer, *University of Klagenfurt*
Daily Talk in Austria: A Foucauldian Analysis

The success of the ‘Oprah Winfrey Show’ is closely related to the cultural conditions of the US, e.g. the ethos of the individual, the fragmentation of subjectivity of late capitalism and the prevailing therapeutic discourse. The daily talk, however, has not only remarkably shaped US society and culture, but has also left its traces globally. This paper deals with the local appropriation of the genre considering as example an Austrian daily talk. Adopting the method of Foucauldian genealogical and discourse analysis, the historical and cultural pre-conditions of the context (e.g. the practice of confession, psychoanalysis, etc.) are discussed that enabled the genre to gain ground in Austria. Then a focus is set on how the prevailing discourses of the context are being negotiated within and by the talk show. Finally the potential of the format regarding the transformation of Austrian society and culture is being elicited.

Wisser, Kathleen Z., *Indiana University of PA*
Integrating Consumers’ Voices in an Outcomes Based Measurement System in State Government

Government agencies in recent years raised the expectations to include consumers when developing outcomes; quantitative methods have proved inadequate in terms of integrating the voice of consumers. This paper explores how consumers with intellectual disabilities can be actively involved when designing and implementing an outcomes-based measurement system within state government. It presents how outcomes can be designed around specific areas—person-centered planning and employment. The Office of Mental Retardation in the Commonwealth of PA is engaged in a quality improvement initiative, which includes identifying ways to measure if quality services are being delivered. Presented are multiple strategies that are being piloted through the OMR of PA in the multi-tiered approach. Specific strategies planned for discussion are focus groups, participation in committees and serving chairperson of committees, and lecturer. Discussion will center on the effectiveness and efficacy of these strategies in terms of integrating consumers’ voices in an outcomes-based measurement system.

Witz, Klaus, *University of Illinois at Urbana-Champaign*
From concepts in individual cases (portraits) to concepts in public language

Part one of this paper discusses examples where deeper insights gained in in-depth qualitative research have or have not entered public language and discourse (cf. the abstract for the panel). It also notes that in areas involving deeper subjective experience, like religion and spirituality (including moral-ethical experience and consciousness), interest in subject matter in college, struggles with career choice in college, and creative activity in art, virtually all public language is stereotypic and there very few concepts that reflect the realities of the experience. Part two looks at the difference, in the mind of the investigator, between when a concept is used as a public concept (e. g. “interest in mathematics in high school - none, low, medium, high”) and when it studied as a phenomenon using grounded theory (e. g. “in-depth case studies of subjectively experienced and objectively manifested interest in mathematics in high school”).

Wolfe, Ruth R, *University of Alberta*
Cultural Competence Discourse: A Racial Project?

The cultural competence discourse in the health field illustrates how professionalized solutions to social inequities actually serve the interests of professions and organizations. This critical reflection on the cultural competence discourse of the past 30 years challenges the very notion of cultural competence, while calling attention to the ways in which this discourse perpetuates inequities in the delivery of health and social resources in the name of fairness. In this presentation, I juxtapose the evolving literature on cultural competence, everyday personal experiences of immigrants, and news items, alongside critical race theories, to exemplify how seemingly sensible solutions can be seen as racist projects. The ultimate challenge, I argue, lies not in finding satisfactory solutions to the challenge of immigrants, but rather in asking why immigrants are constructed as a challenge to be solved.

Wyatt, Jonathan, *Institute for the Advancement of University Learning*
Psychic Distance, Consent and other Ethical Issues: Reflections on the Writing of ‘A Gentle Going?’

A Gentle Going? is a story I wrote in the summer of 2004 about my father, who died in 2003. I have since been preoccupied with the experience of producing it - the story of the writing. It is this story that I explore in this conference paper. I begin by examining the choice to write parts of A Gentle Going? in the third person and, secondly, discuss the experience of consulting my family about the story. Although the first is in part a technical matter, at its heart - as with the second - are issues of ethics. The second is more than simply about seeking consent: the experience gave rise to broader questions that remain on my mind. I end the paper with outlining what I discovered in the writing of A Gentle Going?: about myself, my father and the process of writing.

Wyatt, Jonathan, *Institute for the Advancement of University Learning*
The telling of a tale: a reading of “A Gentle Going?”

“A Gentle Going” is an autoethnographic short story, due to be published in *Qualitative Inquiry* in 2006. It is the account of the death of my father in 2003. The paper for this conference will be an oral — ‘performed’ — presentation of this story. The account tells brief tales of my father’s life, my — and my family’s — last days with him, and his funeral. It may be a story of loss, of disability, of

illness, of families, of masculinity and of Englishness; it also may be a story about a father and a son. This conference paper will seek to explore the experience — and impact — of telling the story ‘live’: the telling’s impact upon those who hear it, its impact upon the teller, and its impact upon the story itself as it is rewritten in the participation of the event; the plotline “restored..., relived and retold” (Clandinin and Connelly, 2000, p165).

Wyatt, Susan, *Antioch University, Los Angeles*
Time of the Trickster

As governments try to impose control over individual and community life, there is a character in mythology who spontaneously appears in overregulated systems to restore balance by introducing chaos. The trickster delights in paradox and confusion. He keeps us from being too confident that we know what we are doing or that we are in control. The trickster is not new to research. The Greek god Hermes is a trickster that has traditionally been associated with inquiry that seeks to interpret meaning. Hermes has many attributes that are evocative of inquiry. For example, he maintains the freedom of the roads for travelers. Scholars, who travel in the mind, are therefore under his protection. This presentation is a hermeneutic exploration of the qualities of the Trickster archetype in the hope of inspiring ideas for resisting attempts to curtail scholarly freedom and bringing more joy to our inquiry.

Yang, Changyong, *Southwest China Normal University*
On Ethical Dilemma in Qualitative Educational Evaluation

This paper, based on the theories of Critical Pedagogy, discusses some problems of ethical dilemmas in qualitative educational evaluation in five aspects: (a) the researcher as an individual, (b) the researcher as a member of a professional community, (c) the researcher as a member of a certain social status or social class, (e) the researcher as a social ideologist, and (d) the researcher as a person in many roles. It concludes that ethical dilemmas are unavoidable, yet researchers should be conscious of and sensitive to such ethical problems, and be aware what the choice he or she makes is or means. It is just the conflicts of values including ethical choice and the balance of the conflicts that make progress for the world and lead to a better life for the whole mankind.

Yates, Lyn, *University of Melbourne*
Qualitative Research, ‘Quality Research’, and Race: Some Specifically Australian Problematics

This paper discusses some ways in which issues of identity, national identification, immigration and belonging are configured in Australia today. It draws attention to the problematic issue of Australian identity and its shifting parameters; and the problematic issue of the politics of research support and its configuring of what counts as ‘significant’ for competitive funding purposes. The paper draws on a research project not primarily focused on race to illustrate why qualitative, reflexive and longitudinal research matters in relation to understanding difference among young people in school, their developing and unequal education pathways, and their developing civic values about race. But it argues that the contemporary political and material funding context for Australian research threatens support for qualitative research on race and racism, indirectly

as well as directly.

Yen, Tsu-Hong
Qualitative Investigation of Tourist Art: Maintaining and Changing Aspects of Tradition From the Native American Artists’ Perspectives

See Maruyama, Naho

Yi, Myungsun, *Seoul National University*
The lives of Korean mothers of adult children with schizophrenia

Very little research were done to explore the experiences of mothers of a child with mental disorder within the context of male dominant society that emphasizes gender role distinctions. In particular, the issue of care burden of mothers caring for an adult child with schizophrenia has largely been overlooked not only from the society but also from the family. This research investigated how Korean mothers experienced caring for adult children with schizophrenia. The methodology used for this research was a descriptive exploratory study within the paradigm of feminist perspective. So far, 6 Korean mothers of children with schizophrenia were recruited. The data were collected by unstructured in-depth interview and were coded using qualitative thematic content analysis described by Burnard. The major categories that emerged from the data were; 1) internalizing blame coming from the male dominant society, 2) becoming a stranger in the family, 3) women living a life of a mother only, 4) caring as the only reason of their existence, 5) objectifying the child’s illness as a disease. In Korea’s male dominant society, the fathers have control over the family and children. But as they could not control the disease itself, they blamed their wives for the illness [...]

Yi, Myungsun, *Seoul National University*
Caring Experience of Korean Mothers of Children with Nephrotic Syndrome

Little research was done to investigate the process of caring experience, including the major problems mothers faced and their coping strategies to overcome these problems. This study investigated the experience of mothers caring for their child with nephrotic syndrome using grounded theory method. The data were collected from May 2004 until now, using individual indepth interview method. So far, eight mothers participated to the study. Their average age was 31, and two were working mothers. The average age of their sick children was 7.5. After constant comparative analysis, six tentative major categories were identified: 1) commitment to the caring for the sick child; 2) seeking information; 3) passive caring [...]

Yih, Bong Sook
The lives of Korean mothers of adult children with schizophrenia

See Yi, Myungsun

Yomtoob, Desiree, *University of Illinois at Urbana-Champaign*
Making Selves/Masking Selves (the grin and the lie)

This 10 minute multi-media dance/movement piece explores the structure of masks as socially constructed identity. A wish for the return to sacred human-

ness (a garden of eden, of sorts) is evoked through an examination of social roles, national identity, the crisis of war, and constructions of gendered/racial figures as dialogic to the human form. Thus, extending a definition of identity into a radical beingness of expressive agency.

Yomtoob, Desiree, *University of Illinois at Urbana-Champaign*
Passing, No More

Identity has a physical manifestation in the form of character. As we are, as people, so we are as bodies. The way one enters and configures space as they move, is a part of the presence and character of an individual. As a child of Iranian born parents, I pass as a “non-ethnic” person, because I am light skinned, because I learned the mannerisms of the dominant culture, because I had no accent, and because the visual category of the Arabic “look” had not yet been established. Like a chameleon, I move and become more Persian or non-Persian as situations require. This split has been a source of discomfort for me. Lately, I no longer shift to accommodate others. In other words, I am learning not to pass anymore. This will be a text and movement piece.

Yuen Thompson, Beverly, *New School University*
The Global Justice Movement and Ethnographic Method

From “IMF riots” in the Philippines and other developing nations, to the new global justice movement in the US and Europe, protesters have been raising issues about the dark side of capitalist globalization. The WTO protest in Seattle has been credited as the entry of the American global justice movement upon the transnational stage. By utilizing direct action, internet networking and pre-demonstration teach-ins, the new global justice movement has continued to challenge the IMF/World Bank and other trade organizations at their meetings. This presentation is based upon two years of ethnographic research on the US global justice movement. Research includes participant-observation with three legal collectives, getting arrested in the field during protests, and interviewing fifty activists from around the country. By utilizing multiple ethnographic tools, this presentation provides a distinct understanding of protest activity in the US over the last four years through the perspective of those in the front lines.

Yusoff, Marohaini, *University of Malaysia*
Emergent Paradigms in Malaysian Qualitative Research: Deliberations

See Daniel, Esther Sarojini

Zhang, Ai, *Syracuse University*
A Cross-National Examination of Classroom Culture

The virtue of education has always been sought after across the world. With successes and failures, education initiates a difference and makes the difference real. This paper digs into similarities and differences of classroom culture (before college level) between the United States and China. Primarily owing to my personal attachment to Chinese education, this essay is a narrative basis infused with theories and supported by research data. Acknowledging common ground and identifying differences between the US and Chinese education, two key objectives are proposed to achieve. The first is to help both the Americans

and Chinese have better knowledge of merits and shortcomings of their own and the other’s educational systems. The second purpose drives to implementations of how could each country best learn from the other without losing their own virtues and therefore most effectively enhance students’ academic performances at home and abroad by shedding lights on implications from the comparison.

Zhang, Ai, *Syracuse University*
Hutong Culture on Exile — A Cultural Negotiation between the Past and Present

The residential street Hutong is one of the most precious cultural heritages in Beijing, the capital city of China. However, over years, owing to the penetration of modernization, Hutong has been severely destroyed yet scarcely preserved. This paper digs into the reasons that lead to the exile of Hutong culture and displays the profound implications resulting from this cultural deportation. The exile of Hutong culture by and large is a cultural negotiation between the past and the present and whoever wins the negotiation is empowered to delineate the future. Tracing back to the ancient Hutong culture, it is painful to see how fast traditions are vanishing. Yet, the pain is not to despair or dismay people. It desperately lights the hope for the future. This paper is written in the hope of understanding the virtue of history and turns our pain to an appreciation of the past and an effort to preserve for the betterment of the future.

Zhang, Ai, *Syracuse University*
The Metaphorical Power of a 1999 Chinese Movie “Shower”

The movie “Shower” has a tremendous impact upon the Chinese movie industry. The immediately unprecedented success of this homemade movie is partly due to the essence of the movie itself, and partly due to the critical period in which the movie is screened. Shower demonstrates noticeable changes between traditional Chinese culture and modern culture under the attack of cash economy, and therefore evokes the sheer Chinese population, particularly the young generation to cherish the ancient civilization. essay explores the metaphorical meanings hidden behind the artifact (“Shower”), and analyzes how the movie, through the use of metaphors, makes a powerful critique of China’s rapid embrace of modernization, with a concern of the vanishing way of life due to the threat of the competitive cash economy.

Zhang, Dongdong, *University of Illinois at Urbana-Champaign*
Understanding “accepting one’s disability”

Existing qualitative studies that explore the impact of spirituality on living with a disability often use interviews for data-collection and various inductive and/or deductive data-analytic approaches. Typically such studies present their findings as themes or categories and illustrate them with short quotes of participants expressions. However this procedure perpetuates public and stereotypic language, such as, “spirituality helps to cope with disability,” “prayers help me,” or “God gives me courage to overcome difficulties.” In reality these phrases give only a very general idea of what the person is actually feeling and experiencing, They hide rather than reveal the reality and real role of spirituality in the person’s life. This paper examines how portraiture goes beyond the level

of stereotypic use of public language by focusing on a common finding in the area, viz. that in people who acquire a disability later in life, spirituality helps them to accept the disability, and portraying this acceptance in one example. This is the case of a 27-year-old doctoral student, Michele, who was diagnosed with an incurable neuromuscular disease two years earlier and had to use a cane when she walked. Interviews used a philosophy of the participant reflecting on her experience and articulating [...]

Züger, Regula, *Institut für Agrarwirtschaft*

Participatory Development Projects in the Andes — Looking for Empowerment with Q-Methodology

Participatory methods of intervention have been applied for many years in development projects, as the process of active participation is supposed to empower people involved and improve their personal development. Q-Methodology is used in order to achieve better insight into the subjective nature of empowerment, which is often mentioned to be an important factor for poverty alleviation, recently even by the World Bank (Narayan D., 2002). The subjective reality of a person is a functional reality, it is often much more real than the external “objective” reality, because it is what people perceive and what makes up their life. With Q-Methodology people can be grouped into “factors” (groups of people) with similar functional realities. If people get “empowered” by an intervention of a project, their inner, subjective reality is supposed to change, even if their external reality might not change substantially yet. Therefore people in the Peruvian Andes are assessed before and after intervention of projects and changes shall be tracked. At this stage there only exist “before-intervention”-data, projects are still ongoing. (FAO Farmer Field Schools near Huancayo and the Rural Sanitation Program SANBASUR near Cusco)

Zuiker, Steven J., *The University of Georgia*

Opening Up Discursive Practice: A Micro-Analysis of Formative Assessment within The GenScope Assessment Project

Assessment is central to education and the study of learning. Educational assessments in general aim to generate valid and reliable indicators of transferable knowledge. The notion of transfer can be a vehicle for understanding and reassembling these myriad forms of assessment. A series of evaluation studies has advanced an assessment framework that seeks to transform assessment practices into a social, discursive, performative praxis. This study combines experimental measures of learning with interpretive analyses of student discourse from The GenScope Assessment Project to illustrate the affordances of such a framework for developing many valued ways of knowing and learning. In particular, assessment activities provide a kind of third space for making meanings of formal assessments. Findings illustrate how this assessment framework affords a learning process in which epistemological and ontological boundaries blur in the service of student learning, program evaluation, and design studies of learning environments.

Index of participants

Note: A “C” preceding a panel number indicates chair for that panel.

- Abdool, Shelly, **104**
 Acar, Esin, *University of Illinois at Urbana-Champaign*, **179**
 Adame, Alexandra, *Miami University*, **154**
 Adams, Jill, *University of Victoria*, **104, C104**
 Adams, Tony, *University of South Florida*, **208**
 Ahmad Khan, Iftikhar, *MS University of Baroda*, **101**
 Ahmad, Rana Gulzar Rana, NGO, **219**
 Ahmed, Fauzia, *Brandeis University*, **166**
 Aidman, Amy, *University of Illinois at Urbana-Champaign*, **149**
 Alfonso, Moya, *University of South Florida*, **196**
 Allegranti, Beatrice, *Roehampton University*, **159**
 Altman, Melissa, **183**
 Altrichter, Herbert, *Johannes Kepler University*, **210**
 Amtzis, Alan, *The College of New Jersey*, **206**
 Anderson, Dale, *The University of Memphis*, **190**
 Angst, Denise, *Advocate Health Care*, **250**
 Arbuthnot, Keena, *University of Illinois at Urbana-Champaign*, **215**
 Arceneaux, Kathleen, *free-lance (member VA Tech Center for Theory and History)*, **177, C177**
 Arnold, Abby, *University of South Florida*, **142**
 Aroni, Rosalie, *Monash University*, **235, 247, C247**
 Arvold, Bridget, *University of Illinois at Urbana-Champaign*, **157**
 Asaf, Merav, **118**
 Askelson, Debra, **251**
 Athens, Lonnie, *Seton Hall University*, **166, 223, 259, C223**
 Aureli, Kristen, *Suny College at Buffalo*, **109**
 Averett, Paige, *Guilford College*, **247**
 Avgerinou, Maria, *Saint Xavier University*, **145, C145**
- Baez, Jillian, *University of Illinois at Urbana-Champaign*, **114**
 Bagheri Noaparst, Khosrow, *Tehran University*, **187**
 Ballinger, Claire, *London South Bank University*, **190**
 Banerjee, Subhabrata Bobby, **124**
 Baptiste, Ian, *The Pennsylvania State University*, **180, C180**
 Barak, Adi, **137**
 Barnett, Shirley, *Massey University*, **134**
 Beaulieu, David, *Arizona State University*, **222**
 Beecham, Ruth, *Charles Sturt University, Australia*, **229**
 Begaye, Tim, *Arizona State University*, **222**
 Bell McKenzie, Kathryn, *Texas A&M University*, **239, C239**
 Bell, Brandi, *Concordia University*, **198, C198**
 Berger, Magi, *Duquesne University & Wilkinsburg Academy*, **148**

Best, Katherine, *Department of Mental Health Law & Policy*, **213**
 Bezalel, Yocheved, **118**
 Bhattacharya, Kakali, *University of Georgia*, **105, 146**
 Biffle, Richard, *University of Denver*, **178, 206**
 Binns, Rachel, *University of South Florida*, **208**
 Bird, Sharon, *Iowa State University*, **101**
 Black, James, *Methodist Hospital, Peoria, IL*, **136**
 Blake, Tracy, *University of Florida*, **206, C206**
 Blank, Amy, *University of Pennsylvania*, **237**
 Bloom, Leslie Rebecca, *Iowa State University*, **101**
 Bochner, Arthur, *University of South Florida*, **262, C208**
 Boniolo, Paula, *University of Buenos Aires*, **174**
 Boothroyd, Roger, **213**
 Borshuk, Catherine, *Indiana University South Bend*, **258, C258**
 Boser, Susan, *Indiana University of Pennsylvania*, **150**
 Bourscheid, João Teodoro, *UNIJUI*, **150**
 Boyd, Steven, **107**
 Boylorn, Robin, *University of South Florida*, **142, 176**
 Brady, Jeanne, *Saint Joseph's University*, **113**
 Brady, Miranda, *Pennsylvania State University*, **151**
 Brady, Patricia, **195**
 Brandon, La Vada Taylor, *Purdue University, Calumet*, **162**
 Brantmeier, Edward, *Indiana University*, **122**
 Bratt, Kirstin Ruth, *Northern Arizona University*, **188**
 Brayboy, Bryan, *University of Utah*, **214, 262**
 Bresler, Liora, *University of Illinois at Urbana-Champaign*, **161, C161, 259**
 Britton, Dee, *Hamilton College*, **257, C257**
 Brogden, Lace Marie, *University of Regina*, **126, 221**
 Bronson, Carroll, **220**
 Brooks, Matthew, *University of South Florida*, **192, 252**
 Brown, Hilary Matte, *Brock University*, **170**
 Brown, Marion, **242**
 Brown, Tanya, *Duquesne University*, **148**
 Bruno, John, *Florida State University*, **230**
 Bryant, De, *Indiana University South Bend*, **227**
 Brydon-Miller, Mary, *University of Cincinnati*, **168, 256, C168**
 Buchanan, M., *University of British Columbia*, **221**
 Buchbinder, Eli, *University of Haifa*, **101, 193**
 Buehring, A., **197**
 Buell, James, *University of Illinois at Urbana-Champaign*, **189**
 Buell, Marcia, *University of Illinois at Urbana-Champaign*, **116**
 Bueno Aguilar, Juan Jose, *University of A Coruna*, **251**
 Buffington, Melanie, *Eastern Michigan University*, **127, 188**
 Burbules, Nicholas, *University of Illinois at Urbana-Champaign*, **153**
 Burgos Jr., Adrian, *University of Illinois at Urbana-Champaign*, **C164**
 Burns Jager, Kathleen, *Michigan State University*, **194, C194**
 Burns, Ausra, *Mount Allison University*, **257**
 Buseh, Aaron, *University of Wisconsin, Milwaukee*, **212**

Bussing, R., **230**
 Callaghan, Megan, *University of Michigan*, **165**
 Cambré, Bart, *Catholic University Leuven*, **226**
 Campbell, Laurel, *University of Illinois at Urbana-Champaign*, **144**
 Campbell, Lyn, *University of Melbourne*, **232**
 Campbell, Marie, *University of Victoria*, **132**
 Campbell, Michelle, *Northwestern University*, **109**
 Campuzano, Hugo, *University of Illinois at Urbana-Champaign*, **169**
 Cannella, Gaile, *Arizona State University*, **124, 259, C124, C237**
 Cantaffa, David, *University at Buffalo, State University of New York*, **105**
 Carawan, Lena, **213**
 Carducci, Rozana, *University of California, Los Angeles*, **107**
 Carey, Stephen, **179**
 Carless, D., *University of Bristol*, **121, 126**
 Carnevale, Franco, **132**
 Carrillo, Laura, *Universidad Autónoma Metropolitana-Xochimilco*, **191**
 Carson, Terry, *University of Alberta*, **210**
 Carspecken, Lucinda, *Indiana University*, **122**
 Carspecken, Phil, *Indiana University*, **122, 133, 260, C122, C133**
 Cassell, Catherine, **197, C197**
 Chan, Bibiana, *Black Dog Institute, Mood Disorder Units*, **251**
 Chang, Chun-Chi, *Jen Te junior college of Medicine, Nursing and Management*, **143**
 Chang-hyun, Lee, *Kookmin University*, **121**
 Chapela, Carolina Consejo, *Universidad Nacional Autónoma de México*, **187**
 Chapela, M., *Universidad Autónoma Metropolitana - Xochimilco*, **146**
 Chapela, Maria del Consuelo, *Universidad Autónoma Metropolitana-Xochimilco*, **251**
 Charles, V., **237**
 Charmaz, Kathy, *Sonoma State University*, **262, C134**
 Chattopadhyay, Shibani, *University of Florida*, **201**
 Cheek, Julianne, *University of South Australia*, **153, 260**
 Chen, Michael, *National Chung Cheng University*, **227**
 Chen, Rong-Ji, *University of Illinois at Urbana-Champaign*, **119**
 Chen, Shujun, *University of Illinois at Urbana-Champaign*, **201, 236**
 Chen, Yihsuan, *Texas A&M University*, **194**
 Chernobilsky, Lilia, *University of Buenos Aires*, **183**
 Chesney, Margaret, *University of Salford*, **101**
 Ching, Cynthia Carter, *University of Illinois at Urbana-Champaign*, **198**
 Cho, Jeasik, *University of Wyoming*, **236**
 Cho, Kyoul-Ja, **194**
 Cho, Younghan, *University of North Carolina at Chapel Hill*, **187, 201**
 Choi, Gayoung, *University of Illinois at Urbana-Champaign*, **136**
 Choi, Soo Joung, **195**
 Christ, Grace, **125**
 Christians, Clifford, *University of Illinois at Urbana-Champaign*, **259**
 Cinoglu, Mustafa, **158**

Cisneros, Cesar, *Research Talk*, **183, 262**
 Cisneros-Puebla, Cesar, *Autonomous Metropolitan University-Iztapalapa*, **189**
 Clark Keefe, Kelly, *Appalachian State University*, **196**
 Clark, M. Carolyn, *Texas A&M University*, **237**
 Clarke, Adele, *University of California*, **134, 262**
 Clews, Rosemary, *St. Thomas University*, **213**
 Clift, Renee, *University of Illinois at Urbana-Champaign*, **195**
 Clough, Patricia Ticineto, *CUNY-Graduate Center; Institute for Advanced Study*, **156, 200**
 Cochran, Teresa, *Creighton University*, **107, 147**
 Cole, Arda, *University of Toronto*, **161, 260**
 Colker, Wren, **142**
 Conklin, Thomas, *John Carroll University*, **163**
 Contandriopoulos, Damien, *University of Montreal*, **221**
 Cook, Dan, *University of Illinois at Urbana-Champaign*, **211**
 Cooper, Laura, *Kwantlen University College*, **246**
 Coppard, Brenda, **147**
 Cortez, Gabriel, *University of Illinois at Urbana-Champaign*, **169**
 Cotanda, Dionel, *University of South Florida*, **208**
 Coulter, Nicholas, *State College at Buffalo*, **126**
 Crane, Betsy, *Indiana University of Pennsylvania*, **181**
 Crow, G, **237**
 Cruz, Mariolga Reyes, *University of Illinois at Urbana-Champaign*, **160**
 Culver, Diane, *University of Ottawa*, **203**
 Cyrus, Duane, *University of Illinois at Urbana-Champaign*, **105**

Daggs, Joy, *University of Missouri-Columbia*, **128**
 Dalle, Pablo, *Instituto Gino Germani - Universidad de Buenos Aires*, **174**
 Daniel, Esther Sarojini, *University of Malaya*, **203**
 Dark, Kimberly, *Current Change Consulting*, **109**
 Davids, M. Noor, *University of Western Cape*, **245**
 Davidson, Judith, *University of Massachusetts-Lowell*, **226**
 Davidson, Tonya, *University of Victoria*, **151**
 Davila, Erica, *University of Illinois at Urbana-Champaign*, **169**
 Daza, Stephanie, *Ohio State University*, **106**
 Declercq, Anja, **226**
 Decorte, Tom, **226**
 Dedeoglu, Hakan, *University of Florida*, **158**
 DeLeon, Abraham, *University of Connecticut*, **163**
 DeLuca, Ellen, *Lynchburg College*, **254**
 Demerath, Peter, *The Ohio State University*, **C106, C233**
 Denison, Jim, *University of Bath*, **141**
 Dentith, Audrey, *University of Wisconsin Milwaukee*, **220**
 Denzin, Norman, *University of Illinois at Urbana-Champaign*, **200, 234**
 Desai, Miraj, *Miami University (OH)*, **135, C135**
 Deutsch, Nancy, *University of Virginia*, **135**
 Deyhle, Donna, *University of Utah*, **214, 259**

Dhunpath, Rubby, *Centre for African Studies*, **229, 260, C101**
 Diehm, Thomas, *University of Washington, Tacoma*, **143, C143**
 Dillard, Cynthia, *The Ohio State University*, **238, 260**
 Dimitriadis, Greg, *University at Buffalo, SUNY*, **202, 262**
 Dinzey, Zaire, *University of Michigan*, **164**
 Diversi, Marcelo, *Head Start*, **141, C141, C155**
 Dixon, Adrienne, *Ohio State University*, **238, 260**
 Dobric, Karen, *Manukau Institute of Technology*, **219**
 D'Onofrio, Maria Guillermina, *University of Buenos Aires*, **183**
 Douglas, K., *University of Bristol*, **121, 126**
 du Toit, Andries B, *University of the Western Cape*, **146**
 Dunn, Tony, *Charles Sturt University*, **185**
 Dupér, Sophie, **104**
 Durham, Aisha, *University of Illinois at Urbana-Champaign*, **162**
 Dziuba-Ellis, Jennifer, *Nursing Health Services Research Unit*, **197**

Eakin, Joan, *University of Toronto*, **132**
 Ebben, Maureen, *St. Mary' University*, **138**
 Edgecomb, Liz, *University of South Florida*, **196, 223**
 Edwards, Arlene, *Emory University*, **110, 150**
 Edwards, Daneell, *Vanderbilt University*, **163**
 Ehrensall, Kenneth, *Kutztown University of Pennsylvania*, **127**
 Ehrensall, Patricia, *Fordham University*, **204**
 Eilam, Nurit, **241**
 Eisenbruch, Maurice, **103, 251**
 Elam, Nurit, **118**
 Elbert, Rodolfo, **174**
 Eldershaw, Lynn, *University of Alberta*, **125**
 Ellis, Carolyn, *University of South Florida*, **234, 262, C142**
 Enosh, Guy, *University of Haifa*, **193**
 Erickson, Frederick, *University of California, Los Angeles*, **153**
 Eroz, Betil, *Middle East Technical University*, **143, 206**
 Ertem, Ihsan Seyit, *University of Florida*, **158**
 Eryaman, Mustafa Yunus, *University of Illinois at Urbana-Champaign*, **158, C158, C225**
 Etowa, Josephine, **103**
 Evans, Kevin, *The Ohio State University*, **140**
 Evans, Rick, *Cornell University*, **236**

Faganello, Valéria, **254**
 Fanghanel, Joelle, *City University*, **203**
 Fataar, Aslam, *University of the Western Cape*, **243, C243**
 Faulkner, Sandra, *Syracuse University*, **226**
 Fayter, Rachel, *Wilfrid Laurier University*, **147**
 Feldman, Allan, *University of Massachusetts*, **210**
 Feldman, Rhoda, *University of Illinois at Chicago*, **226**
 Ferneding, Karen, *University of Illinois at Urbana-Champaign*, **249, C119, C226, C249**

Ferrari, Michel, **180**
 Feuer, Avital, *York University*, **157**
 Feuer, Michael, *National Academy of Sciences*, **117, 260**
 Figuera, Anna, *Arizona State University*, **222**
 Filmer, Alice, *University of Illinois at Urbana-Champaign*, **149, C234**
 Finocan, Gillian, *Miami University*, **159**
 Fischer, Eileen, *York University*, **241**
 Fischman, Gustavo, *Arizona State University*, **143**
 Fisher, Debra, *University of Illinois at Urbana-Champaign*, **144**
 Fishman, Jonathan, *Miami University*, **185**
 Fleischer, Lee, *Empire State College*, **118, C118**
 Fleming, T., *University of Saskatchewan*, **102, 160**
 Floersch, Jerry, *Case Western Reserve University*, **224**
 Forneris, Susan, **108**
 Forte, Dianne, *American Friends Service Committee*, **150**
 Frankham, Jo, *University of Manchester*, **249**
 Fraser, Vikki, **147**
 Freidin, Betina, *Brandeis University*, **174**
 Fricke, Ruth Marilda, *Unijuê RS - Brazil*, **106, 181, 191**

Gajjala, Radhika, *Bowling Green State University*, **183**
 Gale, Ken, *University of Plymouth*, **118**
 Gallo, Agatha, *University of Illinois at Chicago*, **250**
 García Chapela, *Universidad Autónoma Metropolitana- Xochimilco, México*, **243**
 García, Alyssa, **164**
 García-Barajas, M.L., **146**
 García-Cardenas, David, *Universidad Autonoma de la Ciudad de Mexico*, **129**
 Garot, Robert, *Bowling Green State University*, **120**
 Garratt, D., **140**
 Garza, Gilbert, *University of Dallas*, **226**
 Gee, Richard, **201**
 Genat, Bill, *University of Melbourne*, **120**
 Gerakaris, Rachel, **223**
 Ghahary, Nouriman, , **193**
 Giampapa, Robin, *Ohio State University*, **233**
 Giard, Julienne, **213**
 Giardino, Michael, *University of Illinois at Urbana-Champaign*, **141, C121**
 Gilgun, Jane, *University of Minnesota*, **224, 261**
 Gillies, Annemarie, **134**
 Gisela, Leo, **120**
 Glesne, Corrine, *Independent Scholar*, **222**
 Glover, Troy, *University of Waterloo*, **135**
 Goldstein, Beth, *University of Kentucky*, **191**
 Golliver, Roberta, *University of Iowa*, **138, 159**
 Gómez, D., **243**
 Gómez, Jesús, *Univesity of Barcelona*, **175**

Gomez-Panana, Marta, **129**
 Gonzalez y Gonzalez, Elsa M., *Texas A&M University*, **246**
 Goodall, H. L., *Arizona State University*, **156, 262**
 Goodwin, Dave, *Southwest Missouri State University*, **130, C130**
 Gormley, Louise, **213**
 Gould, Deborah, *University of Pittsburgh*, **168**
 Goulet, Caroline, *Creighton University*, **243**
 Grace, Andre, *University of Alberta*, **157, C157**
 Graciela, Cortes, *Escuela Normal "Rodolfo Menéndez de la Peña"*, **120**
 Granzow, Kara, *University of Alberta*, **155**
 Green, Carolyn, *University of Victoria*, **132**
 Greene, Jennifer, *University of Illinois at Urbana-Champaign*, **261, C227**
 Gubrium, Jaber, *University of Missouri*, **218, 262, C203, C218**
 Gunesch, Konrad, *University of Hong Kong*, **201**
 Guo, Ruth Xiaoqing, *University of British Columbia*, **179**
 Gur, Anat, **138**
 Gurel Kahveci, Nihat, *University of Illinois at Urbana-Champaign*, **225**
 Gust, Scott William, *Southern Illinois University*, **172**
 Gutierrez-Najera, Lourdes, *Dartmouth College*, **165**

Haas, Eric, **143**
 Hagan, Bill, *Manukau Institute of Technology*, **219**
 Hagens, Bethe, *Union Institute & University*, **111**
 Haghshenas, Abbas, *University of New South Wales*, **103**
 Haight, Wendy, *University of Illinois at Urbana-Champaign*, **136, 261, C136, C240**
 Hairston, Kathy, **111**
 Hall, Janice, *Utah State University*, **185**
 Hall, Jori, **215**
 Halley, Jean, *Wagner College*, **156**
 Hallman, Heidi, *University of Wisconsin- Madison*, **194**
 Halse, Christine, *University of Western Sydney*, **147, 213**
 Hamm, James, *Boston College*, **244**
 Handsfield, Lara, *University of Illinois at Urbana-Champaign*, **129, C129**
 Hanlon, Kathleen, **145**
 Hanson, Cindy, *University of British Columbia*, **138**
 Hardin, Pamela, *University of Utah*, **207**
 Hare, June Rabson, *Ben-Gurion University of the Negev*, **236, C236**
 Harlap, Yael, *University of Michigan*, **179**
 Harrison, Kristen, **211**
 Hartley, Melissa, **230**
 Hartnett, Stephen, *University of Illinois at Urbana-Champaign*, **262, C126**
 Harvey, C. Mimi, *University of Iowa*, **178, 180**
 Heath, S., **237**
 Heffner, Gail Gunst, **247**
 Heidemann, Kai, *University of Pittsburgh*, **129**
 Heifetz-Yahav, Deborah, *Tel Aviv University*, **192**
 Heimonen, Marja, *Sibelius Academy, DocMus Dpt, Helsinki, Finland*, **177**

Hein, Serge, **235**
 Henfield, Malik, *Ohio State University*, **233**
 Henry, Annette, *University of Illinois at Chicago*, **162, 230**
 Herwood, Karen, *University of East Anglia*, **189**
 Herscher, Andrew, *University of Illinois at Urbana-Champaign*, **165**
 Hershorn, Kim, *Concordia University*, **110**
 Hervey, Lenore Wadsworth, *Columbia College Chicago*, **C111**
 Hickey, M. Gail, *Indiana University - Purdue University, Fort Wayne*, **258**
 Higgins, Karen, **171**
 Hildebrandt, Eugenie, *University of Wisconsin, Milwaukee*, **212**
 Hilton, Peter, *St. Xavier University*, **170**
 Hinbest, Jerry, *Malaspina University-College*, **107**
 Hiranandani, Vanmala, *University of Northern Iowa*, **110**
 Hodgkinson, Phil, *University of Leeds*, **139, 260**
 Hoffman, Joann, *Fielding Graduate University*, **185, C185**
 Hofman, Rich, *Miami University*, **154**
 Hojgaard, Lis, *University of Copenhagen/The Danish University of Education*, **139**
 Holstein, James, *Marquette University*, **218, 262, C189**
 Honan, Eileen, *Deakin University*, **134**
 Honey, Anne, **213**
 Hood, Stafford, *Arizona State University*, **148, 260**
 Hopson, Rodney, *Duquesne University*, **148, 260, C148**
 House, Ernest, *University of Colorado at Boulder*, **153**
 Hoz, Ron, **118**
 Hsiao, Szu-mei, *Shu Zen College of Medicine and Management*, **257**
 Hsu, Hui-Mei (Justina), *University of Illinois at Urbana-Champaign*, **119**
 Huang, Jie-Tsuen, **194**
 Huggins, Richard, *Oxford Brookes University*, **249**
 Hull, Debra, *Oklahoma State University*, **118**
 Hume, Sharon, *private evaluation consultant*, **C132**
 Humphreys, Michael, *Nottingham University*, **170**
 Huss, Ephrat, *Ben Gurion University*, **102**
 Hussein, Lutfi, *Arizona State University*, **163**

Isaac, Carol, *University of Florida*, **171**
 Isaacs, Susan, *Union College*, **196, C196**
 Isaacs, Talia, *McGill University*, **243**
 Isenhour, Cynthia, *University of Kentucky*, **191, C191**
 Ishii, Drew, *The Ohio State University*, **127, 188, C127**
 Isom, Denise, *Calvin College*, **247**

Jackson, Kristi, *QuERI*, **127, 158, 183**
 Jacobsen, Teresa, *University of Illinois at Urbana-Champaign*, **136**
 Jakubec, Sonya, *University of Calgary*, **132**
 Janesick, Valerie, *University of South Florida*, **106, 259**
 Janzen, Rich, *Centre for Research and Education in Human Services*, **254, C254**

Jarillo, E., **146, 191, 243**
 Jean-Charles, Alex, *University of Illinois at Urbana-Champaign*, **119**
 Jeffery, Donna, *University of Victoria*, **240**
 Jensen, Gail, *Creighton University*, **107, 147**
 Jha, Aruna, *University of Illinois at Chicago*, **258**
 Jin, Dal Yong, *University of Illinois at Urbana-Champaign*, **198**
 Johnson Jones, Violet R., *The University of Texas at El Paso*, **112**
 Johnson, P., **197**
 Jones, Colin, *Liverpool John Moores University*, **254**
 Jones, Phyllis, **125**
 Joseph, Rebecca, **195**
 Jun, Youngcook, *Sunchon National University*, **144**
 Jung, Jin-Heon, *University of Illinois at Urbana-Champaign*, **193**
 Jurkowski, Janine, *University at Albany*, **116**

Kacen, Lea, *Ben-Gurion University of the Negev*, **188, C188, C199**
 Kainan, Anat, *Kaye college of education*, **118, 241**
 Kamberelis, George, *SUNY Albany*, **202, 261, C202**
 Kang, Helen, *University of Toronto*, **151, 178**
 Kang, Hyun Sook, **194**
 Kathard, Harsha, *University of Cape Town, South Africa*, **229**
 Katz, Sheila, *Vanderbilt University*, **150, C150**
 Kaufman, Jodi, *The University of Georgia*, **C186**
 Kaufmann, Jodi, *The University of Georgia*, **155, 252**
 Kawashima, Daisuke, *Kyoto University*, **223**
 Ke, I-Chuang, *University of Illinois at Champaign-Urbana*, **144**
 Keating, Alex, **246**
 Keats, Patrice, *Simon Fraser University*, **221, 242**
 Keifer-Boyd, Karen, *The Pennsylvania State University*, **207**
 Keigher, Sharon, *University of Wisconsin, Milwaukee*, **212**
 Keller, Sharon Miller, *University of South Florida*, **125, C125**
 Kelly Carroll, Margaret, **145**
 Kendall, Elizabeth, *Griffith University*, **246, C246**
 Kendall, Nancy, *Florida State University*, **137**
 Kenny, Carolyn, *Antioch University*, **160**
 Kentner, Melissa, *Ohio State University*, **127, 188**
 Kepler, Johannes, **210**
 Kien, Grant, *University of Illinois at Urbana-Champaign*, **232, C232**
 Kiesinger, Christine, *Southwestern University, Georgetown, Texas*, **208**
 Killett, Anne, *University of East Anglia*, **137**
 Kim, Dan, *University of Illinois at Urbana-Champaign*, **227**
 Kim, Eunyoung, *University of Illinois at Urbana-Champaign*, **171, C171**
 Kim, Won Ock, **194**
 Kinebrew, Kisha, *Indiana University*, **122**
 King, Joyce, *Georgia State University*, **256, C162**
 Kingery, Linda, *University of Illinois at Urbana-Champaign*, **136**
 Kirkcaldy, Andy, **197**
 Knafl, Kathleen, *Yale University*, **250, C250**

Knowles, Gary, *University of Toronto*, **161, 260**
 Knudson, Roger, **135**
 Koc, Mustafa, *University of Illinois at Urbana-Champaign*, **225**
 Koelsch, Lori, *Miami University*, **194**
 Koro-Ljungberg, Mirka, *University of Florida*, **171, 230, C230**
 Korh, Barbara, *Indiana University*, **122, 133**
 Kothari, Uma, *University of Manchester*, **252**
 Kotze, Elmarie, *University of Waikato, New Zealand*, **245**
 Kowalski, K., **102, 160**
 Kraft, Robert, *Otterbein College*, **168**
 Kremer, Jürgen, *Saybrook Institute Graduate School*, **154, 238**
 Krumer-Nevo, Michal, *Ben-Gurion University of the Negev, Israel*, **137, 138, 189**
 Kulkosky, Victor, *Independent*, **135**
 Kupferberg, Feiwel, *The Danish University of Education*, **166, C154, C166, C201**
 Kushins, Jodi, *The Ohio State University*, **127**
 Kyle, Melinda, *SUNY Buffalo State College*, **109**

LaCharity, Linda, *University of Cincinnati*, **257**
 Lake, Rebecca, *National Louis University, Chicago*, **187, C187**
 Lather, Patti, *Ohio State University*, **139, 239, 259, C139**
 Latorre, Antonio, *University of Barcelona*, **175**
 Leander, Kevin, *Vanderbilt University*, **232**
 Learmonth, Mark, *University of Nottingham*, **249**
 Lee, Changhyun, *Kookmin University*, **115**
 Lee, Heekyeong, *McGill University*, **175**
 Lee, Hyunju, *University of Illinois at Urbana-Champaign*, **144**
 Lecourt, Yvonne Kaulukane, *University of Illinois at Urbana-Champaign*, **238, C238**
 Leichtenritt, D., **138**
 Lemelin, Raynald Harvey, *Lakehead University*, **176, 192**
 Lester, Janet, *Buffalo State College*, **109**
 Levitt, Leon, *Madonna University*, **C190**
 Levy, Dalit, *Dep. of Education in Science and Technology*, **183**
 Lewis, Patrick, *University of Regina*, **252, C204, C252**
 Liaschenko, Joan, **108**
 Light, Greg, **180**
 Lincoln, Yvonna, *Texas A&M University*, **153, 246, 259**
 Linders, Annulla, *University of Cincinnati*, **168**
 Lindqvist, Per, *University of Kalmar*, **147**
 Linstead, Stephen, *University of Durham*, **124, 154**
 Lipman, Pauline, **195**
 Lisboa, João Carlos, *Unijuí RS - Brazil*, **181, 191**
 Llobet, Bernat, **104**
 Lockford, Lesa, *Bowling Green State University*, **234**
 Loutzenheiser, Lisa, *University of British Columbia*, **230**
 Lovvorn, Jason, **232**

Lowe, Staci, *University of Wisconsin-Madison*, **249**
 Lowery, Regina, *University of Memphis*, **176**
 Loxley, Andrew, *University of Dublin*, **186**
 Luis, Myrian, *University of Illinois at Urbana-Champaign*, **169**
 Luna, Melissa, **180**
 Lynch, Jill, *Ashland University*, **106**

Mabasa, Layane Thomas, *University of the North*, **179, C179**
 Macdonald, Mary Ellen, *Montréal Children's Hospital/McGill University*, **132**
 MacGregor, Nancy, *University of Illinois at Urbana-Champaign*, **130**
 Madsen, Jean, **194**
 Magnet, Shoshana, *University of Illinois at Urbana-Champaign*, **151, C151**
 Magnus, C., **102**
 Maidana, Valeria, *Instituto Gino Germani - Universidad de Buenos Aires*, **174**
 Maietta, Ray, *Research Talk*, **183, 262**
 Maltzan, Tammy, *Ohio State University*, **233**
 Mansaray, Abu Sidikie, *University for Development Studies*, **193**
 Manson, Nicola, *University of Stirling*, **171**
 Manyak, Patrick, *University of Wyoming*, **186**
 Markula, Pirkko, *University of Bath, United Kingdom*, **141**
 Marshall, Catherine, *Northern Arizona University*, **246**
 Marshall, Stewart, *The University of the West Indies*, **198**
 Martín, Montserrat, *Universitat de Vic*, **104**
 Martínez-Salgado, Carolina, *Universidad Autónoma Metropolitana, Xochimilco*, **255**
 Maruyama, Naho, *Texas A&M University*, **177**
 Marzano, Marco, *University of Bergamo*, **237**
 Mastronardi, Maria, *University of Illinois at Urbana-Champaign*, **211, C211**
 Mavers, Diane, *Manchester Metropolitan University*, **210**
 Mayan, Maria, *University of Alberta*, **140**
 Mayo, Chris, **211**
 Mayuzumi, Kimine, **238**
 Mazzei, Lisa, *Ohio Dominican University*, **204**
 McCall, Michal, *Macalester College*, **200, 262**
 McCarthy, Brendan, *Buffalo State College*, **217**
 McCarthy, Cameron, *University of Illinois at Urbana-Champaign*, **167**
 McCaskill, Carolyn, *Gallaudet University*, **216**
 McClelland, Sara, *The Graduate Center, CUNY*, **246**
 McClendon, V., *University of Georgia*, **183, C183**
 McCormick, Jennifer, *UCLA*, **195, C195**
 McDiarmid, Trica, *Vancouver Native Health Society/ Sheway*, **238**
 McDonald, Lisa, *Buffalo State College*, **217**
 McGibbon, Elizabeth, *St Francis Xavier University*, **103, C103**
 McHatton, Patricia Alvarez, *University of South Florida*, **125**
 McIntosh, Heather, *Pennsylvania State University*, **151**

McKenna, Steve, *York University*, **128**
 McKenzie, Kathryn Bell, *Texas A&M University*, **261, C112**
 McKenzie, Marcia, *University of British Columbia*, **235**
 M'Cormack, F., **230**
 McPhail, Brenda, *University of Toronto*, **127**
 Meadows, Gina, **254**
 Meagher, Michael, *Ohio State University*, **127, 188**
 Measor, Lynda, *University of Brighton*, **186**
 Medina, Annel, *University of Illinois at Urbana-Champaign*, **169, C169**
 Meinrath, Sascha, *University of Illinois at Urbana-Champaign*, **123, C123**
 Menchaca, Denise, *Bowling Green State University*, **234**
 Mendoza, M., *Universidad Autónoma Metropolitana-Xochimilco*, **191**
 Mercedes Di Virgilio, Maria, *Universidad de Buenos Aires*, **174**
 Merriweather Hunn, Lisa, *University of Georgia*, **186**
 Mertens, Donna, *Gallaudet University*, **216, 260, C216**
 Micari, Marina, **180**
 Miedijensky, Shirley, **183**
 Miles, Bart, *Wayne State University*, **112, 237**
 Miller, Janet, *Teachers College, Columbia University*, **113**
 miller, jennifer, *Buffalo State College*, **217**
 Miller, Lisa, *Arizona State University*, **124**
 Mills, Annie, *Manukau Institute of Technology*, **219, C219**
 Min, Anna Youngkyung, *University of Illinois at Urbana-Champaign*, **103, 230**
 Minge, Jeanine Marie, *University of South Florida*, **102, C102**
 Miron, Luis, *University of Illinois at Urbana-Champaign*, **167**
 Miskovic, Maya, *Loyola University Chicago*, **186**
 Mitchell, Grace, *College of Staten Island*, **156**
 Monje, David, *University of Illinois at Urbana-Champaign*, **149**
 Montgomery, Diane, *Oklahoma State University*, **118**
 Moodie, Ellen, *University of Illinois at Urbana-Champaign*, **165, 262, C165**
 Moorthi, Gayatri, *University of Illinois at Urbana-Champaign*, **136**
 Mora, Raul, **195**
 Moreira, Claudio, *University of Illinois at Urbana-Champaign*, **205, 236, C160**
 Moreno, Marisol, **123, 174**
 Morgan, Patricia, *Massey University, Albany, New Zealand*, **170**
 Morse, Janice, *University of Alberta*, **100, C260**
 Mosewich, A., **102**
 Motomura, Akiko, *Duquesne University*, **208**
 Moyo, Otrude, *University of Southern Maine*, **179**
 Mulder, Cray, *University of Illinois at Urbana-Champaign*, **136**
 Mulnix, M.J., *University of Iowa*, **193**
 Mulready-Shick, JoAnn, *UMass, Boston*, **242**
 Munk, Miri, **241**
 Munt, Sally, **155**
 Muzzin, Linda, **244**
 Mwebi, Bosire Monari, *St. Francis Xavier University*, **245**

Myers, W. Benjamin, *Southern Illinois University*, **172**
 Mykhalovskiy, Eric, *Dalhousie University*, **132**
 Nakamura, Tamah, *Kyushu University*, **111**
 Nelson, Geoffrey, *Wilfrid Laurier University*, **254**
 Nespor, Jan, *Virginia Tech*, **115, C115**
 Netting, F. Ellen, **233**
 Niekerk, Lana van, *University of Cape Town*, **255**
 Niquette, Manon, *Universite Laval*, **204**
 Noel, Gail, *Indiana University of Pennsylvania (IUP)*, **181**
 Noffke, Sue, *University of Illinois at Urbana-Champaign*, **256, C110, C256**
 Nordänger, Ulla Karin, **147**
 Ochocka, Joanna, *Centre for Research and Education in Human Services*, **254**
 O'Connor, Mary Katherine, *Virginia Commonwealth University*, **112, 224, 233**
 Ohba, Eri, *Kanagawa University, Japan*, **190**
 Olesen, Virginia, *University of California, San Francisco*, **259, C100**
 O'Malley, Michael, *Saint Joseph's University*, **113, C113**
 Ortiz, Karen, *Arizona State University*, **124**
 Otamendi, Maria, *University of Buenos Aires*, **174**
 Otero, Maria Pia, **174**
 Otnes, Cele, *University of Illinois at Urbana-Champaign*, **241, C241**
 O'Toole, Win, *American University of Beirut*, **140**
 Otto, Stacy, *Oklahoma State University*, **118**
 Pachkhede, Narendra, *Independent Scholar*, **232**
 Pakieser-Reed, Katherine, *University of Wisconsin-Milwaukee*, **189**
 Pan, Wendy, **194**
 Pansera de Araújo, M. C., *Unijuí RS - Brazil*, **191**
 Pansera-de-Araújo, M., **181**
 Parker, Gordon, **251**
 Parra Cardona, Jose Ruben, *Michigan State University*, **207**
 Parry, Diana, *University of Waterloo*, **159, C213**
 Pascale, Celine-Marie, *American University*, **204**
 patterson, donna, **221**
 Payne, Elizabeth, *University of Georgia*, **133**
 Pearce, C., **140**
 Pearson, Matthew, *Manchester Metropolitan University*, **210**
 Peden-McAlpine, Cynthia, *University of Minnesota*, **108, C108**
 Peled, Ronit Einat, *Tel Aviv University*, **138**
 Pelias, Ronald, *Southern Illinois University*, **262, C172**
 Perkins, Joyce, **227**
 Perry, Helen, *Manchester Metropolitan University*, **176**
 Perugorria, Ignacia, **174**
 Petersen, Naomi Jeffery, *Indiana University South Bend*, **181, 191, C181**
 Peterson, Stacey, *College of Notre Dame of Maryland*, **116**

Petty, Claudia, *University of Illinois at Urbana-Champaign*, **157, 160, C146**
 Pidgeon, Nick, **189**
 Piirto, Jane, *Ashland University*, **126**
 Pillay, Daisy, *University of Kwa-Zulu Natal, South Africa*, **229, 258**
 Pillay, Mershen, *South Africa & Sheikh Khalifa Medical City*, **229**
 Pillow, Wanda, *University of Illinois at Urbana-Champaign*, **C214, 262**
 Pinney, Amy, *Southern Illinois University*, **172**
 Piper, H., **140**
 Plach, Sandra, *University of WI-Milwaukee*, **212**
 Please, Patty, *Charles Sturt University*, **247**
 Podilchak, Walter, *University of Toronto at Mississauga*, **140, 240, 262**
 Poindexter, Cynthia Cannon, *Fordham University*, **103, 245**
 Poole, Mary, *University of South Florida*, **142**
 Powell, Alison, **123**
 Power, Kerith, *Griffith University*, **115**
 Powers, Ann Marie, *Acadia University*, **213, 220**
 Powers, Jillian, *Duke University*, **188**
 Press, Andrea, **211**
 Prince, Elaine, **238**
 Pringle, Richard, *University of Waikato*, **118**
 Proctor, Michelle, *The Ohio State University*, **106**
 Projansky, Sarah, *University of Illinois at Urbana-Champaign*, **211**
 Puckett, D., **248**

Quinn, Roswell, *University of Illinois at Urbana-Champaign*, **149**
 Quiñones-Rivera, Maritza, *University of Illinois at Urbana-Champaign*, **164**

Radigan, Judy, *Rice University*, **133**
 Rajah, Niranjan, *Independent Scholar*, **232**
 Rajan, Suresh, *Manukau Institute of Technology*, **219**
 Rambo, Carol, *University of Memphis*, **213, C159**
 Rampart, Tania, **215**
 Ramrathan, Labby, *University of Kwa-Zulu Natal, South Africa*, **229**
 Ramsey, M., **248**
 Rance, Susanna, *CIDES-UMSA (Postgraduate Centre for Development Sciences)*, **232**
 Randolph, Carolyn, *University of Illinois at Urbana-Champaign*, **114**
 Ranney, Yasmin, *Loyola University of Chicago & Northeastern Illinois University*, **221**
 Ray, Nichole, *The University of Georgia*, **223**
 Raz, Aviad, *Ben-Gurion University*, **128, 257, 259**
 Reeder, Francelyn, *University of Colorado Health Sciences Center*, **227**
 Rice, Jordyn, *Buffalo State College*, **244**
 Rinehart, Robert, *Washington State University*, **141**
 Rivas, Araceli, *Texas A&M University*, **124**
 Rizvi, Fazal, *University of Illinois at Urbana-Champaign*, **167, C229**
 Roberts, Lorna, *Manchester Metropolitan University*, **116, C116**

Robertson, Anne, *University of Illinois at Urbana-Champaign*, **136**
 Robertson, Joanne, *St. John's University*, **220**
 Robinson Kapavik, Robin, *The University of Texas at Austin*, **175**
 Robinson, Jude, *The Health and Community Care Research Unit*, **197**
 Robinson, Maureen, *Cape Peninsula University of Technology*, **175, 256**
 Rolling Jr., James Haywood, *Columbia University*, **207, 252, C178, C207**
 Rose, Diana, *Service User Research Enterprise, Health Services Research Department*, **132**
 Rotem, Arie, **103**
 Roulston, Kathryn, *University of Georgia*, **128, C128**
 Rozanova, Julia, *University of Alberta*, **204**
 Rozenberg, Michal, **241**
 Ruby, James, *Northeastern Illinois University*, **206**
 Ruckdeschel, Roy, *Saint Louis University*, **224, 261, C224**
 Ryan, Katherine, *University of Illinois at Urbana-Champaign*, **C153, C215**

Salmon, Amy, **238**
 Salvo, James, *University of Illinois at Urbana-Champaign*, **255**
 Sameshima, Pauline, *University of British Columbia*, **223**
 Samuel, Micheal, *University of Kwa-Zulu Natal, South Africa*, **229**
 Samuels, Maurice, *University of Illinois at Urbana-Champaign*, **215**
 Sands, Roberta, *University of Pennsylvania*, **189**
 Sandvig, Christian, **123**
 Santos, E.C., *Universidad Autónoma Metropolitana- Xochimilco*, **146**
 Sarson, Lindsay, *Brock University*, **247**
 Sather-Wagstaff, Joy, *University of Illinois at Urbana-Champaign*, **165**
 Saunders, Cynthia, *California State University, Long Beach*, **108**
 Sautu, Ruth, *Universidad de Buenos Aires*, **174, C120, C174**
 Scheurich, Jim, *Texas A&M University*, **239, 261**
 Schneider, Joseph, *Drake University*, **200, 262, C156, C200**
 Schotsman, Alisha, **104**
 Segev-Hirshenon, Einav, *Ben-Gurion University*, **151**
 Seltzer, Michael, *Virginia Polytechnic Institute and State University*, **235, C235**
 Sen, Anindya, **251, 251**
 Seo, Deok-Hee, *University of Illinois at Urbana-Champaign*, **115**
 Severtsen, Billie, *Washington State University*, **240**
 Shade, Leslie Regan, *Concordia University*, **123**
 Shafirri, Nitzza, *Academic College of Jordan Valley*, **137, C137**
 Shahjahan, Riyad Ahmed, *Theory and Policy Studies*, **120, 244**
 Shane, Mary Jo, *Pepperdine University*, **101**
 Sharf, Barbara, *Texas A & M University*, **237**
 Sharp, Elizabeth, *Texas Tech University*, **207**
 Sheikh, Christine, *University of Arizona*, **135**
 Shelton, Allen, *Buffalo State College*, **176, C109, C176**
 Sheridan, Kathryn, *University of Illinois at Urbana-Champaign*, **136**
 Shih, Fu-Jin, **143, 227, 257**
 Shih, Shaw-Nin, *National Yang-ming University*, **227**

Shin, Kuk-Won, *Chongshin University/ University of Illinois*, **177**
 Shippen, M., *Georgia State University*, **248**
 Sikes, Pat, *University of Sheffield*, **114**
 Sills, Stephen, *Wayne State University*, **237**
 Silva, Maria Isabel, *University of Illinois at Urbana-Champaign*, **114**
 Simmons, Peter, **189**
 Slattery, Patrick, *Texas A&M University*, **113**
 Small, Neil, *University of Bradford*, **103**
 Smit, Brigitte, *University of Johannesburg*, **120**
 Smith, Carol, *University of Illinois at Chicago*, **250**
 Smith-Shank, Deborah, *Northern Illinois University*, **178**
 Somekh, Bridget, *Manchester Metropolitan University*, **210, 256, C210, C210**
 Somerville, Margaret, *University of New England*, **115, 246**
 Sondergaard, Dorte Marie, **139**
 Spelman, Maureen, **145**
 Spry, Tami, *St. Cloud State University*, **205, 259, C170, C205**
 Squire, Corinne, *University of East London*, **245, 261**
 Srinivas, Lakshmi, *Wellesley College*, **217, C217**
 Srinivas, Tulasi, *Boston University*, **134**
 St. Pierre, Elizabeth, *University of Georgia*, **117, 239, 260, C117**
 Staikidis, Kryssi, *Northern Illinois University*, **157**
 Stamey, John, *Coastal Carolina University*, **185**
 Stanford, Michael, *University at Buffalo, State University of New York*, **105**
 Stegemoller, Jason, **195**
 Stephenson, Chris, *Oregon State University*, **171**
 Stevens, Julie, *Brock University*, **247**
 Stevens, Patricia, *University of Wisconsin-Milwaukee*, **212, 248, C212**
 Streitwieser, Bernhard, *Northwestern University*, **180**
 Strenski, Teri, *University of Illinois at Chicago*, **221**
 Stringer, Ernest, *Curtin University of Technology*, **133, 256**
 Strohmaier, Petra, *University of Klagenfurt*, **155**
 Stronach, Ian, *Manchester Metropolitan University*, **139, 140, 153, 260**
 Stronza, Amanda, **177**
 Sugrue, Noreen, *University of Illinois at Urbana-Champaign*, **C242, C261**
 Sullins, Carolyn, *Western Michigan University*, **248**
 Sullivan, Barbara, *Next Generation School*, **248, C248**
 Sullivan, Graeme, *Teachers College Columbia University*, **102, 161**
 Swaminathan, Raji, *University of Wisconsin-Milwaukee*, **244**
 Symon, G., **197**
 Szarkowski, Amy, **216**

Talei Venzant, Terah, **215**
 Tang, Kuo-yang, *University of Missouri-Columbia*, **201**
 Teasley, Cathryn, *University of A Coruña*, **129**
 Terhune, Carol Parker, *Fielding Graduate Institute*, **185**
 Themane, Johannes, *University of the North*, **160**
 Thompson, Christine, *Pennsylvania State University*, **161**

Thompson, Pamela, *University of Denver*, **178, 244**
 Tilley, Susan, *Brock University*, **213**
 Tillmann-Healy, Lisa, *Rollins College*, **142**
 Tomlinson, Patricia, **108**
 Tonsy, Nancy, *World Relief Chicago*, **111**
 Torrance, Harry, *Manchester Metropolitan University*, **139, 260, C193**
 Torre, Maria Elena, *City University of New York*, **112, 256**
 Towne, Lisa, *National Academy of Sciences*, **117, 260**
 Townsend, Sarah, *University of Iowa*, **175, C175**
 Traore, Rosemary, **230**
 Treichler, Paula, *University of Illinois at Urbana-Champaign*, **149, C149**
 Trent, Allen, **236**
 Trentini, Mercedes, *Pontificia Universidade Católica do Paraná*, **254**
 Treviño, Carlos Viesca, **187**
 Trudel, Pierre, **203**
 Tuhiwai Smith, Linda, *University of Auckland*, **100, 260**
 Tuncay, Linda, *University of Illinois at Urbana-Champaign*, **241**
 Turkel, Marian, *Northwestern Memorial Hospital and The University of Illinois at Chicago*, **242**
 Tye, Diane, *Memorial University of Newfoundland*, **159**

Ugran, Angela, *Kent State University*, **181**
 Ulusoy, Mustafa, *University of Illinois at Urbana-Champaign*, **225**
 Ungar, Michael, *Dalhousie University*, **197, 224**
 Uttal, Lynet, *University of Wisconsin-Madison*, **240**

Valade, Rita, *Spalding University*, **110**
 Valdivia, Angharad, *University of Illinois at Urbana-Champaign*, **124**
 Vamvakitis, Ioannis, *University of Sussex*, **155**
 Vandenberg, Henry, *Bridgewater State College*, **107**
 Vann Lynch, Robin, *Saint Joseph's University*, **113**
 Veissiere, Samuel, *McGill University*, **192**
 Velez, Melba, *University of Illinois at Urbana-Champaign*, **C163**
 Vidal-Ortiz, Salvador, *CUNY-Graduate Center*, **156**
 Vigdor, Linda, *University of Illinois at Urbana-Champaign*, **177, 198**
 Villenas, Sofia, *University of Texas-Austin*, **214, 261**
 Viruru, Radhika, *Texas A&M University*, **124**
 Vissandjee, Bilkis, *University of Montréal*, **104**
 Voltz, Joy, **107, 147**
 Vuletic, Ljiljana, *University of Toronto*, **180**

Wagle, Tina, *SUNY Empire State College*, **105, C105**
 Wampler, Richard, *Texas Tech University*, **207**
 Wark, Colin, *University of Missouri-Columbia*, **203**
 Watson, Cate, *University of Aberdeen*, **128**
 Watt, Diane, *University of Ottawa*, **170**
 Watts, Andrew, *St Benedicts Upper School*, **107**
 Watts, Belinda, *Anglia Polytechnic University*, **197**

Weaver, Kathryn, *University of Alberta*, **241**
 Webb, David, *Victoria University, Melbourne Australia*, **255**
 Webb, P. Taylor, *University of Washington, Bothell*, **112**
 Weems, Mary, *John Carroll University*, **222**
 Weir, David, *Intercultural Management*, **190**
 Wells, Kristopher, **157**
 Welsch, Gabriel, **226**
 Wendling, Gisela, *The Fielding Graduate Institute*, **155**
 Westwood, Sheena, *University of Wales Institute, Cardiff*, **192, C192**
 White, Carolyne, *Northern Arizona University*, **222, 260, C222**
 Whitefield, Chandra, *Buffalo State College*, **217**
 Whiting, Gilman, *Vanderbilt University*, **116**
 Wieringa, Saskia, **104**
 Wiersma, Elaine, *University of Waterloo*, **119, 192**
 Wildburger, Eleonore, *University of Klagenfurt*, **146**
 Wiles, R, *University of Southampton, UK*, **237**
 Williams, Gwendolyn, *Spelman College*, **162**
 Williams, Rose, *Edith Cowan University*, **166, 171, C245**
 Williamson, P., **230**
 Willis, Arlette, *University of Illinois at Urbana-Champaign*, **167, C167**
 Wilson, Amy, *Gallaudet University*, **216**
 Wilson, Joycelyn, *University of Georgia*, **147, C147**
 Winter, Rainer, *University of Klagenfurt*, **155, 260**
 Winterstein, Tova, *The University of Haifa*, **C255**
 Wisser, Kathleen, *Indiana University of PA*, **137**
 Witz, Klaus, *University of Illinois at Urbana-Champaign*, **130, C107, C144**
 Wolfe, Ruth, *University of Alberta*, **241**
 Wyatt, Jonathan, *Institute for the Advancement of University Learning*,
205, 233
 Wyatt, Susan, *Antioch University los Angeles*, **252**

Xiong, Li, *University of Illinois at Urbana-Champaign*, **C220**

Yang, Changyong, *Southwest China Normal University*, **225**
 Yates, Lyn, *University of Melbourne*, **167**
 Yen, Tsu-Hong, **177**
 Yi, Myungsun, *Seoul National University*, **104, 194**
 Yih, Bong Sook, **104**
 Yomtoob, Desiree, *University of Illinois at Urbana-Champaign*, **105, 114, C114**
 You, Yeanmi, *University of Illinois*, **121, 241**
 Yuen Thompson, Beverly, *New School University*, **134**
 Yusoff, Marohaini, *University of Malaysia*, **203**

Zhang, Ai, *Syracuse University*, **129, 178, 243**
 Zhang, Dongdong, *University of Illinois at Urbana-Champaign*, **130**
 Züger, Regula, *Institut für Agrarwirtschaft*, **150**
 Zuiker, Steven, *The University of Georgia*, **225**