THIRD INTERNATIONAL

Congress of Qualitative Inquiry

& Couch-Stone Symposium

May 2-5, 2007
University of Illinois at Urbana-Champaign
www.qi2007.org

Congress Organizers

The Third International Congress of Qualitative Inquiry is organized by the College of Communications, the Department of Advertising 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.

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Welcome from the Director

The University of Illinois, the College of Communications, the International Center for Qualitative Inquiry, the Department of Advertising and Consumer Studies, and the Institute of Communications Research welcome you to the Third International Congress of Qualitative Inquiry. More than 900 people from more than 55 nations have registered for the Congress. There are 16 preconference workshops. More than 900 papers will be presented and performed in more than 190 sessions. Three all-day Pre-Congress Sessions — A Day in Spanish, A Day in Japanese, and a Day in Turkish — were held on May 2. This year we are fortunate to co-host the Annual Couch-Stone Spring Symposium of the Society for the Study of Symbolic Interaction.

The theme of the Third International Congress, "Qualitative Inquiry and the Politics of Evidence," builds on and extends the theme of the first two Congresses that focused on "Qualitative Inquiry in a Time of Global Uncertainty," and "Ethics, Politics and Human Subject Research in the New Millennium. The 2007 Congress explores alternatives to state-sponsored systems of evidence, ethics and epistemology. There are tensions over the politics of evidence within the interpretive community. The outcome of this conversation carries enormous consequences for the global interpretive community. These consequences directly and indirectly impact three major institutional sites where qualitative work is produced, regulated, and represented, that is in academic departments, in human subject review boards, and granting agencies, and in professional associations and scholarly journals.

Presenters at the 2007 Congress debate problems of tenure and publication under current regimes, they entertain new ways of decolonizing traditional methodologies. They model new forms of evidence, new criteria for judging quality inquiry, showing how these new forms of discourse can advance the goals of social justice and progressive politics in this new century.

Scholars from more than 55 nations have accepted the challenge to gather together in common purpose to collectively imagine creative and critical responses to these regulatory efforts. The Third International 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.

The International Association of Qualitative Inquiry (IAQI) was launched in 2005 at the First Congress. Two years later this new association has a newsletter, more than 1,000 members and will soon have its own international journal. Thank you for coming and being part of this truly international project.

Yours sincerely,

Norman K. Denzin
Congress Director

Conference welcome

Thursday, May 3, 5:30-7 p.m., Foellinger Auditorium

1) Norman K. Denzin, Congress director
Welcoming remarks

2) Robin Jarrett announces winners of Illinois Distinguished Qualitative Dissertation Award

> **Category A — Traditional:** Dixiane Hallaj, George Mason University, Caught by Culture and Conflict: Palestinia Refugee Women's Perceptions of Illiteracy and Education
>
> **Category B — Experimental:** Gurjit Sandhu, Queen's University, Kingston, In the Skin of a Princess: Canadian Literacy and the Discourse of Brown Bodies

3) Keynote addresses

Julianne Cheek, *University of Oslo,* A Fine Line: Positioning Qualitative Inquiry in the Wake of the Politics of Evidence

D. Soyini Madison, *University of North Carolina,* Dangerous Ethnography and Utopian Performatives

4) Opening Midwest barbeque, Levis Faculty Center, cash bar, 7-9 p.m.

Other congress activities

Wednesday, May 2

A Day in Japanese, A Day in Spanish, and A Day in Turkish, Illini Union. Congress Reception: Bread Company at 706 S. Goodwin, Urbana.

Friday, May 4

After 6:30 p.m.: Open evening. Check out the dining and night life in downtown Champaign, Campustown and downtown Urbana.

Saturday, May 5

Old-fashioned Midwest Cookout, 7–9 p.m., Levis Faculty Center, south patio.

Congress organization

Congress Director
Norman K. Denzin
Institute of Communications Research, Advertising and Consumer Studies

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Thursday workshops

Morning, 8:30–11:30 a.m.

1. Doing Situational Maps, *Adele E. Clarke,* 209 Union
2. Writing Lives and Writing Deaths, *Laurel Richardson,* 217 Union
3. New Experimental Writing Forms, *Yvonna Lincoln,* 314A Union
4. New Indirections for Qualitative Research, *Ian Stronach, Jo Frankham, Dean Garratt & Heather Piper,* 314B Union
5. The Critical Use of Focus Groups, *Gregory Dimitriadis & George Kamberelis,* 404 Union
6. Doing Collective Biography, *Bronwyn Davies,* 405 Union
7. State of the Art: The Latest in Qualitative Software Advances, *Ray Maietta and Cesar Cisneros,* 406 Union
8. In the PARticulars: Critical Dilemmas and Radical Possibilities of Participatory Action Research, *Caitlin Cahill, Brett Stoudt, Maria Elena Torre & Eve Tuck,* 407 Union
9. Picture Your Data: Learn About New Perspectivs for Your QDA, *Anne Kuckartz,* Levis Faculty Center Music Room
10. Evaluación De Comunicaciones Cualitativas (Evaluation Of Qualitative Communications), *Maria del Consuelo Chapela Mendoza & Martinez Salgado Ofelia Carolina,* 3rd floor, Levis Faculty Center, *in Spanish only*

Afternoon, 12:30–3:30 p.m.

11. An Introduction to Constructing Grounded Theory, *Kathy Charmaz,* 209 Union
12. Writing Autoethnography and Narrative in Qualitative Research, *Carolyn Ellis & Arthur Bochner,* 217 Union
13. Writing the Body, *Pirkko Helena Markula, Jim Denison, Toni Bruce & Robert Rinehart,* 314A Union
14. Interpreting, Writing Up and Evaluating Qualitative Materials, *Robin Jarrett & Angela Odoms-Young,* 314B Union
15. Mixed-Method Social Inquiry: Possibilities and Strategies, *Jennifer C. Greene,* 404 Union
16. Performance Ethnography, *Norman Denzin,* 405 Union
17. Evidence Based Social Work: Where Are We Going? How Do We Get There? *Karen Staller and Jane Gilgun,* 406 Union
18. Performative Writing, *Ron Pelias,* 407 Union
19. Computer Assisted Software for Qualitative Data Analysis: How to Integrate Software into Your Analysis of Qualitative Data, *Sharlene Hesse-Biber,* Levis Faculty Center Music Room
20. That Can't Be Wrong — I Do that Myself: Rethinking Whiteness in Research and the Classroom, *Audrey Thompson,* 3rd floor, Levis Faculty Center

Keynote address

A Fine Line: Positioning Qualitative Inquiry in the Wake of the Politics of Evidence

Thursday, 5:30-7 p.m. Foellinger Auditorium

Julianne Cheek, University of Oslo, Norway

Proponents of qualitative inquiry are both positioned, and in turn position themselves, in the wake of the effects of the politics of evidence. Such positioning is thus a dynamic process. It is not simply imposed or determined by others. It is too easy, safe and comfortable to focus only on forces at work outside of qualitative inquiry as impacting on, and challenging, understandings of research and the way that research evidence is thought about. We also need to look within. Qualitative researchers are both worked on by, and in turn work on, understandings of research and research evidence. One dangerous and sometimes hidden or unexplored outworking of such a dynamic is the potential rise within qualitative inquiry itself of new forms of research fundamentalism and methodolatory in response, but also as reaction, to attempts to normalize and define research related evidence. Is it the case that qualitative research has been, or is being, colonized from within by the very things it critiques as assaulting it from without? This creates a fine line for qualitative research to tread in terms of positioning and transforming practice(s) in the wake of evidence. Or maybe it is a case of qualitative inquiry and its proponents being spun/spinning a fine line about the enemy without thereby diverting attention from the potential threat from within.

Keynote address

Dangerous Ethnography and Utopian Performatives

Thursday, 5:30-7 p.m. Foellinger Auditorium

D. Soyini Madison, University of North Carolina at Chapel Hill

Professor D. Soyini Madison will be discussing the implications of performance as theory, method, event, experience, and object in the labor and love of critical ethnography. Performance intensifies the "critical" in critical ethnography by placing the expressive body and the contexts of its yearnings at the core of fieldwork praxis. Through examples from her fieldwork in Ghana, Madison examines how critical performance ethnography engages subaltern subjectivity and creation that opens possibilities for utopian visions and alternative futures.

What does it mean when ethnographers and qualitative researchers embrace domains of performance to live in, write about, report on, and interpret "the field"? What substantive contributions and risks does performance make to qualitative inquiry? These questions will be addressed in the presentation through illustrations from Madison's fieldwork on indigenous human rights activism in Ghana and through scholarly meditations on the politics of performance.

Plenary sessions

1035 Mixed Methodologies and the Politics of Evidence

Friday, 9:30–10:50 a.m. Union 314A

Chair: *Robert Stake, University of Illinois at Urbana-Champaign*

The Politics of Mixed Methods: Methodological Considerations at the Quan/Qual Point of Interface, *Janice M. Morse, University of Utah, and Linda Niehaus, University of Alberta*

Discussant, *John Creswell, University of Nebraska*

Panelist, *Frederick Erickson, University of California, Los Angeles*

Panelist, *Joseph Maxwell*

Discussant, *Thomas A. Schwandt, University of Illinois at Urbana-Champaign*

1052 Indigenous Models of Truth in the Decolonized Academy: A Dialogue

Friday, 11 a.m. to 12:20 p.m. Union 314A

Chair: *Edward Bruner, University of Illinois at Urbana-Champaign*

Panelist, *Yvonna Lincoln and Elsa Gonzalez, Texas A&M University*

Panelist, *D. Soyini Madison, University of North Carolina*

Panelist, *Kay Picart, Florida State University*

Panelist, *Tim Begaye, Arizona State University*

1068 Spirituality, Indigenous Models of Truth, Endarkened Epistemologies: A Dialogue

Friday, 1–2:20 p.m. Union 314A

Chair: *Noreen Sugrue, University of Illinois at Urbana-Champaign*

Panelist, *Tim Begaye, Arizona State University*

Panelist, *Sandy Grande , Connecticut College*

Panelist, *Cynthia B. Dillard, Ohio State University*

Panelist, *Christopher Stonebanks, University of Bishops*

Panelist, *Stacy Holman Jones, University of South Florida*

Panelist, *Bryant Alexander, California State University*

Discussant, *Noreen Sugrue, University of Illinois at Urbana-Champaign*

1082 Critical Whiteness Studies

Friday, 2:30–3:50 p.m. Union 314B

Chair: *Amanda Lewis, University of Illinois at Chicago*

Who Me? Structured Ignorance and White Denial, *Amanda Lewis, University of Illinois at Chicago*

Intellectual Alibis, *Audrey Thompson, University of Utah*

Racism, White Privilege and the Politics of Legal Evidence, *Charles Gallagher, Georgia State University*

2032 Reconceptualizing Qualitative Evidence: Roundtable Discussion

Saturday, 9:30–10:50 a.m. Union 314A

Chair: *Janice Morse, University of Alberta*

Panelist, *Janice Morse, University of Alberta*

Panelist, *Jane Gilgun, University of Minnesota*

Panelist, *Bronwyn Davies, University of Western Sydney*

Panelist, *Kathy Charmaz, Sonoma State University*

Panelist, *Greg Dimitriadis, SUNY Buffalo*

Panelist, *David Altheide, Arizona State University*

Panelist, *John Johnson, Arizona State University*

2048 Causality: Whose Version?

Saturday, 11 a.m. to 12:20 p.m. Union 314A

Chair: *Genevieve Rail, University of Ottawa*

The Value of a Realist Understanding of Causality for Qualitative Research, *Joseph Maxwell, George Mason University*

Panelist, *Frederick Erickson, University of California, Los Angeles*

Panelist, *George Kamberelis, State University of New York at Albany*

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

Obesity, causality and genealogy, *Genevieve Rail, University of Ottawa, and Stuart J. Murray, Ryerson University*

2049 Interrupting Discourses on Evidence, Truth and Inquiry

Saturday, 11 a.m. to 12:20 p.m. Union 404

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

Panelist, *Gaile Cannella, Arizona State University*

Panelist, *Elizabeth Swadener, Arizona State University*

Panelist, *Laurel Richardson, Ohio State University*

Panelist, *Carolyn Ellis, University of South Florida*

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

2064 Assessing Quality in Qualitative Research

Saturday, 1–2:20 p.m. Union 314A

Chair: *Robert Stake, University of Illinois at Urbana-Champaign*

Panelist, *Julianne Cheek, Oslo University*

Panelist, *Susan Finley, Washington State University*

Panelist, *Leslie Bloom, Iowa State University*

Panelist, *Robert Stake, University of Illinois at Urbana-Champaign*

On promoting rigour in educational research in the UK Research Assessment Exercise, *Ian Stronach, Manchester Metropolitan University*

2065 Mixing Methods: Implications for the Politics of Evidence

Saturday, 1–2:20 p.m. Union 314B

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

Panelist, *Jennifer Greene, University of Illinois at Urbana-Champaign*

Speaking Truth to Power: The Intellectual and Political Significance of Integrating Research Approaches, *Joseph Maxwell, George Mason University*

Exploring the Dialectic Tensions in the Discourse in Mixed Methods, *John Creswell, University of Nebraska - Lincoln*

Panelist, *Katherine Ryan, University of Illinois at Urbana-Champaign*

Spolight sessions

2003 PAR: Third Town Meeting on Action Research

Saturday, 8–9:20 a.m. Union 210

Chair: *Susan E Noffke, University of Illinois at Urbana-Champaign, and Mary Brydon-Miller, University of Cincinatti*

Third Town Meeting on Action Research, *Susan E Noffke, University of Illinois at Urbana-Champaign*

2080 Tenure and Getting Published as a Qualitative Researcher

Saturday, 2:30–3:50 p.m. Union 210

Chair: *Arthur Bochner, University of South Florida*

Panelists: *Arthur Bochner, University of South Florida; Christopher Poulos, University of North Carolina-Greensboro; Ron Pelias, Southern Illinois University; H. L. (Bud) Goodall, Arizona State University; Mitch Allen, Left Coast Press; Yvonna S. Lincoln, Texas A&M University; and Norman K. Denzin, University of Illinois at Urbana-Champaign*

Schedule overview

Friday, 8–9:20 a.m.

Union 209	1001	Advisory Board Meeting of International Association of Educators
Room H	1002	Critical Qualitative Methodologies: Local and Specific Examples
Room C	1003	Deleuze and Rhizomatic Inquiry
Room D	1004	Silence
Union 215	1005	Friendship and Community Building
Union 404	1006	Urban Ethnography and Case Studies
Union 314A	1007	Poverty: Critical, Mixed-Method Approaches
Union 210	1008	Memory: Performing the Past
Room F	1009	Outsider/Insider
Union 314B	1010	Teacher Education, Pedagogy, and Identity: Issues and Hybridity
Room A	1011	Early Childhood: Narrative Models
Room B	1012	Validity: Whose Account?
Union 406	1013	Evidence-Based Practice and Epistemologies
Union 407	1014	Caregiving: Moral Issues
Union 405	1015	Qualitative Health Research: Interpersonal Relationships
Room E	1016	Questioning Conceptions of Illness
Union 403	1017	Theoretical Interventions in QI
Room G	1018	Moving Beyond Nostalgia: Race/Cultural Memory in Qualitative Research

Friday, 9:30–10:50 a.m.

Room C	1019	A Disruptive Dialogue on "Power" - in Theory and Exercise - Within Critical Educational Inquiry
Union 215	1020	Qualitative Case Study Evaluations in Language and Literacy Education
Union 405	1021	The Grey Areas: Ethics and Politics in Qualitative Research
Union 209	1022	Methodological Challenges in the Field: What We Wish We Had Known
Union 406	1023	Discourses of Female Sexuality and Sexualized Violence: Interdisciplinary Explorations
Room F	1024	Sexual Violence: Case Studies
Room D	1025	Religion and Spirituality
Room A	1026	Emotionality: Narrative Approaches
Union 404	1027	Electronically Mediated Communication: Online Ethnographies
Room B	1028	Blogs, Wikis, and Social Networks: Reflexive Inquiry
Room G	1029	Adolescents: Troubling the Discourse
Union 314B	1030	Education and Case Study Methods
Union 210	1031	Tenure Issues

Union 407	1032	Constructions of Evidence
Union 403	1033	Technology: Education
Room E	1034	Questioning Authority
Union 314A	1035	Plenary: Mixed Methodologies and the Politics of Evidence

Friday, 11 a.m. to 12:20 p.m.

Union 403	1036	The place of ethical reflexivity in qualitative inquiry
Union 406	1037	Queer youth, space, and identity
Room C	1038	Listening to and Using Our Voice: Researcher Reflexivity
Union 210	1039	Where does knowledge live when using collaborative technology? A performative multi-voiced act exploring politics of evidence in local and global contexts
Room A	1040	Qualitative Research in Art Education
Union 404	1041	Ethnography as solidarity
Union 209	1042	Teaching the Politics of Evidence-Making
Union 215	1043	Peacebuilding and Sport
Room F	1044	Trauma and Truth Discourses
Room B	1045	Reflexivity and the Discursive Turn
Union 314B	1046	Teacher Narratives/Counter-Narratives
Room D	1047	Mixed-Method Designs
Union 405	1048	Qualitative Case Studies: Race
Room G	1049	Qualitative evaluation and social policy
Union 407	1050	Constructions of Science
Room E	1051	Inquiring into How Inclusion and Exclusion is Recognized
Union 314A	1052	Plenary: Indigenous Models of Truth in the Decolonized Academy: A Dialogue

Friday, 1–2:20 p.m.

Union 209	1053	The politics of revelation: Secret, truth, story, and desire
Room C	1054	Explorations of Liminality: Movements in Identities, Boundaries and Research
Union 404	1055	Moving Bodies: Autoethnographies of Transition 2
Room F	1056	Disability Studies
Union 406	1057	Shifting Identities
Room A	1058	Issues in Multi-lingualism: Decolonizing Methodologies
Union 314B	1059	Graduate Student/ Dissertation Narratives
Union 407	1060	Trust and Trustworthiness
Room B	1061	New Developments in Feminist Methodologies
Room D	1062	Internet as Pedagogy
Union 405	1063	Contesting Conceptions of Whiteness
Room G	1064	New Developments in Performance Ethnography
Room E	1065	New Developments in Qualitative Inquiry
Union 403	1066	Empowerment
Union 210	1067	30+ Years on the Plantation: The Price of the Ticket
Union 314A	1068	Plenary: Spirituality, Indigenous Models of Truth, Endarkened Epistemologies: A Dialogue

Friday, 2:30–3:50 p.m.

Union 403	1069	Qualitative Methods and Diverse Populations
Union 215	1070	Reexamining Experience in Evidential Contexts: Engaging Joan Scott's "The Evidence of Experience"
Union 406	1071	Racial Subjectivity in Institutions
Room C	1072	Qualtiative Interview: Methodologies and Transgressions
Union 314A	1073	Health Care: Funded Qualitative Research
Room B	1074	Dialectics of Narrative
Room A	1075	Dialogic Inquiry
Room E	1076	Sport: Critical Pedagogies
Union 210	1077	School Performance Ethnographies
Union 407	1078	Evidence II
Union 404	1079	Ethnographer Identity
Room F	1080	Decolonizing Methodologies
Room D	1081	Globality
Union 314B	1082	Plenary: Whiteness
Union 209	1083	Educational Evaluation Tensions and the Politics of Evidence
Union 405	1084	Lets Get Personal I: First-Generation Auto-ethnographers Reflect on Writing Personal Naratives

Friday, 4–5:20 p.m.

Union 403	1085	Qualitative Methodologies and the Generation of Resistance Discourses and Positionings
Room C	1086	Ageing and Loneliness: Sharing lessons learn from an international qualitative inquiry in health care
Union 405	1087	Lets Get Personal II: Second-Generation Autoethnographers Reflect on Writing Personal Narratives
Union 404	1088	The looking glass self: Images of learning and being
Union 215	1089	Photography and Video Methodology
Union 314A	1090	Marriage Narratives
Union 209	1091	Dreaming and the Politics of Evidence
Union 210	1092	Arts-Based Inquiry II
Room D	1093	Black feminist thought: Performances
Union 406	1094	Narratives
Union 407	1095	Qualitative Research and Human Subject Research
Room G	1096	Participatory Action Research
Union 314B	1097	Politics of Evidence in Education
Union 211	1098	Means of Educating: Lifting Veils
Room F	1099	Disseminating and Communicating Qualitiative Findings
Room A	1100	Mentoring Qualitative Research Authors

Saturday, 8–9:20 p.m.

Union 209	2001	Executive Committee Meeting of International Association of Educators
Room A	2002	Qualitative research, holistic education and spirituality

Union 210	2003	Spolight: PAR: Third Town Meeting on Action Research
Room E	2004	The Development of the Handbook of Educational Action Research
Union 404	2005	Grief and Mourning: Autoethnographic Narratives
Room C	2006	Environmental Issues: Narrative Methods
Union 406	2007	Music: Performing Identity and Gender
Union 407	2008	Foucault: Evidence to Practice
Room D	2009	Arts-Based Inquiry I
Union 405	2010	IRBs: Ethical Issues
Union 314B	2011	International Educators: Dillemas and Perspectives
Room B	2012	Critical Perspectives on Violence
Union 314A	2013	Narratives/ Counter-Narratives of Difference
Union 215	2014	Youth: Action Research
Union 403	2015	Reconceptualizing collaboration
Room F	2016	Arts and Identity Formation
Levis	2017	Race
Levis	2018	Method, research

Saturday, 9:30–10:50 p.m.

Room B	2019	Qualitative Evaluation in Literacy and Museum Studies: Challenges and Possibilities
Room C	2020	Dialogical Active Interviewing
Union 210	2021	Surrendering to the Performative Process: Deep Insights and Turning Points in Critical Ethnographic Method
Room F	2022	Illness Narratives
Room D	2023	Sex Workers: Critical Analyses
Union 215	2024	Community Activism: Methods and Experiences
Union 314B	2025	Race and Education: Critical Issues
Union 407	2026	Constructions of Truth: The Ethics of Representation
Union 404	2027	Institutional Ethnography
Union 406	2028	Writing
Union 405	2029	Ethics, IRBs, and academic freedom
Room E	2030	Qualitative Health Research: Evidence and Observation
Union 403	2031	Viewpoints in Health Issues
Union 314A	2032	Plenary: Reconceptualizing Qualitative Evidence: Roundtable Discussion
Room A	2033	Qualitative Inquiry Special Issue on Autoethnography, Critical Race Theory, and Performance Studies
Levis	2034	Women, Health
Levis	2035	Truth, Evidence

Saturday, 11–12:20 p.m.

Union 209	2036	The Limits of Evidence
Room C	2037	Writing collaboratively and collectively across slippery spaces: some practices of innovation and subversion
Union 210	2038	Performing Evidence and Evidentiary Performance

Union 314B	2039	Race self complexity and the Guided Race Autobiography: What is the psychological meaning of race within American society and culture?
Union 215	2040	The weight of evidence and accountability: A performance in four acts
Room F	2041	Mental Health: Triangulated Inquiries
Room A	2042	Cultural Difference: Interpreting Narratives
Room B	2043	Vulnerable and Marginalized Populations
Union 407	2044	Participatory Action Research
Union 406	2045	Training, Evaluating, and Extending Qualitative Methods
Room E	2046	Subjectivity of Children
Union 403	2047	Who's watching?: Control and Surveillance
Union 314A	2048	Plenary: Causality: Whose Version?
Union 404	2049	Plenary: Interrupting Discourses on Evidence, Truth and Inquiry
Room D	2050	Representational Borderlands: Using Images to Make Meaning in Educational Research
Levis	2051	Identity, higher education, critical race, feminist
Levis	2052	Children, narrative

Saturday, 1–2:20 p.m.

Union 209	2053	Institutionalizing Qualitative Research: Emerging Models
Union 210	2054	Constructing and/or performing identities in the context of intercultural communication
Room A	2055	Moving Bodies: Autoethnographies of Transition 1
Room C	2056	Graduate Writing Circles: Building Supportive Peer Writing Groups
Room F	2057	Discursive Constructions of Mental Illness
Union 405	2058	New Methods: Fieldwork
Union 406	2059	Writing as a Method of Inquiry: Researcher Identity
Union 407	2060	Evidence I
Room B	2061	Qualitative Health Research: Women
Room E	2062	New Methods and Methodologies
Union 403	2063	Politics of Evidence
Union 314A	2064	Plenary: Assessing Quality in Qualitative Research
Union 314B	2065	Plenary: Mixing Methods: Implications for the Politics of Evidence
Levis	2066	Health, family, grounded theory,
Levis	2067	Narrative, writing
Room D	2068	Of life and other things: Theory, experience and performance in research

Saturday, 2:30–3:50 p.m.

Room A	2069	Japanese Voices
Union 314A	2070	Mental Healthcare: Collaborative Research
Room B	2071	Interviews: Subjects Speaking
Union 404	2072	Visuality and Critical Performance Texts

Union 405	2073	Gay Identity, Queer Bodies
Room C	2074	Cross-Disciplinary Methodology
Union 407	2075	Evaluation and Evidence: Competing Models
Union 314B	2076	Developments in Critical Pedagogy
Union 406	2077	Writing as a Method of Inquiry: Personal Identity
Room E	2078	Questioning Mainstream "Truths"
Union 403	2079	Forging New Theories and Methods in Qualitative Case Study
Union 210	2080	Spotlight: Tenure and Getting Published as a Qualitative Researcher
Room F	2081	(En)Gendering Hip-Hop Poetics and Praxis
Levis	2082	education
Union 209	2083	Technography 2007: New Methods for a New Technological World I

Saturday, 4–5:20 p.m.

Union 209	2084	Technography 2007: New Methods for a New Technological World II
Union 200	2085	IAQI International Advisory Committee Meeting

Saturday, 5:30–7 p.m.

Union 200	2086	QI2007 General Meeting

Ethics, Evidence and Social Justice

The Fourth International Congress of Qualitative Inquiry will take place at the University of Illinois at Urbana-Champaign from May 14-18, 2008. The theme of the Congress, building on previous Congresses, is "Ethics, Evidence and Social Justice." The Fourth Congress will offer the international community of qualitative research scholars the opportunity to engage in debate on ethical, epistemological, methodological and social justice issues. In these changing times, there are attempts to impose uniform bio-medical ethical standards on qualitative research. There are also increasing efforts to judge qualitative research in terms of experimental, or so-called scientifically based criteria. The politics of evidence and ethics carries important implications for how qualitative research is used in the pursuit of social justice issues. Participants will explore the relationship between these three terms and what these relationships mean for qualitative inquiry in this new century. ***If we as qualitative researchers do not take control of these terms for ourselves, someone else will.***

Delegates will consider what ethics, evidence and social justice mean under the terms of postpositivism, poststructualism, indigenous, democratic, postcolonial, queer, feminist, performative, and participatory models of inquiry. Participants will explore new ways of evaluating and using qualitative evidence in social policy arenas.

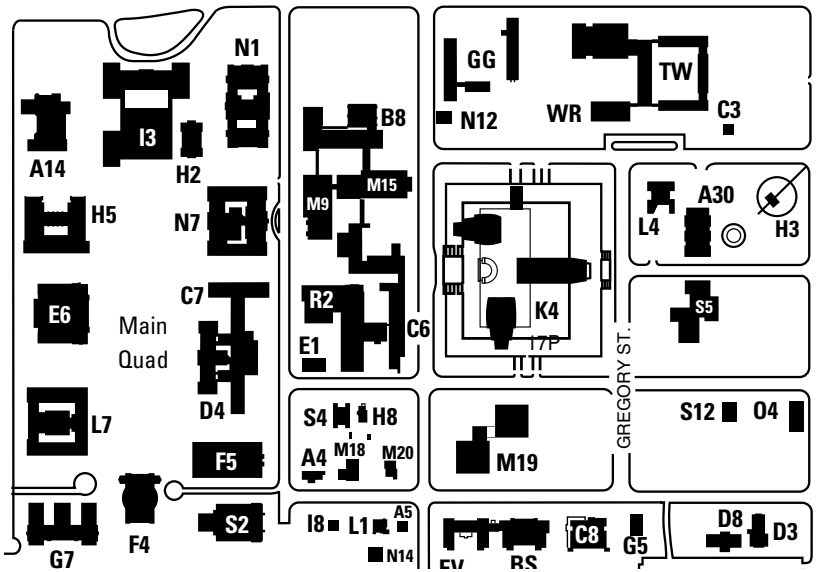
Sessions will once again address such topics as alternative models of social justice (western, non-western, indigenous, moral, ethical, scientific, critical, reconciliation); the politics of evidence; interpretive criteria for evaluating qualitative inquiry; qualitative alternatives to evidence-based models; mixed-method inquiries; case studies and public policy discourse; different models of social justice; ethical regulatory systems (IRBs) and human subject research; indigenous research ethics; new ways of decolonizing inquiry; race, class, gender and standpoint epistemologies.

Contributors are invited to experiment with new methodologies and new presentational formats (drama, performance, poetry, autoethnography, fiction) while presenting the results of inquiries that implement these methodological innovations. Sessions will offer0 scholars the opportunity to demonstrate the importance, value, and relevance of qualitative inquiry in these troubling global times. Such work will offer guidelines and exemplars of how qualitative research can be used in the policy-making arenas.

On May 13 there will be preconference language events and on May 14, morning and afternoon professional workshops. The Congress will consist of keynote, plenary, featured, regular, and poster sessions. There will be an opening reception and barbeque as well as a closing old fashioned Midwest cook-out.

We invite your submission of paper, poster and session proposals. Submissions will be accepted online only from October 1 until December 1 2007. Conference and workshop registration will begin December 1, 2007. To learn more, please visit our Web site at www.icqi.org.

Campus map



13 Illini Union
The main site for the congress, including registration.

F4 Foellinger Auditorium
Site of keynote addresses Thursday night.

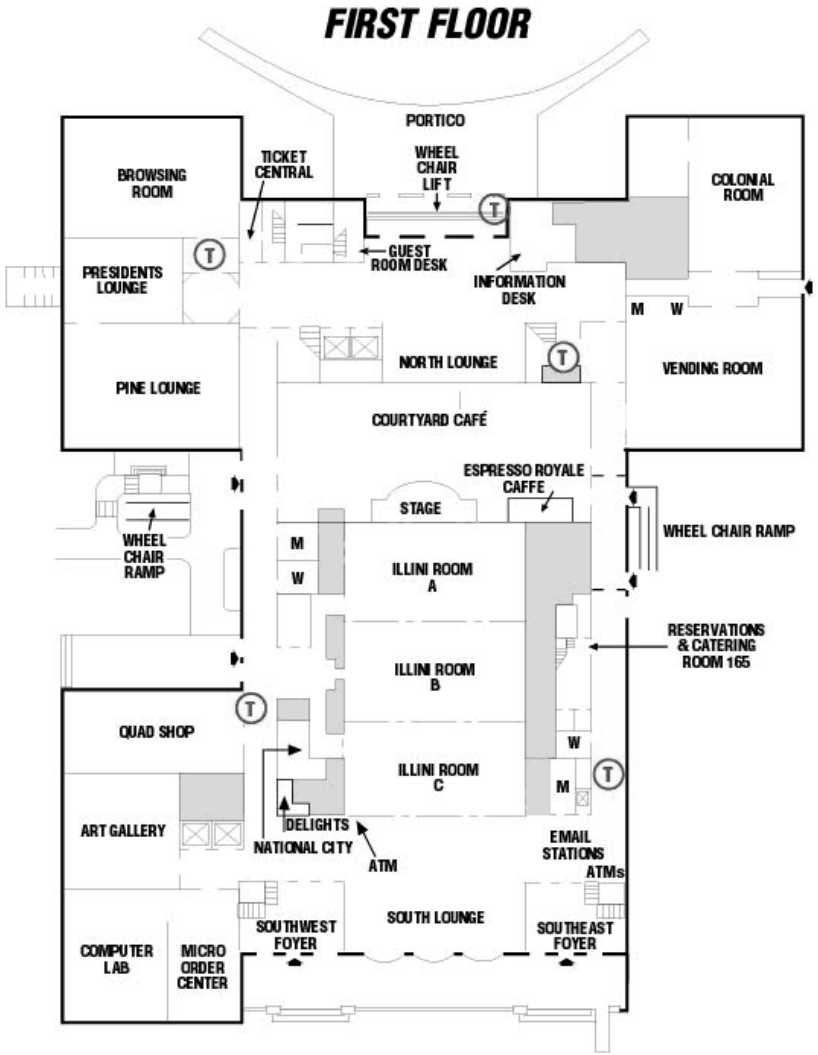
L4 Levis Faculty Center
Site of opening Midwest barbeque on Thursday night as well as Saturday evening barbeque.

H5 Henry Administration Building
Site of some sessions Friday and Saturday.

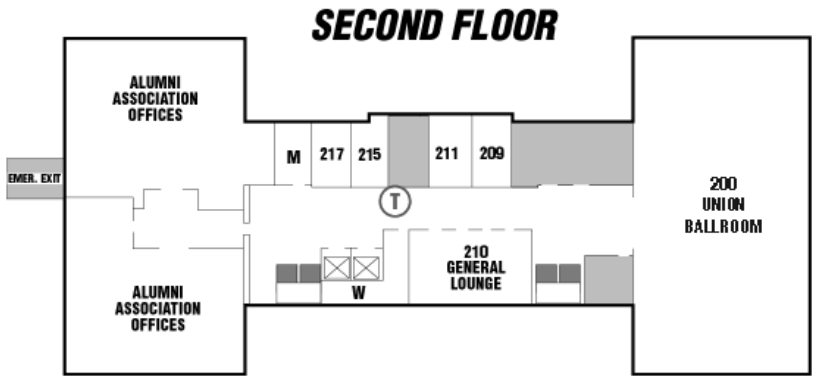
N7 Noyes Lab
Site of some sessions Friday and Saturday.

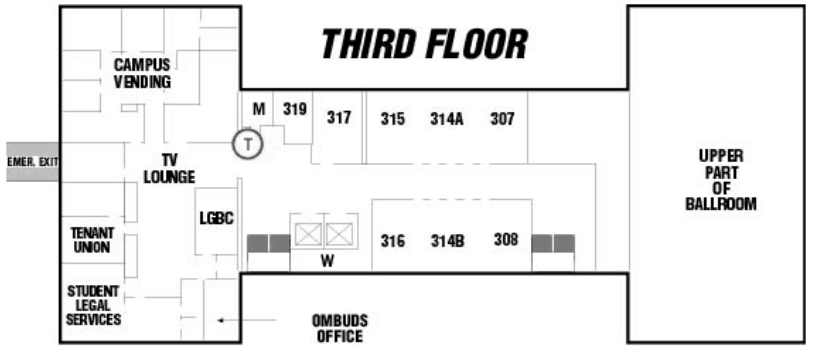
D4 Davenport Hall
Site of some sessions Friday and Saturday.

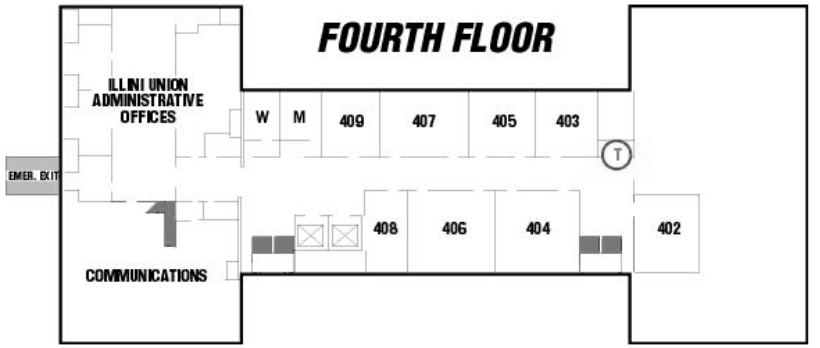
Illini Union maps



Illini Union maps







General information

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

Registration hours
Registration will be in the Illini Union. Registration hours are: 6–8pm Tuesday; 8 a.m. to 5 p.m. Wednesday, Thursday, and 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 a TV/VCR/DVD player for your presentation, one will be made available.

Photocopying
A pay photocopy facility is located in Room 333 of the Illini Union. Hours of operation are Thursday and Friday from 10 a.m. to 5 p.m.

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. Also note that despite its name, the Illini Currency Exchange on Green Street no longer provides currency exchange.

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 website.

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.

Notes

A Day in Japanese

Wednesday, May 2

In response to the global need for local knowledge production, this preconference provides a venue for intellectual dialogues over broad issues surrounding human inquiries. Presenters will be predominantly Japanese scholars concerned with such areas as cross-cultural experiences, folk psychology, indigenous knowledge, vulnerable populations, and the professional role of researchers. Most presenters will give speeches in English. We invite anyone who is interested in current issues and contributions of qualitative inquiries inside and outside Japan. We hope to facilitate intercultural, international communication over critical issues of qualitative inquiry between Japan and other countries.

Overall schedule

9:30 a.m.
405 Union — Opening remarks

9:45 a.m.
405 Union J1 — Keynote address: Qualitative research in Japanese psychology: Is it just a passing fad?

10:30 a.m. – 12:20 p.m.
405 Union J2 — Conducting Qualitative Research in and outside of Japan

12:20–1:20 p.m.
Lunch break

1:20–2:50 p.m.
405 Union J3 — Folk Psychology and Local Knowledge

2:50–3 p.m.
Tea break

3–4:20 p.m.
405 Union J4 — Qualitative Investigation of Cross-cultural Experiences

4:20–4:30 p.m.
Tea break

4:30–5:20 p.m.
405 Union J5 — Short reports on Japan-related topics: Manga, Jôdo-Shinshu, Zen, and Spirituality of Music

5:20–6 p.m.
405 Union — Concluding remarks

6 p.m.
405 Union — Social hour

J1 Keynote Address: Qualitative Research in Japanese Psychology: Is It Just a Passing Fad?

9:45–10:30 a.m. 405 Union

Yasuhiro Omi, University of Yamanashi

J2 Conducting Qualitative Research In and Outside of Japan

10:30 a.m. – 12:20 p.m. 405 Union

The Patient-Physician Relationship in Japan, *Etsuyo Nishigaki, Wakayama Medical University*

Studying social service agents and vulnerable populations: Methodological and procedural challenges, *Satomi Yamamoto, University of Illinois at Urbana-Champaign*

A Case Study of an English for Scientific Purposes Class at a Japanese University, *Miho Young, University of Illinois at Urbana-Champaign*

J3 Folk Psychology and Local Knowledge

1:20–2:50 p.m. 405 Union

Ibasho: Doing Research in Japan and Examining Japanese Perspectives on Supporting Child Well-being, *Sachiko Bamba, University of Illinois at Urbana-Champaign*

Last Kamikaze: Testimonials from WWII Suicide Pilots, *Masami Takahashi, Northeastern Illinois University*

J4 Qualitative Investigating of Cross-Cultural Experiences

3–4:20 p.m. 405 Union

Qualitative Research and Understanding of Cross-Cultural Experiences in Japan, *Satoshi Tsukamoto, Aichi University*

Crossing Border: Epistemological, Disciplinary and Regional Border Crossing by a Graduate Student, *Kyoko Motobayashi, OISE, University of Toronto*

J5 Short reports on Japan-Related Topics: Manga, Jôdo-Shinshu, Zen, and Spirituality of Music

4:30–5:20 p.m. 405 Union

Presenters: Akihiko Ieshima, Kyoto University; Daisuke Kawashima, Kyoto University; Yu Urata, Kyoto University; Koji Matsunobu, University of Illinois at Urbana-Champaign

This session is intended to provide review perspectives on Japan-related research topics. Based on their studies in manga, music, Zen, and jôdo-shinshu Buddhism, the presenters introduce research findings and implications about self and identity formation, spirituality of music, and meaning of life and death. Presenters are four Japanese qualitative researchers: Akihiko Ieshima will talk about the effects of Manga and Anime on ideal selves. Daisuke Kawashima will present on his studies on meanings of death and its relation with jôdo-shinshu Buddhism. Yu Urata will draw upon meaning in life and its relation with Zen Buddhism. Koji Matsunobu will share his review on Japanese music and spirituality.

ADIJ was coordinated by Koji Matsunobu, University of Illinois at Urbana-Champaign; Daisuke Kawashima, Kyoto University; Akihiko Ieshima, Kyoto University; and Yu Urata, Kyoto University

Un día en español
A Day in Spanish

Wednesday, May 2

S1 Mesa 1: Diálogo Entre Sistemas de Conocimiento

9:30–10:20 314A Union

Coordinación: Carolina Amaya, Grupo de Estudios en Sistemas Tradicionales de Salud, Colombia

Diálogo entre disciplinas contrapuestas en el campo de la salud, *Isabel Pérez y Andrés Isaza, Facultad de Medicina Universidad del Rosario, Colombia*

Transformación del sujeto y construcción de la realidad en el diálogo intercultural, *Leonardo Parra Beltrán, Centro de Estudios Médicos Interculturales, Colombia*

El problema de la verdad: rito y mito como documentos vivos de conocimiento sobre la realidad, *Carolina Amaya, Grupo de Estudios en Sistemas Tradicionales de Salud, Colombia*

¿Diálogo o monólogo? Una experiencia de intercambio de mensajes durante el acompañamiento a pueblos indígenas en el Vaupés colombiano, *Iván Sarmiento, Instituto de Etnobiología, Colombia*

S2 Mesa 2: La Mirada Cualitativa en Diseño

9:30–10:20 314B Union

Coordinación: Laura Olivia Carrillo, Universidad Autónoma Metropolitana – Xochimilco, México

El diseño y los procesos editoriales: Estudio de caso de la revista-libro Artes de México, *Argentina Aranda Barrera, Ciencias y Artes para el Diseño, Universidad Autónoma Metropolitana – Xochimilco, México*

La verdad cualitativa en el diseño de la narrativa visual. Un ejemplo: La vestimenta, su narrativa y sus significados, *María Nonantzin Martínez Bautista, Ciencias y Artes para el Diseño, Universidad Autónoma Metropolitana – Xochimilco, México*

Planeación urbana y poblamiento popular en zonas de preservación ecológica en los municipios de Chicoloapan y Los Reyes la Paz en el Estado de México, *Laura Olivia Carrillo Martínez, Roberto Eibenschutz Hartman, Ciencias y Artes para el Diseño, Universidad Autónoma Metropolitana – Xochimilco, México*

S3 Mesa 3: Sierra, Asfalto, Mar: Complejidad y Diversidad del México Contemporáneo

9:30–10:20 404 Union

Coordinación: Jessica Quintero, Escuela Nacional de Antropología e Historia, México

Inundaciones de 2005 en Chiapas: una comunidad de pescadores en apuros, *Jimena Cuevas Portilla, Escuela Nacional de Antropología e Historia, México*

Construcción, uso y apropiación del espacio público en una zona comercial de la Ciudad de México, *Jessica Quintero Saucedo, Escuela Nacional de Antropología e Historia, México*

La práctica médica de las parteras como un saber local y el ciclo de vida en un pueblo de la Sierra de Texcoco, México, *Minerva López Millán, Escuela Nacional de Antropología e Historia, México*

Producción y validación de conocimiento en el ciclo de vida entre los Ódami: Acercamientos desde la racionalidad, *Yoatzin Balbuena Mejía, Escuela Nacional de Antropología e Historia, México*

Técnicas etnográficas para abordar el cuerpo: el caso Ódami en el sur de Chihuahua, *Sara Ruth Rosas Mérida, Escuela Nacional de Antropología e Historia, México*

S4 Mesa 4: La Metodología Crítico-Comunicativa: Tres Ejemplos Prácticos Aplicados

9:30–10:20 406 Union

Coordinación: Javier Díez- Palomar, Universidad de Arizona, USA

Investigando a través de la metodología crítico-comunicativa dentro del Programa Marco de investigación Europea: Procedimiento e impacto del proyecto RTD WORKALÓ, *Sandra Racionero-Plaza, CREA-Parque de la Ciencia de Barcelona, España*

Análisis de las percepciones de las personas participantes en la gestión de la escuela de adultos, *Itxaso Tellado, Northern Illinois University, USA*

Análisis de las percepciones de los padres y de las madres latinos/as sobre el aprendizaje de las matemáticas de sus hijos/as en el marco de la metodología crítico-comunicativa, *Javier Díez-Palomar y Marta Civil, Centro para la Educación Matemática de Latinos/as, Universidad de Arizona, USA*

S5 Panel 1A: Efecto Transformador de la Indagación Cualitativa

10:25–11:15 314A Union

Coordinación: María del Consuelo Chapela, Universidad Autónoma Metroploitana – Xochimilco

Voces silenciadas: hablando y teorizando desde los márgenes de la academia, *Maritza Quiñones-Rivera, María Isabel Silva Iturralde, Universidad de Illinois, USA*

De la des-ilusión a la creación: "experiencia límite frente a la muerte", un espejo de la vida, *Cristina Torres Castrejón, Universidad Autónoma Metropolitana – Xochimilco, México*

El movimiento humano como cambio expresivo de la corporalidad, *Luz Elena Gallo Cadavid, Universidad de Antioquia, Colombia*

Creando comunidades de práctica educativa en la universidad. Un estudio de caso en la asignatura de nuevas tecnologías aplicadas a la educación, *RocíoAnguita Martínez, Bartolomé Rubia Avi, Inés Ruíz Requies, Facultad de Educación y Trabajo Social de la Universidad de Valladolid, España*

¿El cambio en la educación para la salud: un asunto de verdad o de legitimidad? *Fernando Peñaranda Correa, Miriam Bastidas Acevedo, Gloria Matilde Escobar Paucar, Julio Nicolás Torres Ospina, Adriana Arango Córdova, Universidad de Antioquia, Medellín, Colombia*

Mi idea de verdad, la metodología y los viejos, *Ma. de la Luz Martínez Maldonado, Ma. del Consuelo Chapela. Universidad Autónoma Metropolitana – Xochimilco, México*

Historia oral, trabajo y jubilación: memorias de la exclusión obligada, *Manuel Leonardo Ibarra Espinosa, Universidad Autónoma Metropolitana – Xochimilco, México*

S6 Panel 2D: Hacia la Construcción de Verdades

10:25–11:15 314B Union

Coordinación: Carolina Martínez Salgado, Universidad Autónoma Metropolitana – Xochimilco, México

La evidencia en la política y en los estudios culturales, *Luis Evelio Alvarez, Universidad del Cauca, Colombia*

Calidad y lectura crítica en Investigación Cualitativa en Salud (ICS): discusión de una propuesta integradora, *Carlos Calderón Gómez, Ma. José Fernández de Sanmamed Santos, Laura Balagué Gea, Centro de Salud de Alza, San Sebastián, Osakidetza-Servicio Vasco de Salud, España*

"Están los datos sobre inseguridad alimentaria y vejez, pero no la percepción de los ancianos": necesidad de una mirada cualitativa para el estudio del acceso a los alimentos en población adulta mayor de la Ciudad de México, *José Alberto Rivera-Márquez, E. Mandujano-Candia, T.D. Vázquez-Galarza, T. Ortiz-García, A. Rodríguez-Guerra, Universidad Autónoma Metropolitana – Xochimilco, México*

El psicoanálisis dentro del campo de la investigación cualitativa, *Carolina Martínez Salgado, Universidad Autónoma Metropolitana – Xochimilco, México*

El rol del evaluador: instrumentando la participación de actores en un proyecto de evaluación participative, *Adriana Urbina Aguilar, Sylvie Gendron, Universidad de Montreal, Québec, Canadá*

Tecnología y metodología en el análisis cualitativo de datos desde la periferia hispanoparlante, *César A. Cisneros Puebla, Universidad Autónoma Metropolitana – Iztapalapa, México*

Reflexiones metodológicas sobre la investigación cualitativa, *Juana Robledo Martín, Fundación para el desarrollo de la Enfermería (FUDEN), España*

S7 Panel 1B: Para Desplegar Potencialidades

11:35–12:00 314A Union

Coordinación: Ma. del la Luz Martínez Maldonado

Alumnos: sujetos olvidados en la investigación cualitativa, *Ma. Teresa Prieto Quezada, José Claudio Carrillo Navarro, Centro Universitario del Norte, Universidad de Guadalajara, México*

La tecnología como agente de cambio para la enseñanza y el aprendizaje, *Magda García Quintanilla, Universidad Autónoma de Nuevo León, México*

La metodología cualitativa en un estudio sobre talleres artísticos universitarios, *Mercedes Esmirna Ríos Bustos, Universidad Nacional Autónoma de México, México*

S8 Panel 2E: Medición y Comprensión

11:35–12:00 314B Union

Coordinación: Jessica Quintero, Escuela Nacional de Antropología e Historia, México

Transiciones y decisiones: mujeres mexicanas en la segunda mitad del siglo XX, *Mercedes Blanco, CIESAS-México, Edith Pacheco, El Colegio de México, México*

Percepción del riesgo: una necesidad de integración metodológica, *Miguel Ángel Karam Calderón, Universidad Autónoma del Estado de México, México*

Gobernanza en las organizaciones: un acercamiento a los estudios cualitativos, *José Guillermo Carmona Pérez, Universidad Nacional Autónoma de México, México*

S9 Panel 1C: Enfrentando las Complejidades de la Vida

12:30–13:15 314A Union

Coordinación: José Arturo Granados Cosme

Entre el aglutinamiento y la rigidez; estudio de la estructura familiar en mujeres con anorexia y bulimia, *Berenice López Coutiño, Universidad de Guadalajara, México*

Violencia a la mujer y servicios profesionales sanitarios, *Diana de la Fuente Aparicio, Ana Belén Salamanca Castro, Sara Sánchez Castro, Juana Robledo Martín, Fundación para el desarrollo de la Enfermería (FUDEN), España*

Perspectivas económicas del turismo religioso en el municipio de Yahualica, Jalisco, México, *Mario Alberto Flores Ángel, Universidad de Guadalajara, México*

Simbolismo minero y organización: estudio de caso de los mineros del carbón, en una empresa de Coahuila al finalizar el siglo XX, *Lilia Ramos Santoyo, Universidad Autónoma Metropolitana – Iztapalapa, México*

La valorización del trabajo masculino: el caso de los conductores de transporte público, *María Juana González Tovar, Universidad de Guadalajara, México*

Identidad homosexual y resistencia: la experiencia de la homofobia como impulse, *José Arturo Granados Cosme, Universidad Autónoma Metropolitana – Xochimilco, México*

S10 Panel 2F: El Conflicto de Significados en el Sector Salud

12:30–13:15 314B Union

Coordinación: Addis Abeba Salinas-Urbina, Universidad Autónoma Metropolitana – Xochimilco, México

La descentralización del sector salud en Colombia: vista desde diferentes perspectivas, *Gloria Molina M, Universidad de Antioquia, Medellín, Colombia*

"Nosotros estamos trabajando bien, sino cuanta gente no curamos". Significados del programa de mejora de calidad de los servicios de salud, *José Jaime Chavira Ortega, Universidad Nacional Autónoma de México, México*

Los programas de promoción de la salud: necesidad de diálogo entre verdades y racionalidades diferentes, *Fernando Peñaranda Correa, UDEA, Medellín, Colombia, Miriam Bastidas Acevedo, Gloria Matilde Escobar Paucar, Julio Nicolás Torres Ospina, Adriana Arango Córdova, Universidad de Antioquia, Medellín, Colombia*

Estudio cualitativo de la interrelación entre Atención Primaria (AP) y Especializada en la atención a los pacientes diagnosticados de depression, *Carlos Calderón, Centro de Salud de Alza, San Sebastián, Osakidetza-Servicio Vasco de Salud, REDICS, España; Ander Retolaza, Centro de Salud Mental de Basauri, Osakidetza-Servicio Vasco de Salud, Bizkaia, España, Amaia Bacigalupe, Janire Payo, Gonzalo Grandes, Unidad de Investigación de Atención Primaria-Bizkaia, Bilbao, España.*

Necesidades sentidas de los derechohabientes de 60 años y más de una institución de seguridad social y factores relacionados, *Emma Vargas Daza, Instituto Mexicano del Seguro Social, México*

La confrontación de la sexualidad entre el médico y la comunidad, *Addis Abeba Salinas-Urbina, Edgar Carlos Jarillo-Soto, Universidad Autónoma Metropolitana – Xochimilco, México*

S11 Seminario

15:00–17:00 314A Union

Jurgo Torres Santomé, Nicholas Burbules and Alejandro Lugo

S12 Conferencia

17:15–18:15 314A Union

Jurgo Torres Santomé

S13 Plenaria

18:15–20:00 314A Union

A Day in Turkish

Wednesday, May 2

T1 Qualitative Case Evaluations of 2007-2010 Strategic Plans of College of Education and College of Health in the Canakkale Onsekiz Mart University (COMU), Turkey

1–3 p.m. 209 Union

Chairs: Professors Dincay Koksal and Gunhan Erdem

A Case Evaluation of Strategic Plan of Comu Health College for 2007-2010, *Gunhan Erdem*

A Qualitative Evaluation of Strategic Plan of College of Education on Teacher Education for 2007-2010, *Dincay Koksal*

Interpretive Dimensions of Developing Policy Strategies for the Comu College of Education, *Ahmet Aypay*

Becoming an Internationally Recognized Institution: Strategic Plan of the COMU College of Education for International Relations, *Mustafa Yunus Eryaman, University of Illinois at Urbana-Champaign, and Goksel Erdem*

Note: Unless otherwise noted, all participants are affiliated with Canakkale Onsekiz Mart University (COMU), Turkey

Friday, May 4

1001 Advisory Board Meeting of International Association of Educators

8–9:20 a.m. Union 209

Chair: *Peter McLaren, UCLA, and Eryca Neville, University of Missouri-Columbia*

Annual Report of Language and Literacy & Social Studies Divisions, *Pragasit Stittihikul, Walailak University*

Annual Report of Educational Psychology and Learning & Special Education Divisions, *Sharon Tettegah, University of Illinois at Urbana-Champaign, and Sheila Macrine, Montclair State University*

Annual Report of Knowledge Management and Information Sciences & Art and Museum Education Divisions, *Rauf Yildiz, Yuzuncu Yil University and Martina Riedler, University of Illinois at Urbana-Champaign*

Annual Report of Higher Education and Organizational Leadership & Math Science and Technology Divisions, *Erdal Toprakci, Cumhuriyet University and Ugur Baslanti, University of Florida*

1002 Critical Qualitative Methodologies: Local and Specific Examples

8–9:20 a.m. Room H

Chair: *Gaile S Cannella, Arizona State University*

Using Critical Race Feminism to Unravel the Appropriation of Mothering Discourse Used by Mothers Against Illegal Aliens (MAIA), *Mary Romero, Arizona State University*

Qualitative Methodology for Critiquing Public Policy, *Karen Ortiz, Arizona State University and Gaile S Cannella, Arizona State University*

Knowledge, Discourse and Power in Mexican Mujeres Focus Groups: Wanderings from a Chicana Feminist Researcher, *Cinthya M Saavedra, University of North Carolina at Greensboro*

Using Critical Qualitative Methods to Reveal Networks of Power: An Online Study of the U.S. Department of Education, *Ellen Demas Nymark, University of Northern Arizona*

Cultural Images in Standardized Testing in Texas, *Radhika Viruru, Texas A&M University*

1003 Deleuze and Rhizomatic Inquiry

8–9:20 a.m. Room C

Chair: *Marzieh H.Tafaghodtari, Ottawa*

Beyond Commensurate Knowledge Claims: Becoming Creative and Rhizomatic, *Marzieh H.Tafaghodtari, Ottawa*

Toward a Politics of "Evidence" in the Health Sciences, *Stuart J. Murray, Ryerson University; Dave Holmes, University of Ottawa; and Genevieve Rail, University of Ottawa*

Rhizoanalysis of Demeter's Bounty (a therapy experiment or experimental therapy): evidentiary support for practice (still) under way, *Rodney C Teague, Duquesne University*

The Art or Science of Organization? New Approaches to Validity, *Stephen A Linstead, University of York and Ann L Cunliffe, University of New Mexico*

Going Home to Become: Exploring Time, Place, and Becoming, *Susan Naomi Nordstrom, University of Georgia*

1004 Silence

8–9:20 a.m. Room D

Chair: *Melinda Leigh Yeomans, Southern Illinois University Carbondale*

Poetic Justice: The Journey from Subaltern to Subject in the Work of Joy Harjo, *Melinda Leigh Yeomans, Southern Illinois University Carbondale*

Im-person-ating identity in spaces of differnce, *Hartej Gill, University of British Columbia*

Desiring Silence, *Alecia Jackson, Appalachian State University*

A case study of African American educators in Texas before and after desegregation: A counter-narrative, *Hilary Anne Standish, Texas A&M University and Patricia James Larke, Texas A&M University*

1005 Friendship and Community Building

8–9:20 a.m. Union 215

Chair: *Montana Miller, Bowling Green State University*

Front-Loading Participatory Research, *Marcia Sue Van't Hof, University of Colorado, Boulder*

Lessons Learned from Women in Prison, *Kymberly A Morella, Oklahoma State University*

Just chatting: A performance ethnography, *G. Keilan Rickard, Duquesne University and Robert C. Luka*

Authenticity in Internet Research, *Montana Miller, Bowling Green State University*

1006 Urban Ethnography and Case Studies

8–9:20 a.m. Union 404

Chair: *Francisco Vivoni, University of Illinois at Urbana-Champaign*

Scuff Marks the Spot: Challenges to Evidence-Based Research through an Artifact Ethnography of Skateboard Traces, *Francisco Vivoni, University of Illinois at Urbana-Champaign*

The Seduction of Danger: Evaluating Risk in Urban Ethnography, *Daniel Makagon, DePaul University*

Ecofeminist Ethnography: An Eclectic Approach Combining Urban- and Institutional Ethnography to Study Gendered Environmental Health Disparities, *Andrea Chircop, Dalhousie University*

Planting the Seeds for a New Social Movement: How Educators Can Teach Collective Social Action in Urban Schools, *Dar Lee Fehrman, University of Wisconsin-Milwaukee*

1007 Poverty: Critical, Mixed-Method Approaches

8–9:20 a.m. Union 314A

Chair: *Gennie S. Harris, George Fox University*

Evidencing Aesthetics of Poverty, *Sara B Dykins Callahan, University of South Florida*

Poverty and Education: Critiquing the Performance, *Gennie S. Harris, George Fox University*

Toward social equity research evidence: the social context of breathlessness among underserved patients, *Christine Loignon, McGill University; Nicole Leduc, Université de Montréal; Robert Sévigny, Université de Montréal; and Christophe Bedos, McGill University*

Factors Affecting Students' Academic Performance in Higher Education Institutions, *Adem Kedir Geleto, Haramaya*

Mixing Methods for Social Policy Intervention? Critical Ethnography Meets Geoscience, *Elizabeth McGibbon, St. FRancis Xavier; Josephine Etowa, Dalhousie; and Charmaine McPherson, St. Francis Xavier*

1008 Memory: Performing the Past

8–9:20 a.m. Union 210

Chair: *Laura Ellingson, Santa Clara University*

Invoking Mnemosyne: An Autoethnographic Tale of Embodying Inquiry through Becoming Mom, Performing Professor, and Painting the Meaning of Memory, *Kelly Clark/Keefe, Appalachian State University*

Welcome to Ruth's world: An autoethnography concerning the interview of an elderly woman, *Kevin David Evans, The Ohio State University*

The Body Tells Time:Writing the Fragile Hold on the Past, Present, and Future, *Laura Ellingson, Santa Clara University; Nikki Townsley, University of Colorado, Boulder; and Patricia Geist-Martin, San Diego State University*

The Consequences of Truth and the Burden of Fact: Truthtelling in Autoethnographic Work, *Robin M Boylorn, University of South Florida*

1009 Outsider/Insider

8–9:20 a.m. Room F

Chair: *Caroline Joan Kay Picart, Florida State University*

Not Black Enough/Not White Enough: An Exploratory Study of the Lived Experiences of African American Women Attending Predominately White Colleges, *Sharlene Hesse-Biber, Boston College and Emily Barko, Boston College*

"Mestizaje: Dancing Through Different Worlds", *Caroline Joan Kay Picart, Florida State University*

If "truths" be told: Narratives of self-native-other, *Cheryl A. McLean, University of Georgia*

The Path to Legitimacy: A Critical Examination of Nascent Pharmacists Perceptions of Professional Maturation and Training, *Jennifer Dorian Beales, University of Toronto and Zubin Austin, University of Toronto*

Man of the House, *Colm McAindriu, Capella*

1010 Teacher Education, Pedagogy, and Identity: Issues and Hybridity

8–9:20 a.m. Union 314B

Chair: *Brigitte Smit, University of Johannesburg*

Ethnographic narratives of teachers in a young democracy, *Brigitte Smit, University of Johannesburg and Elzette Fritz, University of Johannesburg*

Mothers' and preschool teachers' discourse on the role of literature and popular culture for children's gender development, *Thordis Thordardottir, Iceland University of Education*

Technology in the Education: limits and means, *Luis Rogério Bourscheid, Unijui*

Changes of paradigms in the evolution of the Brazilian taxes of fertility, *Ruth Marilda Fricke, UNIJUI*

Forging a 'critical pedagogy of cross-cultural networking': implications of the Romani identity movement in cyberspace, *Cathryn J. Teasley, Universidade da Coruña*

1011 Early Childhood: Narrative Models

8–9:20 a.m. Room A

Chair: *Vicky Grube, Appalachian State University*

Drama in the Integrated Curriculum for Early Childhood Education, *Su-Jeong Wee, University of Illinois at Urbana-Champaign*

Gullivers Travels, *Vicky Grube, Appalachian State University*

Art as communication: A study of art making process in an early childhood classroom, *Hyunsu Kim, Pennsylvania State University*

A toddler's use of humor to explore, interpret, and negotiate her familial environment, *Elisabeth Leslie Cameron, Carthage College; Katherine Kennedy, Carthage College; and Catherine Ann Cameron, University of British Columbia*

The use of the interview method among school children aged 7-13 in the South African rural schools, *Mahlapahlapana Themane, University of Limpopo*

1012 Validity: Whose Account?

8–9:20 a.m. Room B

Chair: *Rebecca A. Newman-Gonchar, RG Research Group*

Our Parallel Stories, *Rebecca A. Newman-Gonchar, RG Research Group*

Valuing the In-between: The Subjective-Objective Dialogue, *Pamela Johnson Kovacs, Virginia Commonwealth University and Jaclyn Miller, Virginia Commonwealth University*

Resisting the Tendency for Theoretical Determinism in Critical Theory, *Penny A Pasque, University of Michigan*

Making structures visible: Theory use, validity, and transferability in qualitative research, *Jill Grant, University of Northern British Columbia and Anne Westhues, Wilfrid Laurier University*

1013 Evidence-Based Practice and Epistemologies

8–9:20 a.m. Union 406

Chair: *Toni Tripp-Reimer, University of Iowa*

Working at the Limen: Repositioning Authority in Science and Art, *Caroline Joan Kay Picart, Florida State University*

Circumstances of Evidence, Evidence of Circumstances, *Lioness Ayres, University of Iowa; Toni Tripp-Reimer, University of Iowa; and Kathleen A. Knafl, Oregon Health Sciences University*

The Status of Evidence in Studying Multicultural Group Work, *Vivette Beuster, Green River Community College*

Re-Modeling Evidence: A New Approach for Evaluating Evidence for Practice, *Toni Tripp-Reimer, University of Iowa; Lioness Ayres, University of Iowa; and Kathleen A. Knafl, Oregon Health Sciences University*

Evidence and generalization: Epistemological issues for interpretive methods, *Rachel Joffe Falmagne, Clark University*

1014 Caregiving: Moral Issues

8–9:20 a.m. Union 407

Chair: *Leticia Robles-Silva, U of Guadalajara*

Caregiving: moral and political practices of the care, *Leticia Robles-Silva, U of Guadalajara*

The value of mentorship for parents of seriously ill and dying children, *Shelley Cohen Konrad, University of New England*

Family Health Program In Brazil: Perspectives of Quality on Evaluation, *Maria Lúcia Magalhães BosiI, Universidade Federal do Ceará and Kátia Yumi Uchimura, UFC Fortaleza*

Minority Men: Under the Healthcare Radar, *Roger E. Boyd, Southern Illinois University Edwardsville and Rita E. Arras, Southern Illinois University Edwardsville*

1015 Qualitative Health Research: Interpersonal Relationships

8–9:20 a.m. Union 405

Chair: *Joy V. Goldsmith, Young Harris College*

The invisible encroachments - ethical challenges in qualitative research interviews with elderly respondents, *Christina Foss, University of Oslo*

Not breaking bad news: “I’m so sorry Katherine’s numbers were low”, *Joy V. Goldsmith, Young Harris College*

The ties that bind: the influence of networks and relationships on meaning creation and action in community settings - demonstrating the use of qualitative research strategies to create coherence and insight for action and knowledge exchange in communities, *Peter Norman Levesque, University of Ottawa; Kate McKegg, The Knowledge Institute Ltd; and Elizabeth M Banister, University of Victoria*

New strategies in falls prevention, *Lotte Evron, Faculty of Health Science, Copenhagen University; Kirsten Schultz-Larsen Jürgensen, Copenhagen University; and Ingrid Egerod, Copenhagen University*

Perceptions of Preceptor Training in the Dietetic Supervised Practice Experience, *Mary Kathryn Gould, Marshall University; Linda Spatig, Marshall University; Teresa Robertson Eagle, Marshall University; and Lynne B. Welch, Marshall University*

1016 Questioning Conceptions of Illness

8–9:20 a.m. Room E

Chair: *Jacquie Dianne Kidd, University of Auckland*

Whirling in colour: motifs and mess in stories of mental illness, *Jacquie Dianne Kidd, University of Auckland*

Concept And Perception Of Disease In Patients With Chronic Kidney Failure: A Qualitative Experience, *Natalia Salas, Pontificia Universidad Católica de Chile and Loreto Evelyn Leiva, Pontificia Universidad Católica de Chile*

Learning about coping with life’s challenges from the experience of living through major depression, *David W Webster, Boston University*

The voice of patients within an acute care setting: a case study, *Sophie Yahui Hsieh, Ming Chuan University*

Illness and isolation: stories of despair and resilience, *Viv Martin, Bristol*

1017 Theoretical Interventions in QI

8–9:20 a.m. Union 403

Chair: *Ruth De Conceicao Silva, University of North Texas*

The critical-communicative perspective in social research, *Itxaso Tellado, Northern Illinois University; Javier Díez-Palomar, The University of Arizona; and Sandra Racionero-Plaza, University of Wisconsin-Madison*

Sedition through compliance: a failed atttempt at cynical engagement, *Tony Brown, Manchester Metropolitan University*

Reading Policy, Interpreting Policy: a ritual-based discourse, *Ruth De Conceicao Silva, University of North Texas*

Correspondence Theory of Truth, *Khosrow Bagheri Noaparast, Tehran University and Mohammad Zoheir Bagheri Noaparast, Tehran University*

From Theoretical Premises to methodological tools: Preserving fluidity and dynamism in the study of "mediation", *Dominique Meunier, University of Montreal*

1018 Moving Beyond Nostalgia: Race/Cultural Memory in Qualitative Research

8–9:20 a.m. Room G

Chair: *Cynthia B. Dillard, Ohio State University*

Signifyin' Hair and Other Significant Moments of Research: An Autobiographical Choreopoem , *Cynthia B. Dillard, The Ohio State University*

Between Two Homes: Bi/Intercultural Memories in the Search for Goodness in Research, *Gumiko Monobe, The Ohio State University*

Always Black, Always Male: Race/Cultural Recollection and the Qualitative Researcher, *Terry Husband, The Ohio State University*

Re-membering My-self: From Memories of Distortions to Memories of "Truth", *Jill Oglesbee, The Ohio State University*

What's Marx Got to Do With It?: A Pan African Story of Qualitative Research and the Politics of/in Memory, *Yvette Pierre, The Ohio State University*

1019 A Disruptive Dialogue on "Power" — in Theory and Exercise — Within Critical Educational Inquiry

9:30–10:50 a.m. Room C

Chair: *Rozana Carducci, University of California, Los Angeles*

Beyond Research Relationships: An Interrogation of Power Dynamics Enacted within Critical Educational Scholarship, *Rozana Carducci, University of California, Los Angeles and Melissa Contreras-McGavin, University of Southern California*

Power in the process: Locating and responding to power in critical inquiry, *R. Evely Gildersleeve, Iowa State University*

Performances of Power and Social Identity: The Dis/connects in Critical Educational Scholarship, *Penny A. Pasque, University of Michigan*

Faculty Work: Material constraints, spatial possibilities, *Aaron M. Kuntz, University of Massachusetts Amherst*

1020 Qualitative Case Study Evaluations in Language and Literacy Education

9:30–10:50 a.m. Union 215

Chair: *Mustafa Yunus Eryaman, University of Illinois and Nihat Gurel Kahveci, University of Illinois*

A Qualitative Case Evaluation of Characteristics of Art-Centered Literacy Practices in a Fifth Grade Classroom, *Mustafa Yunus Eryaman, University of Illinois*

Sixth grade Elementary Students' Perception of the Teaching Profession: A Qualitative Case Study, *Nihat Gurel Kahveci, Unversity of Illinois*

A Qualitative Case Evaluation Of Fourth Grade Turkish Students' Perceptions About Reading To Learn, *Mustafa Ulusoy, Gazi University*

A Qualitative Case Evaluation of Project Booktalk, *Hakan Dedeoglu, University of Florida*

Multiple Ways to Biliteracy Development for Young Bilinguals: Opportunities and Obstacles, *Yeonsun Ellie Ro, University of Illinois at Urbana-Champaign*

Investigating Turkish Youth's Negotiation With Global Cultural Flows Within the Cybercafés, Mustafa Koc, Suleyman Demirel University

1021 The Grey Areas: Ethics and Politics in Qualitative Research

9:30–10:50 a.m. Union 405

Chair: *Rona Hart, Tel Aviv University and Naama Sabar Ben Yehoshua, Tel Aviv University*

Ethical Issues in Intercultural Qualitative Research, *Lea Kacen, Ben Gurion University*

"Stories We Hear Whose Are They?" - Ethical Dilemmas in Narrative Research, *Naama Sabar Ben Yehoshua, Tel Aviv University*

Ethical Concerns of Researchers Using Popular Channels for their Outcomes, *Amia Lieblich, The Hebrew University*

Ethical Concerns or Politically Correctness? Assessing Potential Damage in Publishing Qualitative Research, *Rona Hart, Tel Aviiv University*

1022 Methodological Challenges in the Field: What We Wish We Had Known

9:30–10:50 a.m. Union 209

Chair: *Laura Ellen Hirshfield, University of Michigan and Carla A. Pfeffer, University of Michigan*

Talking to the Women Partners of Trangender/Transsexual Men About Bodies and Sex, *Carla A. Pfeffer, University of Michigan*

Friendship and Intimacy in Interviewing: At what point does empathy become exploitative?, *Laura Ellen Hirshfield, University of Michigan*

Negotiating the Anxiety of Fieldwork, *David Flores, University of Michigan*

Challenges of Negotiating Power in Multiple Field Sites Simultaneously, *Amy C. Hammock, University of Michigan*

Encountering Power and Privilege on the Global Feminisms Project, *Zakiya Luna, University of Michigan*

1023 Discourses of Female Sexuality and Sexualized Violence: Interdisciplinary Explorations

9:30–10:50 a.m. Union 406

Chair: *Katherine Pavelka Luke, University of Michigan*

Soldiers or Sex Objects? Gender, Sexuality, and Women in the Israeli Army, *Dana S Levin, University of Michigan*

Exploring Sexually Liminal Employment for Women and Work, *Pilar Horner, University of Michigan*

Technologies of gender and sexual violence prevention among binge-drinking college women, *Katherine P Luke, University of Michigan*

The 'abused-abuser hypothesis' in the narrative accounts of sexually abusive young women, *Diane L Miller, Oberlin College*

1024 Sexual Violence: Case Studies

9:30–10:50 a.m. Room F

Chair: *Pat Sikes, University of Sheffield*

A Story of Empowerment: A Community Approach to Intimate Partner Violence Prevention, *Gillian M. Finocan, Miami University; Raven Cuellar, Miami University; Angela D. Ledgerwood, Miami University; Jennifer L. Elfstrom, Miami University; and Paul D. Flaspohler, Miami University*

Trauma Recovery of Taiwanese Rape Survivors: Gender and Sociocultural Contexts, *Yu-Wei Wang, Southern Illinois University*

Unlabeled Sexual Experiences: Women's Stories, *Lori E Koelsch, Miami University; Karen Maitland Schilling, Miami University; and Ann Fuehrer, Miami University*

Suppressing Innocence? Difficulties in Researching 'False' Accusations of Sexual Misconduct Made Against School Teachers, *Pat Sikes, University of Sheffield and Heather Piper, Manchester Metropolitan*

1025 Religion and Spirituality

9:30–10:50 a.m. Room D

Chair: *Deborah L Smith-Shank, Northern Illinois University*

Troubling the Insider/Outsider Problem in the Study of Religion, *Sara Shrader, University of Illinois at Urbana-Champaign*

Negative Case Analysis to Enhance Research on Religious Change, *Roberta G. Sands, University of Pennsylvania; Dorit Roer-Strier, Hebrew University; and Joretha Bourjolly, University of Pennsylvania*

Interrogating Holy Cards, *Deborah L Smith-Shank, Northern Illinois University*

To be Destined — The Reconstruction and Realization of Contemporary Spiritual Destiny, *Orit Bendas-Jacob, Hebrew University of Jerusalem*

1026 Emotionality: Narrative Approaches

9:30–10:50 a.m. Room A

Chair: *Donileen R. Loseke, U. South Florida*

Emotions and leaning in students' personal narratives, *Claudia Piccardo, University of Turin and Angelo Benozzo, Aosta*

The Rhetorical Appeal of Emotional Appeals in George W. Bush's Discourse of War, *Donileen R. Loseke, U. South Florida*

How Do White Students Learn About Race? What's Going on When Students Move from Emotional Reactivity Toward Racial Understanding, *Terri Karis, University of Wisconsin-Stout*

An Intuitive, Embodied Experience of Living Through an Interpretive Study, *Denise Adele Segor, Fielding Graduate University*

Poetic evidence from emotional landscapes: A queer way to do research, *John J. Guiney Yallop, The University of Western Ontario*

1027 Electronically Mediated Communication: Online Ethnographies

9:30–10:50 a.m. Union 404

Chair: *Dian E Walster, Wayne State University*

Conversations with email, *Dian E Walster, Wayne State University*

"I feel fine, Doctor" and Other Lies Patients Tell: Changing Patient/Practitioner Discourse Via Blogs, E-mail and Other Technologies, *Suellen Rader Regonini, University of South Florida*

Oversea E-mail Exchange Project Between America and Japan: The Experiences of Two High School Teachers, *Miho Ohta Young, University of Illinois*

"Let me tell you who I am": An ethnographic study of Identity and Accountability in two Electronically-Monitored Workplaces, *Brenda Jean McPhail, University of Toronto*

Feminist Perspectives in Cross-cultural Collaboration, *Karen T. Keifer-Boyd, The Pennsylvania State University*

1028 Blogs, Wikis, and Social Networks: Reflexive Inquiry

9:30–10:50 a.m. Room B

Chair: *Magda Lewis, Queens University*

Pilot Studies as Reliable Evidence: A Narrative Exploring My Rejected Thesis Proposal, *Dimitrios Jason Price-Stalides, Southern Illinois University Carbondale*

Naturalizing Digital Immigrants: How Educators Are Responding to Rapidly Changing Digital Literacies, *Margaret Johnson, National Louis University*

On-Line Research, Human Subjects, and the Blunt Instrument of Ethics Review Boards: Jurisdiction, Responsibility and Ethics, *Magda Lewis, Queens University and Stephanie Lanthier, Queens University*

THEIRSPACE.COM: Sex Talk, Friends with (Digital) Benefits & Self-Production on MySpace, *Sarah L. Rasmusson, University of Illinois*

Qualitative inquiries into social network analysis: challenges and suggestions, *Dhrubodhi Mukherjee, Southern Illinois University*

1029 Adolescents: Troubling the Discourse

9:30–10:50 a.m. Room G

Chair: *Michelle Cruz-Santiago, University of Illinois at Urbana-Champaign*

The use of focus groups with Latino parents and adolescents, *Michelle Cruz-Santiago, University of Illinois at Urbana-Champaign and Jorge I. Ramirez Garcia, University of Illinois at Urbana-Champaign*

Cultural Perceptions of Healthy Weight in Appalachian Caregivers, *Kelli J. Williams, Marshall University; Christopher A. Taylor, The Ohio State University; Robert F. Lawson, The Ohio State University; Kay N. Wolf, The Ohio State University; and Richard D. Crespo, Marshall University*

"What about your reputation?": An autoethnographic exploration of teens, sexuality, and mass media, *Amy Adele Hasinoff, University of Illinois at Urbana-Champaign*

1030 Education and Case Study Methods

9:30–10:50 a.m. Union 314B

Chair: *Lori S Cable,*

Types of college students involving self in finding a career and life direction, *SungAh Bae, University of Illinois at U-C and Klaus Witz, University of Illinois at Urbana-Champaign*

Qualitative analysis of effect of comprehensive integrated early childhood curriculum on acquisition of pre-literacy skills, *Lori S Cable; Melissa O Sullivan; and Ann Landrum*

Learning experiences of Social Studies method course into their student teaching among preservice elementary teachers, *Jong-Hyun Lee, University of Illinois at Urbana-Champaign*

Using Critical Race Theory to disrupt hegemonic practices: living the tensions of a white researcher, *Charlotte Chadderton, Manchester Metropolitan University*

The importance of the motivation, the confidence and the security in the development of the creative potential in students of design: A qualitative exploration, *Ma. de la Luz Palacios-Villavicencio, Universidad Tecnológica de la Mixteca and María del Carmen Valenzuela Martínez*

1031 Tenure Issues

9:30–10:50 a.m. Union 210

Chair: *Patricia Geist Martin, San Diego State University*

"Production-based" tenure and qualitative researchers as "producers", *Peggy L Placier, University of Missouri-Columbia; Juanita M Simmons, University of Missouri-Columbia; Jennifer L Hart, University of Missouri-Columbia; Brendan Maxcy, University of Missouri-Columbia; and Thu Suong T. Nguyen, University of Missouri-Columbia*

Recareering as tenure track faculty: The collaborative learning community, *Iris M Saltiel, Troy University; P. Tom Hackett, Columbus State University; Maria Martinez Witte, Auburn University; and Jim Witte, Auburn University*

There's Something Your Need to Know: Male Professors' Stories of Sexual Harassment, *Patricia Geist Martin, San Diego State University and Jennifer Ann Scarduzio, San Diego State University*

Attending to the Politics of the 'Politics of Research', *Monica Leisey, Virginia Commonwealth Universtiy*

1032 Constructions of Evidence

9:30–10:50 a.m. Union 407

Chair: *Mirka Elina Koro-Ljungberg, University of Florida*

The Change of Evidence in Social Science, *Stefan Thomas, Free University of Berlin*

Exclusion of evidence and the concept of "non-evidence," *Mirka Elina Koro-Ljungberg, Sharon Hayes, Carol Isaac, Diane Ortega Sen, and Ivy Haoyin Hsieh, University of Florida*

Evidence construction: what about theory, need and ideology ?, *Ajay Bailey, University of Groningen*

Qualitative research of lived experiences: who is judging the evidence?, *Vera Roos and Hester Klopper, North-West University*

Eight Treasure Soup: Voice, Perspective and Evidence in a Collaborative Project, *Sally Godinho, The University of Melbourne; Trevor Hay, The University of Melbourne; Julie White, La Trobe University; and Pamela St Leger, The University of Melbourne*

1033 Technology: Education

9:30–10:50 a.m. Union 403

Chair: *Ihsan Seyit Ertem, University of Florida*

Elementary-School Teachers' Perception and Use of Computer Technology in Teaching, *Ihsan Seyit Ertem, University of Florida*

Simulations as Potential Tools for Learning and Instruction in Digital Literacy, *Jase L Teoh, Illinois State University*

1034 Questioning Authority

9:30–10:50 a.m. Room E

Chair: *Tony Brown, Manchester Metropolitan University*

The Minuteman Militia and the Production of United States National[jingo]ism, *Kristin Marie Haltinner, American University*

Features of Social Movements' Conceptualization, *José G Vargas-Hernandez, Instituto tecnologicod e cd. Guzman*

Effacing the Facts: Critical Realism and the Politics of Evidence, *Benjamin Jon Reid, Henley Management College and Nigel Spinks, Henley Management College*

Managing Conflicting Perspectives in the Field: Institutional Authority, Ideology, and the Body, *Josh R. Adams, The Ohio State University*

Conceptualising improvement in curriculum reform: against consensus, *Tony Brown, Manchester Metropolitan University*

1035 Plenary: Mixed Methodologies and the Politics of Evidence

9:30–10:50 a.m. Union 314A

Chair: Robert E. Stake, University of Illinois at Urbana-Champaign

The Politics of Mixed Methods: Methodological Considerations at the Quan/Qual Point of Interface, *Janice M. Morse, University of Utah and Linda Niehaus, University of Alberta*

Panelist, *John Creswell, University of Nebraska*

Specifying 'usually' and 'some': Using simple descriptive statistics in qualitative inquiry, *Frederick Erickson, UCLA*

Panelist, *Joseph Maxwell*

Discussant, *Thomas A. Schwandt, University of Illinois at Urbana-Champaign*

1036 The Place of Ethical Reflexivity in Qualitative Inquiry

11 a.m. to 12:20 p.m. Union 403

Chair: *Bronwyn Davies, University of Western Sydney*

Transforming the Researcher, *Constance Ellwood, University of Western Sydney*

Collective biography and the practice of writing, *Marnina Gonick, Penn State University*

From rationality to relationality, *Peter Bansel, University of Werstern Sydney*

Towards ethical 'arts of existence': ethical reflexivity in therapeutic practice, *Sheridan Linnell, University of Western Sydney*

Opening oneself to difference through creative writing, *Bronwyn Davies, University of Western Sydney, Bankstown Campus*

1037 Queer Youth, Space, and Identity

11 a.m. to 12:20 p.m. Union 406

Chair: *Cris Mayo and Khristian Kemp-Delisser, University of Illinois*

Spaces of the Normal and Beyond: How Identity Impacts Public Same-Sex Performative Acts and Alliance, *Lisa Weems, Miami University of Ohio*

Speaking Free and Fully: The Political Significance of Black Girls' Way With Words, *Ruth Nicole Brown, University of Illinois at Urbana Champaign*

Heteronormativity: "Good Girls" and Virgins in Adolescent Lesbian Sex Talk, *Elizabethe Payne, Syracuse University*

A Queer Sense of Space, *Cris Mayo, University of Illinois at Urbana-Champaign*

1038 Listening to and Using Our Voice: Researcher Reflexivity

11 a.m. to 12:20 p.m. Room C

Chair: *Patricia McGrath Morris, Virginia Commonwealth University and Mary Katherine O'Connor, Virginia Commonwealth University*

Bracketing Human Subjectivity: Grounded Theory, *Pam Kovacs, Virginia Commonwealth University*

Shaping the Narrative: Constructivist Inquiry, *Mary Katherine O'Connor, Virginia Commonwealth University*

Entering into the Dialogue: Gadamerian Hermeneutics, *Patricia McGrath Morris, Virginia Commonwealth University*

Stepping Back: Exploring the Implications and Challenges of Reflexivity, *Jaclyn Miller, Virginia Commonwealth University*

1039 Where does knowledge live when using collaborative technology? A performative multi-voiced act exploring politics of evidence in local and global contexts

11 a.m. to 12:20 p.m. Union 210

Chair: *Kakali Bhattacharya, University of Memphis*

Have you seen my wiki? Performing de/colonizing approaches to training future qualitative researchers through wikispaces, *Kakali Bhattacharya, University of Memphis*

Raising our voices: Performing through shared and heard wikispaces, *Gary Schneider, University of Memphis*

Can wikis be part of "scientific" inquiry in qualitative methods? Performing embodied experiences of "knowing" and re-presenting, *Sandy J Schaeffer III, University of Memphis*

Un-knowledged voices: Performing a fourth world scenario, *Karen Thurmond, University of Memphis*

1040 Qualitative Research in Art Education

11 a.m. to 12:20 p.m. Room A

Chair: *Robert E. Stake, University of Illinois at Urbana-Champaign and David Nyaberi, University of Illinois at Urbana-Champaign*

An Arts-Based Educational Framework for Fostering Intercultural Unity in Kenya, *David Nyaberi, University of Illinois at Urbana-Champaign*

A Volunteer Docents Program at a Fine Arts Museum, *Martina Riedler, University of Illinois at Urbana-Champaign*

Digital Dialogues: Empowering Inquiry through Video Production, *Sherri Polaniecki, University of Illinois at Urbana-Champaign*

Evaluating Gilmore Foundation EFA School Arts, *Robert Stake, University of Illinois at Urbana-Champaign and April Munson, University of Illinois at Urbana-Champaign*

Secondary School Art Teachers' Conceptualizations of Visual Literacy, *Ching-Chiu Lin, University of Illinois at Urbana-Champaign*

1041 Ethnography as solidarity

11 a.m. to 12:20 p.m. Union 404

Chair: *Andrea Dyrness, Trinity College, and Soo Ah Kwon, University of Illinois at Urbana-Champaign*

Towards a Pedagogy of Acompañamiento: Transmigrant male youth and border-crossing poetry, *Enrique Sepulveda, University of California at Davis*

The risk of change in ethnography-as-solidarity, *Andrea Dyrness, Trinity College*

Ethnography for whom?, *Soo Ah Kwon, University of Illinois at Urbana-Champaign*

Reproducing or Challenging Power in the Questions We ask and the Methods We Use, *Kysa Nygreen, University of California at Santa Cruz*

1042 Teaching the Politics of Evidence-Making

11 a.m. to 12:20 p.m. Union 209

Chair: *Karen Louise Andes, Emory University Rollins School of Public Health, and Cesar Antonio Cisneros-Puebla, Universidad Autonomoa Metropolitana-Iztapalapa*

Epistemology of "evidence" from the periphery, *Cesar Antonio Cisneros-Puebla, Universidad Autonomoa Metropolitana-Iztapalapa*

Teaching 'evidence-making': critical issues and strategies, *Monique Marcelle Hennink, Emory University*

Beyond Kappa: Using intercoder agreement to teach aspects of qualitative analysis, *Karen Louise Andes, Emory University*

Memos and Evidence-Making: Teaching qualitative analysis through memo-writing exercises, *Karen Louise Andes, Emory University and Monique Marcelle Hennink, Emory University*

1043 Peacebuilding and Sport

11 a.m. to 12:20 p.m. Union 215

Chair: *Robert E Rinehart, Washington State University*

On Snowglobes, Peace and Sport, *Synthia S. Sydnor, University of Illinois, Urbana-Champaign*

Epiphanies, Empathy, and Social Justice: How Biographical Insights May Influence Social Change, *Robert E Rinehart, Washington State University and Paul E Pitre, Washington State University*

Oh! A Sad Winner!, *Yeanmi You, University of Illinois*

1044 Trauma and Truth Discourses

11 a.m. to 12:20 p.m. Room F

Chair: *Kate Connolly, Concordia University*

Research, trauma and recovery, *Sophie E. Tamas, Carleton University*

Being the "I" witness: Ethical complexities and contextual sensitivities when investigating community trauma, *Kate Connolly, Concordia University and Linda Kay, Concordia University*

Humanistic and Instinctual Methodology: Research which pushes our boundaries and buttons, *Melanie Schikore Andina, UIC*

1045 Reflexivity and the Discursive Turn

11 a.m. to 12:20 p.m. Room B

Chair: *Anita Wilson, Lancaster, UK*

'As I buy my biscuits - with real money in a system that operates without cash - and leave the jail, it strikes me that there is something bizarre about carrying a paper plate on which are balanced four teddy bear biscuits past the security cameras and out into another world': Knowing our place in the borderlands of prison life, *Anita Wilson, Lancaster, UK*

Perspectives for a conscious alteration of the ethnographic gaze, *Aida Sanchez de Serdio, University of Barcelona and Isaac Marrero, University of Barcelona*

International Students, Educational Policy, and Social Justice, *Vivette Beuster, Green River Community College*

Discussing reflexivity in social research: Lessons from a study on evangelical pilgrimages, *Yaniv Belhassen, University of Illinois at Urbana-Champaign*

Implications of qualitative inquiry as discursive turn, *Richard B Henne, Indiana University and Kate T Anderson, Indiana University*

1046 Teacher Narratives/Counter-Narratives

11 a.m. to 12:20 p.m. Union 314B

Chair: *Kimberly Nicole Parker, University of Illinois-Urbana Champaign*

Authentic Teacher Voice in Qualitative Case Study: Issues of Representation of Self and Students in Teacher Research, *Helen B. Slaughter, University of Hawaii and Cristina Rathyen, University of Hawaii*

Deconstructing Student Teacher, *Jessica L Van Cleave, University of Georgia and Kristi Bruce Amatucci, University of Georgia*

Pre-service mathematics teacher identity: A discourse analytic perspective, *Tara Stuckless, Regina*

Troubling Teacher identity: Power, presence and procedure in the mathematics classroom, *Elizabeth M. de Freitas, Adelphi University*

On Quitting: Narratives of Former Charter School Teachers, *Kimberly Nicole Parker, University of Illinois-Urbana Champaign*

1047 Mixed-Method Designs

11 a.m. to 12:20 p.m. Room D

Chair: *Orit Karnieli-Miller, University of Haifa*

A Manifesto Against the Follow-Up Interview, *Lori Kendall, University of Illinois at Urbana-Champaign*

Creating shared meanings: The use of multi-method multi-perspective triangulation, *Orit Karnieli-Miller, University of Haifa and Zvi Eisikovits, University of Haifa*

A Mixed-Methods Analysis of the Reading Habits of Freshman-Level Developmental Reading Students, *Omer Avci, Northern Illinois University and Anindya Sen, Northern Illinois University*

An Evaluation of the Teaching in a College of Education-A combination of structured Approach and a Narrative Approach, *Yitzhak Gilat, Levinsky College of Education; Sari Bar-On, Levinsky College og education; and Asher Genis, Levinsky College og education*

Recursive Grounded Techniques in a Longitudinal Multistage Study of Disability Supports, *Thomas William Christ, University of Hawaii*

1048 Qualitative Case Studies: Race

11 a.m. to 12:20 p.m. Union 405

Chair: *Jan Carter-Black, University of Illinois at Urbana-Champaign*

Ethnographic Research with African Immigrants and Refugees in the North East USA, Understanding Lives and Experiences of New Immigrants, *Otrude N. Moyo, University of Southern Maine*

Transcending race?: the role of adoption agencies in transnational adoption and the dilemma of multiculturalism, *Kazuyo Kubo, University of Illinois at Urbana Champaign*

Contested Racial Authenticity: A Threat to Positive Racial Identity Development and Socialization Among African American Youth, *Jan Carter-Black, University of Illinois at Urbana-Champaign*

Economic Development and Gaming on a Rural Reservation: The Case of the Sisseton-Wahpeton Oyate, *Roy Frank Janisch, Pittsburg State University*

The racialization of teen sexuality in the news, *Amy Adele Hasinoff, University of Illinois at Urbana-Champaign*

1049 Qualitative Evaluation and Social Policy

11 a.m. to 12:20 p.m. Room G

Chair: *Ruth Marilda Fricke, UNIJUI-Universidade Regional do Noroeste do Estado do Rio Grande do Sul*

Masculine hegemony and feminine power in (des) construction, *Ruth Marilda Fricke, UNIJUI-Universidade Regional do Noroeste do Estado do Rio Grande do Sul*

Qualitative Research Informing Social Policy: Learning from Cases of Citizen Participation in Policy-making, *Michael R. Woodford, University of Michigan*

Payday Lending Ecology: A Critical Approach, *Brian John Distelberg, Michigan State University and Gera Weir, Michigan State University*

Using qualitative research to inform the policy-making process, *Paul M. Wright, University of Memphis; John Amis, University of Memphis; Ben Dyson, University of Memphis; James Vardaman, University of Memphis; and Hugh Ferry, University of Memphis*

1050 Constructions of Science

11 a.m. to 12:20 p.m. Union 407

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

Rehabilitation of Truth: Hans-Georg Gadamer's ontological shift of social reason, *Kuk-Won Shin, Chongshin*

Touching the rainbow: certainty in the postmodern world, *Artemi Ioanna Sakellariadis, University of Bristol*

Strange bedfellows: The use of art and data and data in art, *Joann L. Hoffman, Fielding Graduate University and Kimberly Dark, California State San Marcos*

Ambiguity as Subterfuge? The Sokal Hoax Revisited, *David Haldane Lee, University of South Florida*

The Nature of Science and the Science of Nature: Misconceptions about Science and the Scientific, *Lubomir Savov Popov, Bowling Green State University*

1051 Inquiring into How Inclusion and Exclusion is Recognized

11 a.m. to 12:20 p.m. Room E

Chair: *Violet Johnson Jones, The University of Texas at El Paso*

The High School Graduating Class of 65 - Boomers Reunite on the Precipice of Sixty, *Mary Catherine Poole, University of South Florida*

Historical Social Approach to Social Movements for Recognitions of Indigenous Rights in Contemporary Mexico, *Josè Gpe. Vargas-Hernàndez, Instituto tecnològico de Cd. Guzman*

"Talk to me" Adapting the Interview Process to Meet the Needs of Low-Income Men in Mid-Missouri, *Jeffrey Dean Gage, City Campus, Christchurch Polytechnic Institute of Technology*

Drawing trajectories as a methodological tool for understanding adults learning sociocognitive processes, *Javier Diez-Palomar, The University of Arizona; Joaquim Gimenez, The University of Barcelona; and Paloma Garcia, The University of Barcelona*

Talking Black About The Border: Black Educators And The Immigration Debate, *Violet Johnson Jones, The University of Texas at El Paso*

1052 Plenary: Indigenous Models of Truth in the Decolonized Academy: A Dialogue

11 a.m. to 12:20 p.m. Union 314A

Chair: *Edward Bruner, University of Illinois*

Panelists: Yvonna Lincoln and Elsa Gonzalez, *Texas A&M University*; D. Soyini Madison, *University of North Carolina*; Kay Picart, *Florida State University*; and Tim Begaye, *Arizona State University*

1053 The politics of revelation: Secret, truth, story, and desire

1–2:20 p.m. Union 209

Chair: *Christopher N. Poulos, University of North Carolina-Greensboro and Carolyn Ellis, University of South Florida*

On Not Telling Family Secrets, *Carolyn Ellis, University of South Florida*

Desire and the Longing of a Soul, *Larry E. Russell, Hofstra University*

Writing the Other, *Laurie Lopez Charlés, University of Massachusetts, Boston*

Truth in Life Research, *Tony Adams, University of South Florida; Jillian Tullis Owen, University of South Florida; Chris McRae , University of South Florida; and Alisha Vitale, University of South Florida*

Political, Personal, Performative: When the Secret is Sex, *Killian Manning, University of North Carolina-Greensboro*

1054 Explorations of Liminality: Movements in Identities, Boundaries and Research

1–2:20 p.m. Room C

Chair: *Gayatri Moorthi, University of Illinois at Urbana-Champaign*

Researching and Weaving narratives of addiction- Traversing the Biopolitics of body, space and discipline, *Gayatri Moorthi, University of Illinois at Urbana-Champaign*

Considering the notion of privilege in International research: Participant observation reflections, *Cray Mulder, University of Illinois at Urbana-Champaign*

Does the duality help to better understand institutionalized maltreated children's Ibasho?: Examination of a Japanese concept as an insider and as an outsider both at the same time, *Sachiko Bamba, University of Illinois at Urbana-Champaign*

Exploring the concept of intimate partner violence among elder Korean immigrants, *Woochan Shim, University of Kansas*

A Chinese Fortune Cookie, *Jane Marie Marshall, University of Illinois at Urbana-Champaign*

1055 Moving Bodies: Autoethnographies of Transition 2

1–2:20 p.m. Union 404

Chair: *Pirkko Helena Markula, University of Alberta*

Sport, Ethics, and Change: Coaching and the Technologies of the Self, *Jim Denison, University of Alberta*

Affect[ing] Bodies: Political Pedagogy of Pilates, *Pirkko Markula, University of Alberta*

In Search of "Terra Australis:" My Grand Slam "Magical Mystery Tour", *Nancy Spencer, Bowling Green State University*

1056 Disability Studies

1–2:20 p.m. Room F

Chair: *Phil Smith, Eastern Michigan University*

An OUT(in)lan{dish} po(l)em/it-ics uv DISability stud tease in ed DUCAT ion, *Phil Smith, Eastern Michigan University*

The (Mis)interpretation of Disability: Why Quantitative Research Does Not Work in American Politics, *Thomas Patrick Horejes, Arizona State University*

Masculinity, Disability, and Access (Ability): Alternative Ethnographic Practices in the Study of Disabled Sexualities in Wheelchair Rugby, *Kurt Lindemann, San Diego State University*

Technology and Postsecondary Disability Support Services, *Thomas William Christ, University of Hawaii*

The dissolution of positive illusions: Caregivers (re)presentation of a competent self, *Elizabeth A. Larson, University of Wisconsin-Madison*

1057 Shifting Identities

1–2:20 p.m. Union 406

Chair: *Melanie EL Bush, Adelphi University*

The American Dream and Whiteness of Empire, *Melanie EL Bush, Adelphi University*

Critical Race Theory and Critical Pedagogy of Whiteness Studies:, *Kim McCann, Bowling Green State University*

Audience and the Reading of the "White Expert", *Heather Greenhalgh-Spencer, University of Utah*

A Constructed White Racial Reality, *Nathan Ross Todd, University of Illinois Urbana-Champaign; Mark Aber, University of Illinois Urbana-Champaign; and Lisa Beth Spanierman, University of Illinois Urbana-Champaign*

The Denial of the Prevalence of Incest in White Families and the Perpetuation of the Myth of the Black Rapist: A Critical Race Theory Perspective, *Kristen Hennessy, Duquesne University*

1058 Issues in Multi-lingualism: Decolonizing Methodologies

1–2:20 p.m. Room A

Chair: *Yvonna S. Lincoln, Texas A&M University*

Decolonizing Methodologies Further: Authorial Intentions, Reader Response, and the Uses of Qualitative Research, *Elsa M. Gonzalez y Gonzalez, Texas A&M University and Yvonna S. Lincoln, Texas A&M University*

Secret Reservoirs: How Bilingual Teachers Create Successful Pedagogy in Spite of English-only Mandates, *Kirstin Ruth Bratt, Penn State Altoona*

Dialogue for Multiple Voices with Audience: Interactions Between a Bilingual Child and his Mother, *Hye-Young Park, University of Illinois at Urbana-Champaign*

Decolonizing Evidence: The Politics of Bilingual Data, *Yvonna S. Lincoln, Texas A&M University and Elsa M. Gonzalez y Gonzalez, Texas A&M University*

Expanding the Discourse about Second Language Education in the U.S. through Qualitative Evaluative Inquiry, *Helen B. Slaughter, University of Hawaii*

1059 Graduate Student/ Dissertation Narratives

1–2:20 p.m. Union 314B

Chair: *Denise Adele Segor, Fielding Graduate University*

Self: A Valuable Instrument or a Limitaton to be Mitigated?, *Bonnie Noble, Alliant International University*

Scared, *Claudio Moreira, University of Illinois at Urbana-Champaign*

Neophyte and White: Surfacing and Understanding My Privilege in a Transnational Dissertation, *Denise Adele Segor, Fielding Graduate University*

Crisis of learning: An autoethnography of becoming a poststructural feminist, *Mindy Legard Larson, Linfield College*

1060 Trust and Trustworthiness

1–2:20 p.m. Union 407

Chair: *Nancy Elizabeth Fenton, Brock University*

Trust and vulnerability in the researcher-participant relationship, *Kristin Heggen, Oslo and Marilys Guillemin, Melbourne*

Conversation as Research Method: Shifting Depictions of Evidence, Shaping a New Research Politic, *Nancy Elizabeth Fenton, Brock University and Carmen Colin Shields, Nipissing University*

Who is the owner of this story? When personal agendas interfere with research, *Mira Karnieli, Oranim, College of Education*

Transference or Incompatibility? The Value of Experiential Research about Psychotherapy, *Diana Cuello, Duquesne University*

Narrative Research Methods, *Linda C. Mcintosh, North Carolina Agricultural and Technical State University*

1061 New Developments in Feminist Methodologies

1–2:20 p.m. Room B

Chair: *Leslie Rebecca Bloom, Iowa State University*

Listening for and past the lies that make us sick: Using the voice-centered method in understanding Black women's depressive experiences, *Tamara Michelle Beauboeuf, DePauw University*

Intersectionality Theory for Enhancing Feminist Research and Performance Ethnography, *Leslie Rebecca Bloom, Iowa State University*

Politics of Gender in Qualitative Interviewing, *Shiva Sadeghi, OISE/ University of Toronto*

A Gender Inclusive Leadership Research: What does it take? Where does it lead?, *Steinunn Helga Larusdttir, Iceland University of Education*

1062 Internet as Pedagogy

1–2:20 p.m. Room D

Chair: *Radhika Gajjala, Bowling Green State University*

The Internet as a Pedagogical Space for Remaking of Meanings, *Ani Amirmooradian Malhami, University of Ottawa*

Epistemologies of Doing: E-merging Selves Online, *Radhika Gajjala, Bowling Green State University; Melissa Altman, Bowling Green State university; and Natalia Rybas, Bowling Green State University*

What the eye doesn´t see: An Inquiry (cowiki-) based learning case study, *Iván Manuel Jorrín-Abellán, University of Valladolid; Bartolomé Rubia-Avi, University of Valladolid; and Sara Villagrá-Sobrino, University of Valladolid*

Perspectives on the innovative Journey Mapping online program evaluation tool, *Dhira D. Crunkilton, Southeast Missouri State University*

Living in Hybrid Spaces: Mobility, Connectivity, and Snapshots in Play, *Dong-Hoo Lee, University of Incheon*

1063 Contesting Conceptions of Whiteness

1–2:20 p.m. Union 405

Chair: *Wanda Bridges Knight, Penn State*

SINGLE WHITE FEMALES: Post-Feminism, Whiteness & Young Women After Girl Power, *Sarah L. Rasmusson, University of Illinois*

Well... my son is First Nations and HE IS NOT A THIEF!, *April Suzanne Vannini, Royal Roads University*

Examining the Water: Confessional Tropes and Turbulent Dilemmas, *Wanda Bridges Knight, Penn State*

"Where are you from?" An autoethnographical account of everyday practices of exclusion in multi-cultural society, *Kathy Davis, Utrecht University and Lorraine Nencel, Free University*

1064 New Developments in Performance Ethnography

1–2:20 p.m. Room G

Chair: *Margaret Laurene Young, Bradley*

Contesting Medicalized Maps of Women's Lived Bodies through a Beating Ethnography, *Carmen Ocon, University of Illinois at Urbana-Champaign*

Reconstructing Life: Performance, Autobiography, and Empowerment, *Patrick Michael Santoro, Southern Illinois University, Carbondale*

A Case Study: Hidden Curriculum in Ballet Lessons, *Kanako Ide, University of Illinois at Urbana-Champaign*

Petit Narratives, *Margaret Laurene Young, Bradley*

Desire Among Platform Agnostics, *Nathaniel Kohn, University of Georgia and Kristi Bruce Amatucci, University of Georgia*

1065 New Developments in Qualitative Inquiry

1–2:20 p.m. Room E

Chair: *Judith A Davidson, University of Mass-Lowell*

Research Design in Qualitative Research Software, *Judith A Davidson, University of Mass-Lowell and Silvana diGregorio, SdG Associates*

Finding evidence for improving model guidelines through mixed-method intervention research, *Andreas Fassler, Virginia Commonwealth University*

Considering Qualitative Research Questions from Epistemological and Methodological Perspectives, *Sharon B. Hayes, University of Florida*

The politics of collaborative qualitative data analysis, *Rosemary C. Reilly, Concordia University*

On the Relative Rationality of the Subjectivity in Qualitative Research, *Changyong Yang, Southwest China University; Guangyu Liu, Southwest China University; and Yanjun Zhao, Southwest China University*

1066 Empowerment

1–2:20 p.m. Union 403

Chair: *Geoffrey Nelson, Wilfrid Laurier University*

Resident Participation in a Community-Based Primary Prevention Initiative for Families with Young Children: Empowerment or Exploitation?, *Geoffrey Nelson, Wilfrid Laurier University*

Narratives of Black Canadian Empowerment: Perceptions and Paradoxes, *Julian Hasford, Wilfrid Laurier University*

Critical Reflections on Empowerment: Do Faith and Spirituality Contribute to the Process of Empowerment among Impoverished Consumer/Survivors?, *Rachel Fayter, Wilfrid Laurier University*

Rethinking Empowerment: A Paradigm Shift, *Keith Adamson , Wilfrid Laurier University*

1067 30+ Years on the Plantation: The Price of the Ticket

1–2:20 p.m. Union 210

Chair: *Aisha S. Durham, University of Illinois at Urbana-Champaign*

Youre so angry and strong, and I love it! A Black womans matrix in academic mindfields, *Aisha S. Durham, University of Illinois at Urbana-Champaign*

Plus ça change, plus c'est la même chose, *Janice B. Fournillier, Georgia State University*

30+ Years on the Plantation: The Price of the Ticket, *Carolyne White, Rutgers; Mary Weems, John Carroll University; Clarence Shelley, University of Illinois at Urbana-Champaign; and Gaetano Senese, Northern Arizona University*

1068 Plenary: Spirituality, Indigenous Models of Truth, Endarkened Epistemologies: A Dialogue

1–2:20 p.m. Union 314A

Chair: *Noreen Sugrue, University of Illinois at Urbana-Champaign*

Panelists: Tim Begaye, *Arizona State University*; Sandy Grande, *Connecticut College*; Cynthia B. Dillard, *Ohio State University*; Christopher Stonebanks, *University of Bishops*; Stacy Holman Jones, *University of South Florida*; and Bryant Alexander, *California State University*

Discussant, Noreen Sugrue, *University of Illinois at Urbana-Champaign*

1069 Qualitative Methods and Diverse Populations

2:30–3:50 p.m. Union 403

Chair: *Denise O'Neil Green, University of Nebrska - Lincoln*

Participant-Involved Reflexivity with Diverse Populations, *Camie Nitzel, University of Nebraska*

Researching Hispanic Sub-Groups: One Size Does Not Fit All, *Sandra Ixa Potter, University of Nebraska - Lincoln*

Power of the Qualitative Researcher When Studying Racially/Ethnically Different Populations, *Becky Norman, University of Nebraska - Lincoln*

Qualitative Methods and Culturally Responsive Teaching, *Tehia Starker, University of Nebraska - Lincoln*

Reaching the Domestic Violence Victim in Qualitative Research, *Jamie Gonzalez, University of Nebraska - Lincoln*

1070 Reexamining Experience in Evidential Contexts: Engaging Joan Scott's "The Evidence of Experience"

2:30–3:50 p.m. Union 215

Chair: *Tony E. Adams, University of South Florida*

Autoethnography's "Uncontestable Evidence", *Tony E. Adams, University of South Florida*

The Complexities of Critiquing Ethnographic "Experience", *Keith Berry, University of Wisconsin-Superior*

Reflexion, Evidence, and the Authority of Experience, *Jay Brower, Southern Illinois University, Carbondale*

Crimes Against Experience, *Stacy Holman Jones, University of South Florida*

Experience and Autoethnography: Writing a Possible Self without Foreclosing Critique, *John T. Warren, Southern Illinois University, Carbondale*

1071 Racial Subjectivity in Institutions

2:30–3:50 p.m. Union 406

Chair: *Jill Michele Weigt, California State University, San Marcos*

Examining Whiteness as Property in Educational Research, *Christin A. DePouw, University of Notre Dame*

Whiteness in Welfare Work, *Jill Michele Weigt, California State University, San Marcos*

Cultural Erasure in the Production of Knowledge, Culture, and Power, *Celine-Marie Pascale, American University*

Whiteness and My Literary Imagination, *Violet Johnson Jones, The University of Texas at El Paso*

1072 Qualtiative Interview: Methodologies and Transgressions

2:30–3:50 p.m. Room C

Chair: *Kathryn J. Roulston, University of Georgia*

Theorizing the qualitative interview, *Kathryn J. Roulston, University of Georgia*

Methodological Issues in an Interview Study, *Nihat Gurel Kahveci, University of Illinois at Urbana-Champaign*

Phenomenology meets Appreciative Inquiry: The experience of the AI interviewer, *Thomas Arthur Conklin, John Carroll University*

Walking Alongside: Shadowing as an approach to exploring the fleeting, the fragmented, the seemingly trivial and the taken-for-granted, *Julia Hiscock, Manchester*

"Qualitative Research and Subjectivity", *Cristina Laurita, Duquesne University*

1073 Health Care: Funded Qualitative Research

2:30–3:50 p.m. Union 314A

Chair: *Carolina Martinez-Salgado, Universidad Autónoma Metropolitana (Xochimilco)*

Conflicts in doctor-patient relation in the onset of the medical practice: Evidences from Mexico, *Carolina Martinez-Salgado, Universidad Autónoma Metropolitana (Xochimilco)*

Policy, practice, and funded qualitative health research: interview accounts and interviewer accountability, *Anne Frances Townsend, University of British Columbia*

Sample Size and the Politics of Evidence, *Cynthia Marie Saunders, University of Maryland*

Quality and critical appraisal in Qualitative Health Research (ICS): Discussion of an integrative proposal, *Carlos Calderón, Servicio Vasco de Salud-Osakidetza; María José Fernández de Sanmamed, Institut Cátala de la Salut.; and Laura Balagué, Osakidetza-Servicio Vasco de Salud*

Translating an organisational prescription into family practice in Denmark, *Loni Ledderer, University of Southern Denmark*

1074 Dialectics of Narrative

2:30–3:50 p.m. Room B

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

Orienting to Complexity as Procedure and Praxis, *Erika K. Gubrium, (American Association of University Professors)*

We and I: A Relational Dialectic Analysis of Twin Separation, *Michael Paul Nicholas, University of South Florida*

From an Ecological Model to an Ecological Unit of Analysis, *Lisa Dush, UMass Amherst*

Storytelling as Research, *Patrick J. Lewis, University of Regina*

A Conversation to Find the Truth, *Rebecca A. Newman-Gonchar, RG Research Group*

1075 Dialogic Inquiry

2:30–3:50 p.m. Room A

Chair: *Andrew Herrmann, USF*

Bakhtin and the Emergence of Organizational Discourse, *John Teta Luhman, University of New England; David M. Boje, New Mexico State University; and Ann L. Cunliffe, University of New Mexico*

The Value of One (or Two) in Qualitative Research, *Hillary Lake, University of Oregon and Julianne H. Newton, University of Oregon*

Ragged Edges in the Fractured Future, *Andrew Herrmann, USF; Juila Barnhill, USF; and Mary Poole, USF*

Utilizing Liberal and Conservative Narratives to Promote Dialogue, *Nathan R. Todd, University of Illinois Urbana-Champaign; Jacob Z. Hess, University of Illinois Urbana-Champaign; and Nicole E. Allen, University of Illinois Urbana-Champaign*

A Social Worker's Use of Focus Groups as Both a Site For Social Inquiry and For Empowerment, *Lorraine Moya Salas, Arizona State University*

1076 Sport: Critical Pedagogies

2:30–3:50 p.m. Room E

Chair: *Jennifer Elizabeth Guiliano, University of Illinois*

Stealing Home? Negotiating Citizenship at the World Baseball Classic, *David Ian Haskell, University of Illinois - Urbana Champaign*

Negotiating Identity: An autoethnography of an ethnography on football wives, *Rachel Binns, University of South Florida*

Savage Games: Physical Culture and the American Colonial Subject, *Alex M Mobley, University of Illinois*

Chasing Objectivity: Sport, Auto-ethnography, and Indian Mascots, *Jennifer Elizabeth Guiliano, University of Illinois*

Living, Feeling, and Touching the Other: Insider Perspectives in Sport Research, *Kitrina Douglas, University of Bristol*

1077 School Performance Ethnographies

2:30–3:50 p.m. Union 210

Chair: *Melissa Leigh Tombro, University of Illinois Urbana-Champaign*

Going back to school: stories of learning, teaching and growing up, *Jackie Goode, University of Nottingham*

Life In So Many acts, *Claudio Moreira, University of Illinois at Urbana-Champaign*

Why no prior knowledge emphasis in second language acquisition?, *Lawrence Leslie Perkins, Texas A & M*

Personal Performance: Critically Engaging Popular Personal Writing in the Rhetoric and Composition Classroom, *Melissa Leigh Tombro, University of Illinois Urbana-Champaign*

Hello Kitty Goes to College: Poems about Harassment in the Academy, *Sandra Lea Faulkner, Syracuse University; Diane Susan Grimes, Syracuse University; and Bernadette Marie Calafell, University of Denver*

1078 Evidence II

2:30–3:50 p.m. Union 407

Chair: *Carmel Martin, Northern Ontario School of Medicine*

Methodological implications of cross-language research: The crisis of representation intensified, *Rachelle Deanne Hole, University of British Columbia*

Towards a Theory of Evidence for Social Design, *Lubomir Savov Popov, Bowling Green State University*

The process of evidence based medicine and search for meaning, *Rakesh Biswas, Manipal and Carmel Martin, Northern Ontario School of Medicine*

1079 Ethnographer Identity

2:30–3:50 p.m. Union 404

Chair: *Laura R Oswald, University of Illinois*

The Concept of Practice in Ethnography. Towards a framework for ethnographies in an era of political pragmatism, *Astrid Birgitte Eggen, University of Oslo*

Social Activist Research: The Role of the Ethnographer in Building Consumer Solidarity, Social Change and Marketing Strategy on the West Side of Chicago, *Laura R Oswald, University of Illinois*

The Ethical and Methodological Dilemmas of a Not-So-Native Postcolonial Ethnographer, *Carol Christine Hordatt Gentles, University of the West Indies, Mona, Jamaica*

Brick Wallz n Wishin Wellz: Me Man Memoria, *R. N. Hastings, Southern Illinois University, Carbondale*

Compelling Relations: A Moral Epistemology of Qualitative Evidence, *Michael G Gunzenhauser, University of Pittsburgh*

1080 Decolonizing Methodologies

2:30–3:50 p.m. Room F

Chair: *Bill Genat, University of Melbourne and Paul Stewart, University of Melbourne*

Settler colonialism, the history wars and online primary sources: deconstructing administrative discourse concerning the "Natives", *Bill Genat, University of Melbourne and Paul Stewart, University of Melbourne*

The Politics Of Evidence In Practice: Unpacking Theory/Practice Binaries Through Critical Methodologies, *Radhika Gajjala, Bowling Green State university and Annapurna Mamidipudi*

The challenges of Indigenous qualitative research within a mainstream Australian academic context, *Noritta Pele Morseu-Diop, University of Queensland*

Indigenous Movements and Indigenous Political Ecology in Latin America, *José G Vargas-Hernandez, Instituto tecnologicod e cd. Guzman*

1081 Globality

2:30–3:50 p.m. Room D

Chair: *Manjusha S. Nair, Rutgers University*

Solidary Practice: the hidden meanings in the performance of trade union politics in India, *Manjusha S. Nair, Rutgers University*

Constructivist Grounded Theory: An Alternative Approach to the Study of International Students' Identity Development, *Eunyoung Kim, University of Illinois at Urbana-Champaign*

An Autoethnography of Fact Construction in the Brokerage Industry: A Critique of Neoliberal Processes, *John Maxam McElroy, Michigan State University*

Why Social Movements Occur: Theories of Social Movements, *Anindya Sen, Northern Illinois University and Omer Avci, Northern Illinois University*

Narratives of Technology, Development and Corporate Governance in India, *Sreela Sarkar, University of Massachusetts, Amherst*

1082 Plenary: Critical Whiteness Studies

2:30–3:50 p.m. Union 314B

Chair: *Amanda Lewis, University of Illinois at Chicago*

Who Me? Structured Ignorance and White Denial, *Amanda Lewis, University of Illinois at Chicago*

Intellectual Alibis, *Audrey Thompson, University of Utah*

Racism, White Privilege and the Politics of Legal Evidence, *Charles Gallagher, Georgia State University*

1083 Educational Evaluation Tensions and the Politics of Evidence

2:30–3:50 p.m. Union 209

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

Context Matters - Constructing a Compelling Narrative, *Rae Clementz, University of Illinois Urbana-Champaign*

Evaluator as Learner: Rethinking Role and Relation in Evaluation Inquiry, *Tysza M. Gandha, University of Illinois at Urbana-Champaign*

Lost in Translation: Qualitative Inquiry in Transnational Evaluation, *Allison Witt, University of Illinois at Urbana-Champaign*

Lobbying for higher education: How college students influence state policy, *Melanie Hogendorp, University of Illlinois at Urbana-Champaign*

1084 Lets Get Personal I: First-Generation Autoethnographers Reflect on Writing Personal Naratives

2:30–3:50 p.m. Union 405

Chair: *Carolyn S. Ellis, University of South Florida and Stacy Holman Jones, University of South Florida*

Panelists: Arthur P. Bochner, *University of South Florida;* Norman Denzin, *University of Illinois at Urbana-Champaign;* H. L. (Bud) Goodall Jr., *Arizona State University;* Ronald J. Pelias, *Southern Illinois University;* and Laurel Richardson, *The Ohio State University*

1085 Qualitative Methodologies and the Generation of Resistance Discourses and Positionings

4–5:20 p.m. Union 403

Chair: *Gaile S Cannella, Arizona State University*

Latina Feminist Theories and Resistance Languages: Moving Beyond Capitalist Constructions of Evidence and Truth, *Lisa Lynne Miller, Arizona State University*

Derrida and Research: Beyond Deconstruction, *Camilla Eline Andersen, Oslo University College*

Critical Qualitative Research and the Notion of Sustainable Livelihood, *Michelle Rose Hughes, Arizona State University and Gaile S Cannella, Arizona State University*

El Cuerpo in Research: Carnal Metodologias as Decolonial Possibility, *Cinthya M Saavedra, University of North Carolina at Greensboro*

1086 Ageing and Loneliness: Sharing lessons learn from an international qualitative inquiry in health care

4–5:20 p.m. Room C

Chair: *Julianne Cheek, University of Oslo*

The Loneliness and Ageing Project: An overview, *Marit Kirkevold, University of Oslo and Solveig Hauge, University of Oslo*

Research Ethics: The Challenges of International Research, *Wendy Moyle, Griffith University*

Exploring sampling issues and the management and analysis of data in international research, *Julienne Meyer, City University and Charlotte Ashburner, City University*

Context as determinant for research decisions, *Hester Klopper, North-West University and Vera Roos, North-West University*

1087 Lets Get Personal II: Second-Generation Autoethnographers Reflect on Writing Personal Narratives

4–5:20 p.m. Union 405

Chair: *Carolyn S. Ellis, University of South Florida and Tami Spry, St. Cloud State University*

Panelists: Carla Corroto, *University of Wisconsin, Whitewater;* Mary Weems, *John Carroll University;* Carol Rambo, *University of Memphis;* Christopher Poulos, *University of North Carolina-Greensboro;* Elissa Foster, *University of South Florida;* Lesa Lockford, *Bowling Green State University*

1088 The looking glass self: Images of learning and being

4–5:20 p.m. Union 404

Chair: *Daphne Thomas, University of South Florida*

A Picture is Worth a Thousand Words, *Erica D. McCray, University of South Florida and Patricia Alvarez McHatton, University of South Florida*

Voices from within: The doctoral journey in special education, *Monika Williams Shealey, Florida International University*

Educated Women: Learning the other, losing the self, *Patricia Alvarez McHatton, University of South Florida*

A Prism of Perspective: Urban Students' Descriptions of their Teachers, *Elizabeth Shaunessy, University of South Florida*

1089 Photography and Video Methodology

4–5:20 p.m. Union 215

Chair: *Janice B Fournillier, Georgia State University*

Identifying engagement in children with autism in the home setting, *Helene Arbouet Harte, University Of Cincinnati*

Framing Meaning: Representation, Discourse and Images-in-use, *Jessica Ruth Poser, University of Illinois at Chicago*

Visual Methodology in the Study of Photojournalists Shooting Trauma and Disaster, *Patrice Alison Keats, Simon Fraser University*

African American Girls Explore Food, Fact, and Fable through Photovoice, *Ronni Lee Bowen, Shaw University; Elvira Mebane, United Voices of Efland-Cheeks; and Eugenia Eng, The University of North Carolina at Chapel Hill*

Picture, Picture, no picture!, *Janice B Fournillier, Georgia State University*

1090 Marriage Narratives

4–5:20 p.m. Union 314A

Chair: *John M. McElroy, Michigan State Universrity*

Media Discourses on Asian Women`s International Marriage: The Korean Case, *Soojung Kim, University of Incheon*

Getting a Marriage License, *Cindy Gowen, University of Bristol*

The health of the therapist: Why do we sit and think that mental health is only located in our heads?, *John M. McElroy, Michigan State Universrity and Kathleen Burns Jager, Michigan State University*

Exploring evidence of the community in family therapist training: Punctuating who we are, *Jennifer Marie Bak, Michigan State University; Geraldine R. Weir, Michigan State University; Katie Lynn Bozek, Michigan State University; Kathleen Burns Jager, Michigan State University; and Erika Beth London, Asha Danielle Barber, Michigan State University*

Pre-marital Counseling and Marriage Enrichment Approaches in Kenya, *Wairimu Wanjau Mutai, Kent State University*

1091 Dreaming and the Politics of Evidence

4–5:20 p.m. Union 209

Performative Writing and Dreams, *Gillian M. Finocan, Miami University and Roger M. Knudson, Miami University*

Self Narratives on the Improvisational Stage of the Dream, *Roger M Knudson, Miami University; Paul Monson; Gillian Finocan; and Alexandra Adame*

Dream Perception and Oneiric Meaning Making, *Paul Monson, Miami University (Ohio) and Roger Knudson, Miami University (Ohio)*

1092 Arts-Based Inquiry II

4–5:20 p.m. Union 210

Chair: *Melissa Freeman, University of Georgia*

A Shared Self-Inquiry- The Evidence of A/r/t/ography in Arts-Based Research, *Rebecca Plummer Rohloff, University of Illinois at Urbana-Champaign*

Montage: Engaging the Analytic Imagination, *Melissa Freeman, University of Georgia*

Perseverance audiovisual interpretations of New Orleans, *Maria Kristin Lovett, U of I*

Paintings as "Evidence": Three Decades of Genocide Against Guatemalan Mayan Peoples, *Kryssi Staikidis, Adelphi University*

The Interplay of Sounds and Contexts: What Motivates Victor to Create Music, *Karolina Caran, George Mason University*

1093 Black feminist thought: Performances

4–5:20 p.m. Room D

Chair: *Evette Hornsby-Minor, St. Lawrence University*

In Search of Myself: A Conversation With Alice Walker, *Robin M Boylorn, University of South Florida*

Black Motherdaughter : A Black Woman's autoethnographic performance, *Evette Hornsby-Minor, St. Lawrence University*

1094 Narratives

4–5:20 p.m. Union 406

Chair: *Amy Marie Smith, Bowling Green State University*

Trash or Treasure: Inherited Artifacts as Family Narrative, *Amy Marie Smith, Bowling Green State University*

Blood ties: Stories of family, stories of meat, *Jean Halley, Wagner College*

Strangers & Scapegoats: Addressing Difference through a Roma Narrative, *Alexandra Fidyk, National-Louis University and Maya Miskovic, National-Louis University*

Damaged Rubble Walls- A Portrait of a Silent Man, *Dione Mifsud, University of Malta*

Blood Is Thicker than Water, Part I, *Lonnie Athens, Seton Hall University*

1095 Qualitative Research and Human Subject Research

4–5:20 p.m. Union 407

Chair: *Loraine Dale Cook, University of the West Indies*

Qualitative support for non-deterministic value-behaviour models, *Loraine Dale Cook, University of the West Indies and Tony Bastick, University of the West Indies*

Sexual Meanings, Two Worlds: Physician And Patients, *AddisAbeba Salinas-Urbina, Universidad Autónoma Metropolitana-Xochimilco and Edgar Jarillo-Soto, Universidad Autónoma Metropolitana Xochimilco*

The qualitative methodology in a inquiry about university artistc workshops, *Mercedes-Esmirna Rios-Bustos., Facultad de Estudios Superiores Zaragoza. UNAM.*

Musings on the Motivations Behind the Exclusion of Qualitative Research from Neuropsychology, *Kristen Hennessy, Duquesne University*

1096 Participatory Action Research

4–5:20 p.m. Room G

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

Self-Study Conversations with Students of Color: Multiple Theoretical Positionings to Interpret and Raise Critical Questions, *Marilyn Johnston-Parsons, University of Illinois at Urbana-Champaign and Young Ah Lee, Ohio State University, Lima*

This I Believe: Using First Person Action Research to Reflect on Integrating Values into Practice, *Mary L. Brydon-Miller, University of Cincinnati*

Experimental Experience as Psychotherapy Research: Another Kind of Clinical Trial, *Amanda B Lowe, Duquesne University*

Critical Ethnographer's role in the Community: Agents of Change and/or Collaborators, *Candice Muñoz, Bowling Green State university; Phyllis Dako-Gyeke, Bowling Green State University; and Radhika Gajjala, Bowling Green State university*

On the Strategy of Self-disclosure in Qualitative Research, *Changyong Yang, Southwest China University; Guangyu Liu, Southwest China University; and Yanjun Zhao, Southwest China University*

1097 Politics of Evidence in Education

4–5:20 p.m. Union 314B

Informing Mathematics Pedagogy: The Evidence of Lived Experience, *Barbara Garii, SUNY-Oswego*

Politics of truth and evidence in textbooks of multicultural psychology and psychotherapy: A discourse analysis of the refugee case, *Marco Gemignani, Duquesne University*

Dizzy dialogues: the politics of investigating the politics of evidence in U.S. educational policy, *Jen D. Sandler, University of Wisconsin-Madison*

What's the Evidence for Learning? Professor and Students Share Alternative Representations of Learning in Doctoral Qualitative Methods Class, *Betsy Crane, Indiana University of Pennsylvania; Kelly Grattan, Indiana University of Pennsylvania; Michael Reyka, Indiana University of Pennsylvania; and Nicole M. Hewitt, Indiana University of Pennsylvania*

The politics of evidence: How do we define "evidence based practice?" and what is the best way to disseminate it?, *MaryJane Brotherson, Iowa State University; JeanAnn Summers, University of Kansas; and George Swift Gotto, University of Kansas*

1098 Means of Educating: Lifting Veils

4–5:20 p.m. Union 211

Chair: *Marilyn Mercado, Teachers College, Columbia University*

Sociological Advocacy and the Role of the Public Scholar: How qualitative research encourages broader thinking when engaginingly presented, *Kimberly Dark, Cal State San Marcos*

Lifting the Veil: The Essence of Qualitativeness, *Marilyn Mercado, Teachers College, Columbia University*

Parenting and Qualitative Inquiry: A Venture into the Unknown, *Robert L Ballard, University of Denver*

Providing insight into accountability using concept analytic procedures, *Jemel Aguilar, University of Texas at Austin and Christine Lagana-Riordan, University of Texas at Austin*

Transgender Behavior in Boys: The Social Work Response, *Franklin L. Brooks, University of New England*

1099 Disseminating and Communicating Qualitiative Findings

4–5:20 p.m. Room F

Chair: *Caroline Jane Porr, International Institute for Qualitative Methodology, University of Alberta*

Enhancing Research Use in Policy Decisions, *Caroline Jane Porr, International Institute for Qualitative Methodology, University of Alberta*

Design and the editorial process: Case study of the magazine-book "Artes de México", *Argentina Aranda, Universidad Autónoma Metropolitana, Xochimilco*

Urban Planning And Popular Poblamiento In Areas Of Ecological Preservation In The Municipalities De Chicoloapan And The Kings The Peace In The State De Mexico, *Laura Olivia Carrillo, Univeresidad Autónoma Metropolitana Xochimilco and Roberto Roberto Eibenschutz, Universidad Autónoma Metropolitana Xochimilco*

The Changing Medium of the Anonymous Letter: An Interdisciplinary Comparison of Validity Claims, *Katherine - Bischoping, York University*

Transforming Qualitative Evidence into Social Justice Advocacy: Hurricane Katrina and Its Aftermath, *Erma Lawson, University of North Texas*

1100 Mentoring Qualitative Research Authors

4–5:20 p.m. Room A

Chair: *Ronald Joseph Chenail, Nova Southeastern University*

Qualitative Analysis Transparency, *Dan Wulff, University of Louisville; Sally St. George, University of Louisville; Maureen Duffy, Barry University; and Ronald Chenail, Nova Southeastern University*

Helping Authors to Situate Local Research within a Global Context, *Maureen Duffy, Barry University; Ronald Chenail, Nova Southeastern University; Dan Wulff, University of Louisville; and Sally St. George, University of Louisville*

Coming Out of the Shadows: The Researcher's Context, *Sally St. George, University of Louisville; Dan Wulff, University of Louisville; Ronald Chenail, Nova Southeastern University; and Maureen Duffy, Barry University*

Facilitating Coherence across Qualitative Research Papers, *Ronald Chenail, Nova Southeastern University; Maureen Duffy, Barry University; Sally St. George, University of Louisville; and Dan Wulff, University of Louisville*

Notes

Saturday, May 5

2001 Executive Committee Meeting of International Association of Educators

8–9:20 a.m. Union 209

Chair: *Mustafa Yunus Eryaman, University of Illinois and Hakan Dedeoglu, University of Florida*

International Association of Educators in North America and Organization, *Alex Jean-Charles, University of Illinois and Eryca Neville, University of Missouri-Columbia*

International Association of Educators in Asia and Europe, *Hakan Dedeoglu, Unversity of Florida and Chen Xinren, Nanjing University*

International Association of Educators in Australia and South America, *Julie Matthews, University of the Sunshine Coast and Fernando Galindo, Universidad Mayor de San Simón*

Academic Coordination at the International Association of Educators, *Mustafa Ulusoy, Gazi University and Hye-Young Park, University of Illinois*

Strategic Planning in the International Association of Educators, *Mustafa Yunus Eryaman, University of Illinois and Nihat Gurel Kahveci, University of Illinois*

2002 Qualitative Research, Holistic Education and Spirituality

8–9:20 a.m. Room A

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

Uncovering the spirit/image of whole child education and a teacher's inner being, *Wanju Huang, University of Illinois at Urbana-Champaign*

The consciousness and spiritual development of the child, *Klaus G. Witz, University of Illinois at Urbana-Champaign*

Inquiry into William James's "pure consciousness" and its implication of spiritual education, *Yueh-Mei Lin, University of Illinois at Urbana-Champaign*

"Open Your Heart First of All": Narratives of Holistic Providers In Costa Rica, *Patricia Geist-Martin and Keely Bell, San Diego State University*

2003 Spolight: PAR: Third Town Meeting on Action Research

8–9:20 a.m. Union 210

Chair: *Susan E Noffke, University of Illinois at Urbana-Champaign, and Mary Brydon-Miller, U of Cincinatti*

Third Town Meeting on Action Research, *Susan E Noffke, University of Illinois at Urbana-Champaign*

2004 The Development of the Handbook of Educational Action Research

8–9:20 a.m. Room E

Chair: *Susan E Noffke, University of Illinois at Urbana-Champaign, and Bridget Somekh, Manchester Metropolitan*

The Development of the Handbook of Educational Action Research, *Susan E Noffke, University of Illinois at Urbana-Champaign*

2005 Grief and Mourning: Autoethnographic Narratives

8–9:20 a.m. Union 404

Chair: *Jillian Ann Tullis Owen, University of South Florida*

Final Resting Places on the Web: An Analysis of Language and Ethics, *Jillian Ann Tullis Owen, University of South Florida and Julia Janelle Barnhill, University of South Florida*

"Grief: Tragedy, Love Story, or Romantic Comedy?", *Nick Trujillo, Sacramento State University*

Him: Remembering the Person, *John Bryce Merrill, Colorado-Boulder*

Running on empty: emotional exhaustion, symbolic violence and 'institutional depression' in nurses, *Jacquie Dianne Kidd, University of Auckland*

2006 Environmental Issues: Narrative Methods

8–9:20 a.m. Room C

Chair: *Jude Robinson, University of Liverpool*

The EPA in My Backyard: An Auto-Ethnography of Poisoned Earth, *Carol Grace Hurst, Virginia Commonwealth University*

What counts as evidence in social-constructivist research: a case of research on environmental discourse in Lithuania, *Audrone Telesiene, Kaunas University of Technology*

Something will come good one day: A mother's account of living and smoking, *Jude Robinson, University of Liverpool and Clare Holdsworth, Liverpool*

2007 Music: Performing Identity and Gender

8–9:20 a.m. Union 406

Chair: *Jeffrey Eugene Nash, University of Arkansas at Little Rock*

Why did Derrida like Ornette Coleman? Free Improvisations on a Qualitative Research Theme, *Mark Learmonth, University of Nottingham and Michael Humphreys, University of Nottingham*

Narratives as Jazz: The Sonic Dimensions of Tellership, *Emily Noelle Ignacio, University of Washington, and Maja Miskovic, National-Louis University*

Ringing the Cord: Expressing Masculine Sentimentality, *Jeffrey Eugene Nash, University of Arkansas at Little Rock*

21st Century Mojo: Hip Hop as a Conjuring Tradition, *J. Sean Callahan, The University of Georgia*

2008 Foucault: Evidence to Practice

8–9:20 a.m. Union 407

Chair: *Carol A. Isaac, University of Florida*

Foucault, resistance and physiotherapy: Reconciling the power of bodies, *David Antony Nicholls, Auckland University of Technology*

Seeking a balance between researching the system and the individual, *Rong-Ji Chen, Cal State San Marcos*

Evidence to practice & practice to evidence: An exploration of the circular in evidence-based medicine, *Carol A. Isaac, University of Florida*

Making 'insides' of 'outsides': Category boundary work and 'the scientific', *Eva Bendix Petersen, Monash University*

2009 Arts-Based Inquiry I

8–9:20 a.m. Room D

Chair: *Laurel H. Campbell, University of Illinois, Urbana-Champaign*

In the Company of Others, *Vicky Grube, Appalachian State University*

The Impact of State-Mandated, High-Stakes Testing on Fifth Grade Science Teachers Instructional Practices, *Terri R Hebert, University of Central Arkansas*

Teaching Empathic Research Methods as Performance, *Laurel H. Campbell, University of Illinois, Urbana-Champaign and Deana McDonagh, University of Illinois, Urbana-Champaign*

Writing as a Method in Art and Design Research Practices, *Johanna Karelia Pentikäinen, University of Art and Design Helsinki*

Transforming inquiry, transforming practice: Epistemic pluralism and arts-informed methodology, *Harriet Judith Bessette, Kennesaw State University*

2010 IRBs: Ethical Issues

8–9:20 a.m. Union 405

Chair: *Susan Finley, Washington State University*

Exploring the Possibilities of Collaborative Activism From the Social Constructionist Perspective, *Erika K. Gubrium, American Association of University Professors; Sharon Hayes, University of Florida; and Mirka Koro-Ljungberg, University of Florida*

Students, Ethics and the IRB, *Nancy Shore, University of New England and Elizabeth Richards, University of New England*

Methodological Rigor: Intellectual Rigor mortis?, *Susan Finley, Washington State University*

The Evaluation Of Qualitative Research: Also A Problematic Issue With Qualitative Researcher Peers, *Fernando Peñaranda, Universidad de Antioquia; Miriam Bastidas, Universidad de Antioquia; Gloria Escobar, Universidad de Antioquia; and Adriana Litz Arango, Universidad de Antioquia*

Certificates of Confidentiality for youth at risk that participate in research studies, *Jemel Aguilar, University of Texas at Austin*

2011 International Educators: Dillemas and Perspectives

8–9:20 a.m. Union 314B

Chair: *Laurie L. Charlés, University of Massachusetts, Boston*

Values and Moral dilemmas of Educational Leaders in Iceland, *Steinunn Helga Larusdottir, Iceland University of Education*

Preservice Teacher Education from and with the Posts, *Donna Kalmbach Phillips, George Fox University and Mindy Legard Larson, Linfield College*

Young Women Struggling for an Education in Post-Colonial West Africa: Autoethnography as a Form of Social Justice Inquiry, *Laurie L. Charlés, University of Massachusetts, Boston*

Teacher Self-Actualization, Inquiry, and Beneficence, *David R Goodwin, Missouri State University*

Powerful moments of learning: Discourse analysis of graduate preservice teacher identity and beliefs, *Donna Kalmbach Phillips, George Fox University*

2012 Critical Perspectives on Violence

8–9:20 a.m. Room B

Chair: *Miranda Christou, University of Cyprus*

Image as Evidence: Regarding the Pain of others, *Miranda Christou, University of Cyprus*

Authenticity, credibility, and truth in writing/reading women's narrative of violence: If I tell the story, how will you hear it?, *Judy Ann Hughes, University of Northern British Columbia*

Interpretations of violence among Estonian children: an example of using the mixed method for evidence, *Judit Strömpl, University of Tartu*

Preliminary results of the battered women's perception regarding the received health attention, *Juana Robledo Martin; Ana Belen Salamancia Castro; Diana De La Fuente Aparicio; and Sara Sanchez Castro*

2013 Narratives/ Counter-Narratives of Difference

8–9:20 a.m. Union 314A

Chair: *Nihat Gurel Kahveci, University of Illinois at Urbana-Champaign*

The Portrayal of Native Americans in a sample secondary school textbook, *Nihat Gurel Kahveci, University of Illinois at Urbana-Champaign*

"How'd you get your hair like that?": Race, gender and self-presentation in a Black woman's career narrative, *Nichole Michele Ray, University of Georgia*

Discourses of categorization: Racializing speech in the interview, *Kate T. Anderson, Indiana University*

Whose stories are they? Re-considering the ownership of narratives in narrative inquiry, *Fusako Yoneda, Ohio State University*

2014 Youth: Action Research

8–9:20 a.m. Union 215

Chair: *Darwin Ben Fishman, University of Maryland, College Park*

Given Meaning, Finding Participation: Black Youth's Political Socialization in the Washington, DC Metropolitan Area, *Darwin Ben Fishman, University of Maryland, College Park*

Studying and understanding youth cultures, clubs and drugs:, *Geoffrey Hunt, Institute for Scientific Analysis*

Introducing an Integrated Holistic Approach in the study of an interaction between youth from two conflicting countries, *Meenakshi Chhabra, Lesley University, Cambridge, MA. USA*

Movement as object, movement as method, movement as 'truth': narratives of youth and change in transforming communities, *Tom Hall, Cardiff; Brett Lashua, Cardiff; and Amanda Coffey, Cardiff*

2015 Reconceptualizing Collaboration

8–9:20 a.m. Union 403

Chair: *Devika Chawla, Ohio University*

Interprofessional Collaboration on Family Health Teams: Exploring Professional Cultures at Work, *Jennifer Beales, University of Toronto and Zubin Austin, University of Toronto*

Evaluating Evidence: implicating life history tellers in the analysis of their stories, *Alissa Hope Levine, McGill; Christophe Bedos, McGill; Belinda Nicolau, McGill; and Jean-Marc Brodeur, Université de Montréal*

Reframing the researcher/researched dialogue, *Alina Wong, University of Michigan and Jeffrey Chun, University of Michigan*

Between Ethnography and Autobiography: The Gift of Tensions, *Devika Chawla, Ohio University and Myrdene Anderson, Purdue University*

2016 Arts and Identity Formation

8–9:20 a.m. Room F

Chair: *Mercedes Esmirna Rios Bustos, Facultad de Estudios Superiores Zaragoza. UNAM.*

Socio-cultural Meaning of Korean Children's Drawing within a Context, *Minam Kim, Pennsylvania State University*

Two Preadolescent Girls Use Drawing to Confront Their Female Identities, *Olga V Ivashkevich, University of Illinois at Urbana-Champaign*

Narrative identities of art museum visitors, *Sunghee Choi, Penn State University*

The qualitative methodology in a inquiry about University artistic workshop, *Mercedes Esmirna Rios Bustos, Facultad de Estudios Superiores Zaragoza. UNAM.*

The Other Side of the Wall: Constructing Meaning and Identity in the Mural Making Process, *Phyllis Dako-Gyeke, Bowling Green State University; Candice Muñoz, Bowling Green State University; Kang Sun, Bowling Green State University; and Dexin Tian, Blowling Green State University*

2017 Race

8–9:20 a.m. Levis

Chair: *Margaret Browne Huntt, University of Illinois (U-C)*

Perceptions of Kenyan current and prospective international students of international student lifestyle in the United States, *Wairimu Wanjau Mutai, Kent State University*

On the Strategy of Self-disclosure in Qualitative Research, *Changyong Yang, Southwest China University; Guangyu Liu, Southwest China University; and Yanjun Zhao, Southwest China University*

How Do White Students Learn About Race? What's Going on When Students Move from Emotional Reactivity Toward Racial Understanding, *Terri Karis, University of Wisconsin-Stout*

Indigenous Movements and Indigenous Political Ecology in Latin America, *José G Vargas-Hernandez, Instituto tecnologicod e cd. Guzman*

Interpreting Narratives Through Qualitative Inquiry: Hearing the Voices of Transnational Graduate Students, *Margaret Browne Huntt, University of Illinois (U-C)*

Research with African American Mothers who were Crack Cocaine and Heroin Addicts, Tierra Bernardine Tivis, University of Illinois at Urbana-Champaign

Narratives of a Reunion with loved Ones, *Daisuke Kawashima, Kyoto University*

2018 Method, Research

8–9:20 a.m. Levis

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

This I Believe: Using First Person Action Research to Reflect on Integrating Values into Practice, *Mary L. Brydon-Miller, University of Cincinnati*

An Intuitive, Embodied Experience of Living Through an Interpretive Study, *Denise Adele Segor, Fielding Graduate University*

Neophyte and White: Surfacing and Understanding My Privilege in a Transnational Dissertation, *Denise Adele Segor, Fielding Graduate University*

Policy, practice, and funded qualitative health research: interview accounts and interviewer accountability, *Anne Frances Townsend, University of British Columbia*

On the Relative Rationality of the Subjectivity in Qualitative Research, Changyong Yang, Southwest China University; Guangyu Liu, Southwest China University; and Yanjun Zhao, Southwest China University

Researcher, Researched and Intermediary Spaces? The Missing Link in Psychological Research, *Urmitapa Dutta, University of Illinois Urbana-Champaign*

2019 Qualitative Evaluation in Literacy and Museum Studies: Challenges and Possibilities

9:30–10:50 a.m. Room B

Chair: *Mustafa Yunus Eryaman, University of Illinos and Hakan Dedeoglu, University of Florida*

Understanding Museums as Transformative Spaces: Towards a Theoretical and Practical Frame in Critical Museology, *Martina Riedler, University of Illinois*

Theory into Practice: Examining Fifth Grade Social Studies Curriculum For Elements of Multiculturalism, *Eryca R. Neville, University of Missouri- Columbia*

A Case Study: Exploration of Interrelationship Between Cultural Identity and Language Choice, *Ihsan Seyit Ertem, University of Florida*

Twin Texts in Children's Literature Classroom, *Hakan Dedeoglu, University of Florida*

An Interpretive Case Evaluation of Preservice Teachers' View of Literacy as Performative Practice in an English Method Course, *Mustafa Yunus Eryaman, International Association of Educators*

2020 Dialogical Active Interviewing

9:30–10:50 a.m. Room C

Chair: *Lene Tanggaard, Aalborg University and Svend Brinkmann, Aarhus University*

Could interviews be epistemic? An alternative to qualitative opinion-polling, *Svend Brinkmann, Aarhus University*

Dialogue and disobedience in research interviewing, *Lene Tanggaard, Aalborg University*

2021 Surrendering to the Performative Process: Deep Insights and Turning Points in Critical Ethnographic Method

9:30–10:50 a.m. Union 210

Chair: *Amira De la Garza, Arizona State University and Dana Trunnell, Arizona State University*

Reinterpreting Tension, *Stacey Miner, Arizona State University*

Dreaming Freedom vs. Freedom in Dreams: Resident Alien Life in the United States, *Phyllis Wong, Arizona State University and Jen Lin, Arizona State University*

Calling for Help, *Sarah E. Riforgiate, Arizona State University*

"Mow, Blow & Go": Social hegemony in working class field workers, *Yvonne Montoya, Arizona State University*

Stretching Conventions: Working Out the Absurd in Fitness Centers, *Kolleen Roberts, Arizona State University*

2022 Illness Narratives

9:30–10:50 a.m. Room F

Chair: *Diana Catharine Parry, University of Waterloo*

Understanding Narrative Forms: Interpreting 'the silence at the heart of the discourse' of contemporary Irish sickness and suffering, *Ciara Kierans, The University of Liverpool and Michael Mair, The University of Manchester*

Confessions of a Cancer Renegade: Personal Narrative as Critique of the Science of Science, *Melanie Njeri Jackson, Virginia Commonwealth*

The quagmire of life-long relationships in ethnographic inquiry: Researching from the position of a sister and a daughter, *Joy V Goldsmith, Young Harris College and Karen M. Levan*

Context of breast cancer narrative accounts, *Mojca Ramsak, Ljubljana Graduate School of the Humanities*

Narratives of Dignity, Hope, and Transcendence: Gilda's Club as Treatment of Choice for People Living with Cancer, *Diana Catharine Parry, University of Waterloo and Troy Daniel Glover, University of Waterloo*

2023 Sex Workers: Critical Analyses

9:30–10:50 a.m. Room D

Chair: *Lorraine Nencel, Vrije Universiteit*

The co-construction of female criminal identities: the role of reflexivity, *Mariana Barcinski, Fiocruz*

Child prostitution: the cruel Brazilian reality, *João Teodoro Bourscheid, UNIJUI*

Situated Methodologies: Is there a Recipe for doing Critical Reflexive Research?, *Lorraine Nencel, Vrije Universiteit*

An interpretive and evocative representation of Self and Other: Stigma and exotic dancing, *Alexis Raechel Shoemate, Alliant International University*

2024 Community Activism: Methods and Experiences

9:30–10:50 a.m. Union 215

Chair: *Monica Leisey, Virginia Commonwealth Universtiy*

Just Warming Up: Exploring Service Learning, *Amy Marie Smith, Bowling Green State University*

A Constructivist Inquiry into the Meaning of the Term Domestic Violence, *Monica Leisey, Virginia Commonwealth Universtiy*

Meeting and Challenging the Demands of 'Science' in Central American Agriculture, *Susan Heald, University of Manitoba*

Conceptions of "Help" Expressed by Adult Students and their Children, *Catherine Filomena Compton-Lilly, University of Wisconsin Madison*

Theater as a Dissemination Method and a Tool for Social Change, *Joon Choi, Virginia Commonwealth University and Mieko Yoshihama, University of Michigan*

2025 Race and Education: Critical Issues

9:30–10:50 a.m. Union 314B

Chair: *Keonya C. Booker, University of Virginia*

The Warrior in Me: A Black Woman's Battle on Multiple Educational Terrains, *Amira Millicent Davis, University of Illinois*

Investigating the pyramid: School belonging and Maslow's theory of self-actualization, *Keonya C. Booker, University of Virginia*

Women International Students in Difficult Intimate Relationships, *Natalee Popadiuk, Simon Fraser University*

Place is a mortal being: Higher education as a site for creating geographies of female indigenous identity, *Jennifer McAlpin, University of Illinois at Urbana-Champaign*

2026 Constructions of Truth: The Ethics of Representation

9:30–10:50 a.m. Union 407

Chair: *Patrick Reedy, Newcastle University*

Truth, Truthfulness, and the Ethics of Representation in Life Stories: Reflections from organisational studies, *Patrick Reedy, Newcastle University*

Something about Truth: Where words cannot take us, *Desiree Rachel Yomtoob, University of Illinios-Urbana*

Correspondence Theory of Truth in Qualitative Research, *Khosrow Bagheri Noaparast, University of Tehran and Mohammad Zoheir Bagheri Noaparast, University of Tehran*

Whose truth? Omissions, Contradictions, Misappropriations, and Embellishments, *Susan Finley, Washington State University*

"Revisiting Mianscum's 'telling what you know' in Indigenous Qualitative Research", *Christopher Darius Stonebanks, Bishops and Kathleen Wootton*

2027 Institutional Ethnography

9:30–10:50 a.m. Union 404

Chair: *Jan K. Nespor, Virginia Tech*

Drama curriculum in early childhood education, *Su-Jeong Wee, University of Illinois at Urbana-Champaign*

Writing the hand that feeds you: The politics and ethics of non-anonymous studies of one's own workplace, *Jan K. Nespor, Virginia Tech*

Becoming "gender aware" teachers: A qualitative inquiry into new culture/identities, *Jeasik Cho, University of Wyoming*

Averted or Deflected Gaze: The Problem of Access in Ethnographic Studies of Higher Education, *Kenneth N Ehrensal, Kutztown University of Pennsylvania*

The Effects Of Classroom Environment On Students Academic Achievement, *Esin Acar, University of Illinois*

2028 Writing

9:30–10:50 a.m. Union 406

Chair: *Jodi Jan Kaufmann, Georgia State University*

"It's a Dark and Stormy Night": Interpretive writing in qualitative research, *William Ayers, University of Illinois, Chicago and Raji Swaminathan, Univ. of Wisconsin-Milwaukee*

Writing agency, writing pain: ethical tension in research with New Zealand/international women students, *Vivienne Ruth Anderson, University of Otago*

Nihilism to Nearness: T.S. Elliot and the Language of Gnosis, *Melinda Leigh Yeomans, Southern Illinois University Carbondale*

Palinodes, Hypertext and Representation, *Jodi Jan Kaufmann, Georgia State University*

2029 Ethics, IRBs, and Academic Freedom

9:30–10:50 a.m. Union 405

Chair: *Lizanne DeStefano, University of Illinois at Urbana-Champaign*

Authorship or partnership? Researcher- participant relationship in qualitative research: Examining the power balance/imbalance and its meaning, *Orit Karnieli-Miller, University of Haifa; Roni Strier, University of Haifa; and Liat Pessach, University of Haifa*

Ethics Review as Discourse, *Christine Margaret Halse, University of Western Sydney*

Research with Small, Connected Communities: The Challenges of Promoting New Knowledge while Upholding Research Standards, *Michael R. Woodford, University of Michigan and Thecla Damianakis, University of Toronto*

From needle jabs to narrative: Human subjects talk about ethics in health research, *Susan Margaret Cox, University of British Columbia and Natasha Damiano, University of British Columbia*

2030 Qualitative Health Research: Evidence and Observation

9:30–10:50 a.m. Room E

Chair: *Neil Small, University of Bradford*

Using Naturalistic Observation in a Class Project to Achieve a Meta View of Caring Across Settings, *Elizabeth G. Creamer, Virginia Tech University*

Evidence in Dementia Care, *Neil Small, University of Bradford*

Analysis of videomaterial - looking closer at microprocesses, *Ida Torunn Bjørk, Oslo and Marit Kirkevold, Oslo*

The Politics of Evidence on "Domestic Terrorists": Obesity Discourses and their Effects, *Genevieve Rail, University of Ottawa; Dave Holmes, University of Ottawa; and Stuart J. Murray, Ryerson University*

Evidence-based practice in nursing : a critical perspective, *Véronique Chagnon, Université Laval*

2031 Viewpoints in Health Issues

9:30–10:50 a.m. Union 403

Medicine and the Waning of Affect: Observations of a Med School Coach, *David Haldane Lee, University of South Florida*

"Sharing [stories] With You Guys": Medical Students Reflect Upon a Hospice Rotation, *Emma Jane Kershaw, San Diego State University*

Experiences of aging with a long-term physical impairment, *Rebecca JoNell Casey, Lakehead University*

'To Be or not to Be' a Doctor: Immigrant Foreign-Trained Physicians and their Practice Dilemma, *Parto Pajoohesh, University of Alberta*

Evidence-Based Medicine: Clarity and Consistancy in the Definition and Meaning Within the Medical Literature, *Emily Freeman, National Network on Environments and Women's Health; Amiram Gafni; Cathy Charles, McMaster University; and Tim Whelan , Juravinski Cancer Centre*

2032 Plenary: Reconceptualizing Qualitative Evidence: Roundtable Discussion

9:30–10:50 a.m. Union 314A

Chair: *Janice Morse, University of Utah*

Panelists: Janice Morse, *University of Utah*; Jane Gilgun, *University of Minnesota*; Bronwyn Davies, *University of Western Sydney*; Kathy Charmaz, *Sonoma State University*; Greg Dimitriadis, *SUNY Buffalo*; David Altheide, *Arizona State University*; and John Johnson, *Arizona State University*

2033 Qualitative Inquiry Special Issue on Autoethnography, Critical Race Theory, and Performance Studies

9:30–10:50 a.m. Room A

Chair: *James Haywood Rolling, Jr., The Pennsylvania State University*

Drumming Against the Quiet: The Sound of Asian American Identity Politics in an Amorphous Landscape, *Kimberly Powell, The Pennsylvania State University*

No Longer Loss: Autoethnographic Stammering, *Jonathan Wyatt, University of Oxford*

Art·I/f/act·ology: Curricular Artifacts in Autoethnographic Research, *Lace Marie Brogden, University of Regina*

Secular Blasphemy: Utter(ed) Transgressions Against Names and Fathers in the Postmodern Era, *James Haywood Rolling, Jr., The Pennsylvania State University*

Culture Clash Invades Miami: Oral Histories & Ethnography Center Stage, *David G. Garcia, University of California Los Angeles*

Marco Said I look Like Charcoal: A Puerto Rican's Exploration of Her Ethnic Identity, Yarma Velázquez Vargas, Florida State University

2034 Women, Health

9:30–10:50 a.m. Levis

Chair: *John M. McElroy, Michigan State Universrity*

Preliminary results of the battered women's perception regarding the received health attention, *Juana Robledo Martin, ; Ana Belen Salamancia Castro; Diana De La Fuente Aparicio; and Sara Sanchez Castro*

Medicine and the Waning of Affect: Observations of a Med School Coach, *David Haldane Lee, University of South Florida*

"Cervical Cancer: Disease of the woman who if she is taken care of in time is curable" Perspective, experiences and necessities of the women on the cancer and its prevention, *Juana Castro Ramirez, San Luis Potosi Mexico and Araceli Lopez Rodriguez, San Luis Potosi*

The process of evidence based medicine and search for meaning, *Rakesh Biswas, Manipal and Carmel Martin, Northern Ontario School of Medicine*

The health of the therapist: Why do we sit and think that mental health is only located in our heads?, *John M. McElroy, Michigan State Universrity and Kathleen Burns Jager, Michigan State University*

Concept And Perception Of Disease In Patients With Chronic Kidney Failure: A Qualitative Experience, Natalia Salas, Pontificia Universidad Católica de Chile and Loreto Evelyn Leiva, Pontificia Universidad Católica de Chile

Legitimizing Illness Narratives: Vignettes from Patient Accounts of Mental Illness in a Hospital-Based Mental Health Care, *Urmitapa Dutta, University of Illinois Urbana-Champaign*

2035 Truth, Evidence

9:30–10:50 a.m. Levis

Chair: *Lesa M. Guilian, California Institute of Integral Studies*

Providing insight into accountability using concept analytic procedures, *Jemel Aguilar, University of Texas at Austin and Christine Lagana-Riordan, University of Texas at Austin*

A Shared Self-Inquiry- The Evidence of A/r/t/ography in Arts-Based Research, *Rebecca Plummer Rohloff, University of Illinois at Urbana-Champaign*

Developing Innovative Social Work Knowledge; a collaborative research project between a Municipal Social Welfare Service Agency and a University in Norway, *Kristin Humerfelt, University of Stavanger*

Emerging Theory as a Result of Qualitative Case Study, *Lesa M. Guilian, California Institute of Integral Studies*

The Changing Medium of the Anonymous Letter: An Interdisciplinary Comparison of Validity Claims, Katherine Bischoping, York University

Informant triangulation as a way of heightening the validity in a project working on implementation of "Individual Plans"(IP) on youths with serious and long term psychological disorders, *Lene Christin Holum, Oslo*

2036 The Limits of Evidence

11 a.m. to 12:20 p.m. Union 209

Chair: *Lisa A. Mazzei, Manchester Metropolitan University and Jo Frankham, University of Manchester*

Reading the silences: Ex-pupil voices and exclusion from school, *Jo Frankham, University of Manchester*

Troubling notions of evidence and voice: the absent presence within interview encounters, *Lorna Roberts, Manchester Metropolitan University*

Rhizovocality Revisited, *Alecia Youngblood Jackson, Appalachian State University*

The Limit of Voice, *Lisa A. Mazzei, Manchester Metropolitan University*

2037 Writing collaboratively and collectively across slippery spaces: some practices of innovation and subversion

11 a.m. to 12:20 p.m. Room C

Chair: *Jane Speedy, Bristol and Ken Gale, Plymouth*

Two Men Talking - a nomadic inquiry into collaborative writing, *Ken Gale, Plymouth and Jonathan Wyatt, Oxford*

On being unproductive? The ethics of collaborative becoming in a university writing group, *Artemi Ioanna Sakellariadis, Bristol and David Robert Bainton, Bristol*

A conversation exploring collaboration in our relationship as doctoral candidate and supervisor, *Viv Martin, Bristol and Kim Etherington, Bristol*

power relations, educational practices and the subversive processes of doing collective biography within the academy: an incomplete story, *Cindy Ann Gowen, Bristol; Christine Jennifer Bell, Bristol; and Dione Mifsud, Malta*

Doing collective biography with the unassuming geeks, *Jane Speedy, Bristol*

2038 Performing Evidence and Evidentiary Performance

11 a.m. to 12:20 p.m. Union 210

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

Performing Historical Evidence, *Amy Pinney, Southern Illinois University, Carbondale*

Performing Tainted Evidence: Evaluation, Assessment, and What I Hear from my Students about Our Classroom, *Scott Gust, Bowling Green State University*

Physical Traces of Race: The Fabulous Ruins of Detroit, *Mercilee Jenkins, San Francisco State Univ*

2039 Race self complexity and the Guided Race Autobiography: What is the psychological meaning of race within American society and culture?

11 a.m. to 12:20 p.m. Union 314B

Chair: *Cynthia Winston, Howard University and University of Michigan*

Narrative Identity & Race Self Complexity: Diversity & Sameness in the Narrative Themes Constructed in Autobiographical Race Narratives. *Tanisha I. Burford, Howard University and Cynthia E. Winston, Howard University and the University of Michigan*

Emotion and Race Self Complexity: Are Basic and Self Conscious Emotions Represented in Autobiographical Earliest Memories of Race? *Afiya M. Mangum, Howard University and Cynthia E. Winston, Howard University and the University of Michigan*

"You are not black": Use of the Guided Race Autobiography in Expanding Concepts of the "Model Minority" Stereotype. *Jennifer Y. Yim, the University of Michigan.*

2040 The weight of evidence and accountability: A performance in four acts

11 a.m. to 12:20 p.m. Union 215

Chair: *Kakali Bhattacharya, University of Memphis*

Dumb it down and make your study "clear" in 5 pages: Re/acting to guidelines for internal faculty research grant at a public institution, *Kakali Bhattacharya, University of Memphis*

Can you hear the "experts?" Silencing, disciplining, and re-imagining praxis through a science-educator's performance, *David Ogdon, University of Memphis*

When you don't hear, what do you communicate? Un/settling accountability in qualitative research when working with deaf population, *Anita Wells, University of Memphis*

Memories of the future: Performing and imagining a politics of possibility in the evolving faces of those aging, *Carol Lane, University of Memphis*

2041 Mental Health: Triangulated Inquiries

11 a.m. to 12:20 p.m. Room F

Chair: *Mijung Park, University of California, San Francisco*

Schizophrenia and Women: Dismantling the Invisibility of Violence, *Elizabeth Ilah Rice, UW-Milwaukee*

"Success Stories" Parents Stories Of What Helps Children With Reactive Attachment Disorder, *James W. Drisko, Smith College*

Data triangulation as another form of collaboration, *Mijung Park, University of California, San Francisco*

Re-Visioning Recovery: How the Psychiatric Survivor Movement is Redefining Recovery from Psychological Distress, *Alexandra L Adame, Miami University and Roger M Knudson, Miami University*

Sharing Information with Families of Clients with Severe Mental Illness, *Fang-pei Chen, Columbia University*

2042 Cultural Difference: Interpreting Narratives

11 a.m. to 12:20 p.m. Room A

Chair: *Margaret Browne Huntt, University of Illinois (U-C)*

Cross-cultural Qualitative Research: Equivalence and Disparity in Comparative Studies, *Pia Ewa Polsa, Swedish School of Economics and Business Adminsitration*

Perceptions of Kenyan current and prospective international students of international student lifestyle in the United States, *Wairimu Wanjau Mutai, Kent State University*

Culture War Metaphor Reconsidered, *Kuk-Won Shin, Chongshin*

Interpreting Narratives Through Qualitative Inquiry: Hearing the Voices of Transnational Graduate Students, *Margaret Browne Huntt, University of Illinois (U-C)*

2043 Vulnerable and Marginalized Populations

11 a.m. to 12:20 p.m. Room B

Chair: *Subrata Sankar Bagchi, Bangabasi Evening College under Calcutta University*

Unsilencing the 'Others': Towards an 'Inclusive' Ethnography, *Subrata Sankar Bagchi, Bangabasi Evening College under Calcutta University*

Utilising a solution focused model when interviewing vulnerable individuals, *Joy Dean Bray, HSHS and Stephen Andrew Bilham, HSHS*

"Cervical Cancer: Disease of the woman who if she is taken care of in time is curable " Perspective, experiences and necessities of the women on the cancer and its prevention, *Juana Castro Ramirez, San Luis Potosi Mexico and Araceli Lopez Rodriguez, San Luis Potosi*

Voices together: negotiating power differences between researcher and researched, *Melanie Schikore Andina, UIC*

2044 Participatory Action Research

11 a.m. to 12:20 p.m. Union 407

Chair: *Bridget Somekh, Manchester Metropolitan University*

The nature of print exposure in high-poverty elementary schools, *Keonya C. Booker, University of Virginia and Marcia A. Invernizzi, University of Virginia*

Developing Innovative Social Work Knowledge; a collaborative research project between a Municipal Social Welfare Service Agency and a University in Norway, *Kristin Humerfelt, University of Stavanger*

Action Research and Change: The Importance of Theories and Methodologies, *Bridget Somekh, Manchester Metropolitan University*

Victim blaming or an appreciative inquiry? Choosing the best evidence for practice, *Julienne Meyer, City University*

"We Are Resilient", Using Youth-Led Qualitative Research as a Strategy for Activism, *Judith E Samuel, Family Matters; Bianca Armour; Nachelle Burton; Desiree Hall; and Ariel Mancera*

2045 Training, Evaluating, and Extending Qualitative Methods

11 a.m. to 12:20 p.m. Union 406

Chair: *Sean Arlan McKitrick, Binghamton University*

The Politics of Assessment: The Successes and Risks in Using the Delphi Method to Assess Critical Thinking, *Sean Arlan McKitrick, Binghamton University*

Autoethnography as a research and training method, *Judith A. Sutter, Argosy University and Carol Walsh*

A Critical Evaluation of Five-Year Teaching Qualitative Research Experience in the Health Field, *Francisco J. Mercado-Martinez, U of Guadalajara; Luz Maria Tejada, Autonomous U of San Luis Potosi; Elizabeth C. Alcantara, U of Guadalajara; and Xochitl Fuentes, U of Guadalajara*

Problematizing the learning process: how to transmit qualitative research skills, *Shannon M Oltmann, Indiana University*

Exploring client contribution in cognitive therapy: How students made an intervention against test anxiety work, *Ingrid Dundas, Bergen, Norway*

2046 Subjectivity of Children

11 a.m. to 12:20 p.m. Room E

Chair: *Thordis Thordardottir, Iceland University of Education*

Unheard Voices From Children's Foster Care: An Autoethnographic Case Study, *Levente von Heydrich, Michigan State University*

Children's ideas of gender in children's literature and popular culture, *Thordis Thordardottir, Iceland University of Education*

What counts as evidence when examining notions of naughtiness, *Rachel Holmes, Manchester Metropolitan University; Liz Jones, Manchester Metropolitan University; Christina MacRae, Manchester Metropolitan University; and Maggie MacLure, Manchester Metropolitan University*

Role of the fictitious story in adolescent personality development: How do young people read Japanese comics?, *Akihiko IESHIMA, Kyoto University*

2047 Who's Watching?: Control and Surveillance

11 a.m. to 12:20 p.m. Union 403

Chair: *Alex Jean-Charles, University of Illinois at Urbana-Champaign*

Evidence in the Public Mind: Popular Media, Politics, and the Reality of School Shootings, *Patricia A.L. Ehrensal,*

The technology and artefacts of everyday social control - monitoring criminal and anti-social behaviour in media cultures, *Richard Timothy Huggins, Oxford Brookes University*

Fabricating Interests: Methodologies for the Study of Covert and Panoptic forms of Power in Educational Micropolitics, *P. Taylor Webb, University of British Columbia*

Conversation about Technology: A Video Presentation, *Alex Jean-Charles, University of Illinois at Urbana-Champaign*

2048 Plenary: Causality: Whose Version?

11 a.m. to 12:20 p.m. Union 314A

Chair: *Genevieve Rail, University of Ottawa*

The Value of a Realist Understanding of Causality for Qualitative Research, *Joseph Maxwell, George Mason University*

Meaning as causal in social action, *Frederick Erickson, University of California, Los Angeles*

Panelist, *George Kamberelis, State University of New York at Albany*

Panelist, *Adele Clarke, UC San Francisco*

Obesity, causality and genealogy, *Genevieve Rail, University of Ottawa and Stuart J. Murray, Ryerson University*

2049 Plenary: Interrupting Discourses on Evidence, Truth and Inquiry

11 a.m. to 12:20 p.m. Union 404

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

Research as Revolutionary Ethical Consciousness, *Gaile Cannella, Arizona State University*

Resisting colonial research in the belly of the beast: Perspectives of an "allied other", *Elizabeth Swadener, Arizona State University*

Panelist, *Laurel Richardson, Ohio State University*

Interrupting the Traumatic: Rewriting our Past, *Carolyn Ellis, University of South Florida*

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

2050 Representational Borderlands: Using Images to Make Meaning in Educational Research

11 a.m. to 12:20 p.m. Room D

Chair: *Kristi Amatucci, University of Georgia*

Representation and domestication: Towards an ethical presentation of educational research, *Jessica Van Cleave, University of Georgia*

Resistant cases: A look at power, representation, and the label known as learning disabled, *Teri Holbrook, University of Georgia*

Re-imaging rural, *Leslie Bottoms, University of Georgia*

Subjectivity, Agency and Literacy: Counternarratives in Digital Storytelling, *John Bishop, University of Georgia*

Medium, movement, and representation: Hypertext in the research process, *Melanie Hundley, University of Georgia*

2051 Identity, higher education, critical race, feminist

11 a.m. to 12:20 p.m. Levis

Examining Student Identity and Leadership in the Urban University, *Thembi Carr, University of Cincinnati*

Voices from Tennessee: An Examination of the Effect of Legislation on Minority Access to Higher Education, *Regina A. Lowery, University of Memphis and Karen Weddle-West, University of Memphis*

How White Racial Identity was Performed and Changed in the Relationships and Practices of White Preservice Teachers as a Result of Race-Based Discourses, *Robert Chavira Nava, George Fox University*

An Evaluation of the Teaching in a College of Education-A combination of structured Approach and a Narrative Approach, *Yitzhak Gilat, Levinsky College of Education; Sari Bar-On, Levinsky College og education; and Asher Genis, Levinsky College og education*

During Times of War: Rumor as Evidence?, *Karen Smith Rotabi, Virginia Commonwealth University*

We can hear the trees falling: An untenured, assistant professor in search of the seventh moment, *Diane M Caracciolo, Adelphi University*

M4M Websites as Source of Individual Socialization and Sexual Autonomy, *Chris Sanders, York University*

2052 Children, Narrative

11 a.m. to 12:20 p.m. Levis

Analyzing the children's interpretations of the role of punishment in child rearing, *Kadi Ilves, Tartu*

Building Resilience among Children-at-Risk: Action Research to Guide Community-based Programs, *Amnon Boehm, University of Haifa; Donald Wertlieb, Tufts University; and Rakefet Ben Dori*

Zen Buddhist monks' meaning in life, *Yu URATA, Kyoto University*

The Interplay of Sounds and Contexts: What Motivates Victor to Create Music_, *Karolina Caran, George Mason University*

Interpretations of violence among Estonian children: an example of using the mixed method for evidence, *Judit Strömpl, University of Tartu*

Unheard Voices From Children's Foster Care: An Autoethnographic Case Study, *Levente von Heydrich, Michigan State University*

The leisure experience of mothers of children with autism and children with chronic medical conditions, *Lucieny Almohalha and Elizabeth A Larson, University of Wisconsin at Madison*

2053 Institutionalizing Qualitative Research: Emerging Models

1–2:20 p.m. Union 209

Chair: *Judith Ann Davidson, UMass-Lowell*

The Qualitative Research Network: Working Cross-Campus to Support Qualitative Researchers at the University of Massachusetts-Lowell, *Judith A Davidson, UMass-Lowell and Cindi Jacobs, UMass-Lowell*

International Institute for Qualitative Methodology, *Janice Morse, University of Utah*

The Interdisciplinary Qualitative Studies Graduate Certificate Program at the University of Georgia, *Kathryn Roulston, University of Georgia and Melissa Freeman, Univ of Georgia*

The University of Illinois Design: Cultural Studies and Interpretive Theory, *Norman Denzin, University of Illinois at Urbana-Champaign*

2054 Constructing and/or performing identities in the context of intercultural communication

1–2:20 p.m. Union 210

Chair: *Shuang Xie, Bowling Green State University*

Performing National Identity: Under the Global Hegemony and in Intercultural Communication, *Phyllis Dako-Gyeke, Bowling Green state university*

Confrontation with Post-Colonial Privilege: Race, Gender and an Autoethnographic Journey through Bangladesh, *Melinda Yeomans, Southern Illinois University, Carbondale*

Are you sure you are Chinese?: Rethinking linguistic identity and ethnical identity, *Shuang Xie, Bowling Green State university*

Roma Minority in an Enlarged Europe: Negotiating a Sense of Group Identity in Internet Communities, *Anca Birzescu, Bowling Green State university*

2055 Moving Bodies: Autoethnographies of Transition 1

1–2:20 p.m. Room A

Chair: *Pirkko Helena Markula, University of Alberta*

"Does it mean anything?" and other insults: Dreadlocks, tattoos and feminism, *Karen Barbour, University of Waikato*

Inner Explorations: Re-Imagining the Feminine (In)Fertile Self, *Toni Bruce, University of Waikato*

Dancing with Merleau-Ponty- Embracing Paradoxes?, *Gunn Engelsrud, University of Oslo*

2056 Graduate Writing Circles: Building Supportive Peer Writing Groups

1–2:20 p.m. Room C

Chair: *Alice A. Filmer, UIUC and Linda Vigdor, UIUC*

Graduate Writing Circles: Fostering the Foundations of Responsible Academic Citizenship,, *Alice A. Filmer, University of Illinois at Urbana-Champaign*

Mentoring Critical Skills while Developing Supportive Relationships - Enhancing the Doctoral Experience through Writing, *Linda Vigdor, University of Illinois, Urbana-Champaign*

Personal Outcome: Peer Writing Group I, *Ji-Young Kim, University of Illinois, Urbana-Champaign*

Personal Outcome: Peer Writing Group II, *TBA, University of Illinois, Urbana-Champaign*

2057 Discursive Constructions of Mental Illness

1–2:20 p.m. Room F

Chair: *Mirka Elina Koro-Ljungberg, University of Florida*

Hope, *David Carless, Leeds Metropolitan University*

Legitimizing Illness Narratives: Vignettes from Patient Accounts of Mental Illness in a Hospital-Based Mental Health Care, *Urmitapa Dutta, University of Illinois Urbana-Champaign*

Mad Culture - Nothing About Us Without Us, *David Robert Webb, Victoria University*

The social construction of mental illness stigma, *Mirka Elina Koro-Ljungberg, University of Florida; Regina Bussing, University of Florida; and JeffriAnne Wilder, University of Florida*

Making Sense of Obsessive Compulsive Disorder: The Internet as a Site of Negotiation and Research Tool, *Anne McCloskey, University of Illinois at Urbana-Champaign*

2058 New Methods: Fieldwork

1–2:20 p.m. Union 405

Chair: *Ruth Marilda Fricke, UNIJUI*

Small big mistakes problems in the field work, *Ruth Marilda Fricke, UNIJUI*

The Role of Space and Place in Ethnographic Fieldwork: Lessons from Research with Transient Populations, *Melanie Ann Beres, University of Alberta and Kristin E. Lozanski, University of Alberta*

Site Seeing: Interpreting the 'field' in fieldwork, *Raji Swaminathan, University Of Wisconsin-Milwaukee and William Ayers, University of Illinois at Chicago*

Mistakes and Other Secrets to Research Success, *Nandini Deo, Yale University*

When Pandora's box is open: Perceived problems, big hopes, and deskilling for standardized testing in Wyoming, *Jeasik Cho, University of Wyoming*

2059 Writing as a Method of Inquiry: Researcher Identity

1–2:20 p.m. Union 406

Chair: *Yvonne Michelle Kline, University of South Florida*

I'm Not "Sick": A Narrative Inquisition of Postmodern Theory, *Yvonne Michelle Kline, University of South Florida*

Fear of Failure, Fear of Success: The Travails of a Work-In-Progress, *Jenny Radsma, University of Maine at Fort Kent*

An Ethnography of Literacy: Writing for Equalities, *Lurong Wang, University of Toronto*

Crafting narratives, writing lives: Maintaining researcher identity in a large nationally-funded Australian qualitative study, *Julie White, La Trobe University and Trevor Hay, The University of Melbourne*

2060 Evidence I

1–2:20 p.m. Union 407

Chair: *Heather McIntosh, The Pennsylvania State University*

Revaluing Reenactments as Evidence of Truths in Documentary, *Heather McIntosh, The Pennsylvania State University*

Qualitative Methods and Theories of Change, *Jane Frances Gilgun, University of Minnesota*

Harmonic resonance: In tune with the Self and the Researched, *Rosemary C. Reilly, Concordia University and Kate Connolly, Concordia University*

Historical Research: Can we ever really know the "truth"?, *Sheilia Rae Goodwin, Indiana University*

Qualitative Evidence and the Politics of Indicators: Women's Assessments of Quality Health Care, *Beth E. Jackson, York University; Pat Armstrong, York University; Karen R. Grant, University of Manitoba; Madeline Boscoe; and Barbara Clow, Dalhousie University*

2061 Qualitative Health Research: Women

1–2:20 p.m. Room B

Chair: *Carol Grace Hurst, Virginia Commonwealth University*

Women Leaders: The Social World of Healthcare, *Carol A. Isaac, University of Florida*

Overcoming an Eating Disorder: A Narrative Approach to Recovery, *Jill Anne Matusek, Miami University*

Birth Stories: What my daughter taught me about reclaiming birth, *Mary Catherine Poole, Unvirsity of South Florida*

Encouraging and Discouraging Breastfeeding: Relational Odysseys Concerning Mothers' Milk, *Carol Grace Hurst, Virginia Commonwealth University*

Writing Narratives and Producing Knowledge from Women's Stories of Working in Health Care, *Laurie Anderson Sathe , University of St Thomas*

2062 New Methods and Methodologies

1–2:20 p.m. Room E

Chair: *Pat Sikes, Sheffield*

"I Couldnt Take My Eyes Off It" and Other Fables at the Heart of Qualitative Research, *Gary D. Shank, Duquesne University*

Aparigraha: the pedagogical possibilities of yogic of un/knowing, *Sarah MacKenzie, Bucknell University*

Silencing Truth: the dilemma of Pilate, *Pat Sikes, Sheffield and Jerome Satterthwaite*

The Feminist Biographical Method in Psychological Research, *Natalee Popadiuk, Simon Fraser University*

2063 Politics of Evidence

1–2:20 p.m. Union 403

Chair: *Mark Learmonth, University of Nottingham*

Participants' evaluation of the evidence, *Yildiz Turgut, Mersin University*

Meta-synthesis - can qualitative research survive being synthesized?, *Bente Hoeck, Aarhus University and Charlotte Delmar, Aalborg Hospital Science and Innovation Center, Aarhus University Hospital*

Evidence-based Misbehavior: A Critical Response to Evidence-based Management?, *Mark Learmonth, University of Nottingham*

Evidence when? What kind? A theoretical proposal for discussion, *Maria-del-Consuelo Chapela, Universidad Autónoma Metroploitana - Xochimilco*

Evidence-based inquiry: poison or antidote to educational practice?, *Alannah Teresa Dysart Fitzgerald, Concordia University*

2064 Plenary: Assessing Quality in Qualitative Research

1–2:20 p.m. Union 314A

Chair: *Robert Stake, University of Illinois at Urbana-Champaign*

Got the ticket but not sure of the ride. Where is the quality debate going in qualitative research?, *Julianne Cheek, Oslo University*

Panelist, *Susan Finley, Washington State University*

Panelist, *Leslie Bloom, Iowa State University*

If not feelings, what then speaks of quality?, *Robert Stake, University of Illinois at Urbana-Champaign*

On promoting rigour in educational research in the UK Research Assessment Exercise, *Ian Stronach, Manchester Metropolitan University*

2065 Plenary: Mixing Methods: Implications for the Politics of Evidence

1–2:20 p.m. Union 314B

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

Valuing context, complexity, and difference in mixed methods inquiry, *Jennifer Greene, University of Illinois*

Speaking Truth to Power: The Intellectual and Political Significance of Integrating Research Approaches, *Joseph Maxwell, George Mason University*

Exploring the Dialectic Tensions in the Discourse in Mixed Methods, *John Creswell, University of Nebraska - Lincoln*

2066 Health, Family, Grounded Theory

1–2:20 p.m. Levis

Family Surrogate Decision-making in Advanced Cancer - Preliminary Findings, *Mary Ann Meeker, University of Buffalo and Mary Ann Jezewski, University of Buffalo*

Content analysis of web data about health problems for Korean immigrant women in the USA, *Young Joo Kim, Ulsan University and eun ok Choi, Inje University*

Qualitative study of the relation between Primary and Specialized Health Care with regard to the management of depressed patients, *Carlos Calderón, Osakidetza-Basque Health Service; Ander Retolaza, Osakidetza- Basque Health Service; Amaia Bacigalupe, Osakidetza-Basque Health Service.; Janire Payo, Osakidetza-Basque Health Service.; and Gonzalo Grandes, Osakidetza-basque Health Service*

Trust and relationship betwee patients and physicians in Japan, *Etsuyo NISHIGAKI, Wakayama Medical University and Takeshi SETA, Wakayama redcross hospital*

Evidence-Based Medicine: Clarity and Consistancy in the Definition and Meaning Within the Medical Literature, *Emily Freeman, National Network on Environments and Women's Health; Amiram Gafni; Cathy Charles, McMaster University; and Tim Whelan , Juravinski Cancer Centre*

Promoting Entomophagy For Increased Management Of The Lake Victoria Biodiversity, Monica Awuor Ayieko, Maseno University

A Virtual Office of Synthesis and Information Reflecting the Complexity of PHC (VOSI), *Carmel Martin, Margot Felix-Bortolotti, Shelley Darling, and Sarah Strasser, Northern Ontario School of Medicine, Canada*

2067 Narrative, writing

1–2:20 p.m. Levis

Nihilism to Nearness: T.S. Elliot and the Language of Gnosis, *Melinda Leigh Yeomans, Southern Illinois University Carbondale*

The Internet as a Pedagogical Space for Remaking of Meanings, *Ani Amirmooradian Malhami, University of Ottawa*

Finding evidence for improving model guidelines through mixed-method intervention research, *Andreas Fassler, Virginia Commonwealth University*

Narrative Research Methods, *Linda C. Mcintosh, North Carolina Agricultural and Technical State University*

Smoke, In My Eyes - Qualitative Methods & the Inclusion of Smokers in Tobacco & Health Research, *Rebecca J. Haines, University of British Columbua*

Design and the editorial process: Case study of the magazine-book "Artes de México", *Argentina Aranda, Universidad Autónoma Metropolitana, Xochimilco*

"We Are Resilient": Using Youth-Led Qualitative Research as a Strategy for Activism, *Judith E. Samuel, Family Matters; Bianca Armour; Nachelle Burton; Desiree Hall; and Kimana Miller*

2068 Of life and other things: Theory, experience and performance in research

1–2:20 p.m. Room D

Chair: *Devika Chawla, Ohio University*

Letting Go Yet Holding On: Irony and Theory in Feminist Qualitative Writing, *Caryn E. Medved, Ohio University*

A Love Letter from the Battlefield: Theoretically Speaking, *Aisha S. Durham, University of Illinois at Urbana-Champaign*

Performance or Theory?: Ethnographic Re/Solutions and Dilemmas, *Devika Chawla, Ohio University*

Turned around: experiencing (and theorizing) queerness in the Spanish Caribbean, *Celiany Rivera-Velazquez, University of Illinois at Urbana-Champaign*

Yearning to yank two parts of my story seamlessly together: Research, fieldwork, and the ordinariness of violence, *Himika Bhattacharya, University of Illinois at Urbana-Champaign*

2069 Japanese Voices

2:30–3:50 p.m. Room A

Narratives of a Reunion with loved Ones, *Daisuke Kawashima, Kyoto University*

Active Interviews for Cross-cultural Understanding, *Satoshi Tsukamoto, Aichi University*

Japanese Descendant Teachers in Two Generations: The Search for Identity, Voice, and Motivation Through Teaching, *Gumiko Monobe, The Ohio State University*

2070 Mental Healthcare: Collaborative Research

2:30–3:50 p.m. Union 314A

Chair: *Joanna Ochocka, Wilfrid Laurier University*

Collaborative Research as Subversive Practice? Can we challenge structures through collaboration?, *Jill Grant, University of Northern British Columbia and Anne Westhues, Wilfrid Laurier University*

Setting the Stage for Knowledge and Community Mobilization in Cultural Diversity, *Joanna Ochocka, Wilfrid Laurier University*

Informant triangulation as a way of heightening the validity in a project working on implementation of "Individual Plans"(IP) on youths with serious and long term psychological disorders, *Lene Christin Holum, Oslo*

Working with Families in Assertive Community Treatment: A Theoretical Framework from the Case Manager's Perspective, *Fang-pei Chen, Columbia University*

2071 Interviews: Subjects Speaking

2:30–3:50 p.m. Room B

Chair: *Shiva Sadeghi, OISE/University of Toronto*

Crisscrossing Gender Boundaries: Reconstructing "Feminine Identities" in Qualitative Interviewing, *Shiva Sadeghi, OISE/University of Toronto*

Hearing You Hear Your Story, and Hearing You Tell Mine: An Experiment in the Fluidity of Storytelling and Identity for NFL Wives, *Rachel Anne Binns, University of South Florida*

Research with African American Mothers who were Crack Cocaine and Heroin Addicts, *Tierra Bernardine Tivis, University of Illinois at Urbana-Champaign*

Talking with homeless artists: the experience of interviewing in the streets, *Carolina Najmias, Universidad de Buenos Aires and Santiago Andrés Rodríguez, Universidad de Buenos Aires*

The leisure experience of mothers of children with autism and children with chronic medical conditions, *Lucieny Almohalha, University of Wisconsin - Madison and Elizabeth A Larson, University of Wisconsin - Madison*

2072 Visuality and Critical Performance Texts

2:30–3:50 p.m. Union 404

Chair: *Ginna Husting, Boise State University*

The Performative Revolt: Black Diasporic Performances as Cultural Reclamation, Resistance and Revolution", *R. N. Hastings, Southern Illinois University, Carbondale*

Impossible Images: Collaborative Photography and Research in Prison, *Anita Wilson, Lancaster*

Examination of Visual Methodologies in the Field of Art Education, *Minam Kim, Pennsylvania State University and Hyunsu Kim, Penn State University*

Critical Hagiographies: Virginia Woolf's sociological performance narrative, *Ginna Husting, Boise State University*

Smoke, In My Eyes - Qualitative Methods & the Inclusion of Smokers in Tobacco & Health Research, *Rebecca J. Haines, University of British Columbua*

2073 Gay Identity, Queer Bodies

2:30–3:50 p.m. Union 405

Chair: *Ahmet Atay, Southern Illinois University-Carbondale*

Stepping out of the Closet and into the Classroom: Strategies for Building Relationships Between Gay Educators and Their Learning Communities, *Christopher Joseph Palmi, National-Louis University*

Are Queer Diasporic Bodies Beautiful?: The Notion of Beauty in Gay Culture, *Ahmet Atay, Southern Illinois University-Carbondale*

Voices from the Margin: A Case Study of A Lesbian's Experience with Same-Sex Sexual Violence, *Yu-Wei Wang, Southern Illinois University*

Exploring the Roles of the Qualitative Researcher with Gay, Lesbian, Bisexual, and Transgender (GLBT) Populations, *Amanda L. Garrett, University of Nebraska-Lincoln and Denise O. Green, University of Nebraska-Lincoln*

How They Knew: Contexts of Awareness of Sexual Identity for GBQ Male Youth, *Omar Bashir Jamil, DePaul University*

2074 Cross-Disciplinary Methodology

2:30–3:50 p.m. Room C

Chair: *Urmitapa Dutta, University of Illinois Urbana-Champaign*

Autoethnography, ethnography or triangulation? The off-campus of the National Autonomous University of Mexico (UNAM), *Mercedes Blanco, Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS)*

My mother-in law swallowed me whole: Magical realism as cross-disciplinary method, *Jane Speedy, Bristol*

Researcher, Researched and Intermediary Spaces? The Missing Link in Psychological Research, *Urmitapa Dutta, University of Illinois Urbana-Champaign*

Language policy studies: Its interdisciplinarity and methodology, *Kyoko Motobayashi, University of Toronto*

The preponderance of the evidence: The value of lived experience in organizational autoethnography, *Elaine Yakura, Michigan State University*

2075 Evaluation and Evidence: Competing Models

2:30–3:50 p.m. Union 407

Chair: *April Simpson Munson, University of Illinois at Urbana-Champaign*

The use of Responsive Evaluation approach in evaluating the Safe Schools Programme in a developing country like South Africa, *Layane Thomas Mabasa, University of Limpopo*

Burning the Village: Decontextualizing the "Evidence" About "Teacher Quality", *Joanne Marie Robertson, St. Johns University and Brett Elizabeth Blake, St. Johns University*

Qualitative Research Standards for Social Work: A "Both-And" Approach, *James W. Drisko, Smith College*

The Classic and Non-Classic Grounded Theory Project: Which is More Defensible? , *Caroline Jane Porr, International Institute for Qualitative Methodology, University of Alberta and Mahdieh Dastjerdi, International Institute for Qualitative Methodology, University of Alberta*

Serendipity Social Research, *April Simpson Munson, University of Illinois at Urbana-Champaign; Annie Rae Clementz, University of Illinois at Urbana-Champaign; and Paul Frankel*

2076 Developments in Critical Pedagogy

2:30–3:50 p.m. Union 314B

Chair: *Janette Yvette Taylor, University of Iowa*

Engaging Racial Autobiography as a Teaching Tool for Womanist Inquiry, *Janette Yvette Taylor, University of Iowa; Angela M. Oldenburg, University of Iowa; and Melissa A. Lehan-Mackin, University of Iowa*

Health Education Threatened By Evidence Based Medicine, *Fernando Peñaranda, Universidad de Antioquia; Miriam Bastidas, Universidad de Antioquia; Gloria Escobar, Universidad de Antioquia; Nicolás Torres, Universidad de Antioquia; and Adriana Arango, Universidad de Antioquia*

Knowledge And Professional Career Understanding Through Introducing First Year University Students Into Qualitative Thinking, *María-del-Consuelo Chapela, Universidad Autónoma Metropolitana Xochimilco and Edgar Jarillo, Universidad Autónoma Metropolitana - Xochimilco*

Called into Being, *Una Margaret Hanley, Manchester Metrpolitan University*

2077 Writing as a Method of Inquiry: Personal Identity

2:30–3:50 p.m. Union 406

Chair: *Marcelo Diversi, Washington State University at Vancouver*

(Gulp!) Now I Have to Tell My "True" Story: Autoethnographically Exploring (Post?) Suicidal Guilt, *Yvonne Michelle Kline, University of South Florida*

Whose Epiphany? An Essay on the Transformational Power of Interpretive Epistemologies, *Marcelo Diversi, Washington State University at Vancouver*

Writing at the Boundaries, *Hilary A. Brown, Brock University*

Exploring the Labor-Management Experience: Two Sides of the Same Table?, *Mary J Fambrough, Alliant International University*

This Could Be: The Possibility of Autoethnographic Fiction, *Jacqui R. Gingras, Ryerson University*

2078 Questioning Mainstream "Truths"

2:30–3:50 p.m. Room E

Chair: *Jean Halley, Wagner College*

Boundaries of touch: Parenting and adult-child intimacy, *Jean Halley, Wagner College*

Undecidability, différance, interpellation & performativity: Subverting discourses of addiction, *Shaughney Elizabeth Aston, University of South Australia*

A Feminist Approach to Understanding the Role of Alcohol in Female Sexuality, *Brooke E. Wells, The Graduate Center at the City University of New York and Jeffrey T. Parsons, Hunter College and the Graduate Center of the City University of New York*

Power relationship in the learning of Biology: Who is in control?, *Aik-Ling Tan, Nanyang Technological University*

Narratives of identity: from 'recreational drug user' to 'druggie', *Kim Etherington, University of Bristol*

2079 Forging New Theories and Methods in Qualitative Case Study

2:30–3:50 p.m. Union 403

Chair: *Lesa M. Guilian, California Institute of Integral Studies*

Emerging Theory as a Result of Qualitative Case Study, *Lesa M. Guilian, California Institute of Integral Studies*

"Creating a Tornado: Time Compression and the Evidence of Momentum and Transformation in a Case of Lacanian Psychoanalysis", *Cristina Laurita, Duquesne University*

An Exploration of Relationship-Centered Organizational Culture in Healthcare Provider Organizations, *Bonnie Noble, Alliant International University*

Challenges in Organizing Social Movements: Privilege and Resistance in the Living Wage Campaign at Green College, *Kristin Marie Haltinner, American*

Positioning in a Case of Accounting Fraud, *Marvin Will, (retired professor) and Stephen S Lowber, City University*

2080 Spotlight: Tenure and Getting Published as a Qualitative Researcher

2:30–3:50 p.m. Union 210

Chair: *Arthur Bochner, USF*

Panelists: Arthur Bochner, University of South Florida; Christopher Poulos, University of North Carolina-Greensboro; Ron Pelias, Southern Illinois University; H. L. (Bud) Goodall, Arizona State University; Mitch Allen, Left Coast Press; and Yvonna S. Lincoln, Texas A & M University; and Norman Denzin, University of Illinois at Urbana-Champaign

2081 (En)Gendering Hip-Hop Poetics and Praxis

2:30–3:50 p.m. Room F

Chair: *Claudine Taaffe, University of Illinois at Urbana-Champaign*

Working Class Black Women Answer (the Hip-Hop Feminist) Rap, *Aisha S. Durham, University of Illinois at Urbana-Champaign*

When A Black Girls Asks, Who Is Salt-N-Pepa? And A Black Hip Hop Feminist Responds, *Ruth Nicole Brown, University of Illinois at Urbana-Champaign*

Media Making in Marginalized Spaces: Hip Hop Feminism in the Digital Age, *Jayda Thompson, University of Illinois at Urbana-Champaign*

2082 Education

2:30–3:50 p.m. Levis

Chair: *Melinda Leigh Yeomans, Southern Illinois University Carbondale*

Recareering as tenure track faculty: The collaborative learning community, *Iris M Saltiel, Troy University; P. Tom Hackett, Columbus State University; Maria Martinez Witte, Auburn University; and Jim Witte, Auburn University*

Values and Moral dilemmas of Educational Leaders in Iceland, *Steinunn Helga Larusdottir, Iceland University of Education*

Drama in the Integrated Curriculum for Early Childhood Education, *Su-Jeong Wee, University of Illinois at Urbana-Champaign*

Students, Ethics and the IRB, *Nancy Shore, University of New England and Elizabeth Richards, University of New England*

Poetic Justice: The Journey from Subaltern to Subject in the Work of Joy Harjo, *Melinda Leigh Yeomans, Southern Illinois University Carbondale*

Pre-marital Counseling and Marriage Enrichment Approaches in Kenya, Wairimu Wanjau Mutai, Kent State University

Schizophrenia and Women: Dismantling the Invisibility of Violence, *Elizabeth Ilah Rice, University of Wisconsin-Milwaukee*

2083 Technography 2007: New Methods for a New Technological World I

2:30–3:50 p.m. Union 209

Chair: *Grant Kien, University of Illinois at Urbana-Champaign*

Bouncing between the dark and bright sides: Can technology help qualitative research?, *Iván M. Jorrín-Abellán, Bartolomé Rubia-Avi, Rocio Anguita-Martínez, Eduardo Gómez-Sánchez, and Alejandra Martínez-Mones, University of Valladolid (Spain)*

Racing and Queering the Interface: Producing global/local cyberselves, *Radhika Gajjala, Natalia Rybas, and Melissa Altman, Bowling Green State University*

Sober Drag Queens, Digital Forests, and Bloated "Lesbians": Performing Gay Identities Online, *Ragan Fox, California State University, Long Beach*

2084 Technography 2007: New Methods for a New Technological World II

4–5:20 p.m. Union 209

Chair: *Grant Kien, University of Illinois at Urbana-Champaign*

Of Walking Shoes, Boats, Golf Carts, Bicycles, and a Slow Technoculture, *Phillip Vannini, Royal Roads University and April S. Vannini*

Friend and Foe? Technology in a collaborative writing group, *Artemi Sakellariadis, Sam Chromy, Viv Martin, Jane Speedy, Sheila Trahar, Susan Williams, and Sue Wilson, University of Bristol*

An Ethnography Of Everyday Caring For The Living, The Dying, And The Dead: Towards A Biomedical Technography, *Elizabeth McGibbon, Xavier University and Elizabeth Peter, University of Toronto*

International Connectivity The Way It Is Supposed To Be: Beijing New Year 2006, *Grant Kien, University of Illinois at Urbana-Champaign*

2085 IAQI International Advisory Committee Meeting

4–5:20 p.m. 200 Union Ballroom

2086 QI2007 General Meeting

5:30–7 p.m. 200 Union Ballroom

Couch-Stone Symposium

Friday, May 4

CS1 Investigating Social interaction in Diverse Settings

8–9:15 a.m. 217 Union

Chair: Don Mynatt, University of Memphis

"Peer Abuse: A Qualitative Investigation," *Jessica Abernathy, University of Memphis*

"Negotiating the Women's Restroom," *John Pruit, University of Memphis*

"Are You Any Different?" *Alicia Golston, University of Memphis*

"The Construction of "Vibe" in Deejay Culture," *Don Mynatt, University of Memphis*

Discussant: William Barton, University of Memphis

SSSI Combined Business and Publications Committee Meeting

8–9:15 a.m. 211 Union

Business Committee Meeting
Chair: Lonnie Athens, Seton Hall University

Publications Committee Meeting
Chair: Andy Fontana, University of Nevada, Las Vegas

CS2 Self, Identity, and Authenticity in Social Interaction: I

9:30–10:45 a.m. 217 Union

Chair: Kevin Vryan, Indiana University at Bloomington

"Finding Love Online: An Ethnographic Inquiry of the Internet Dating Process," *Megan Mutcheson, University of Waterloo (Canada)*

" 'That's How We Roll': The Social Construction of the Modern-Day Rollergirl," *Natalie M. Peluso, University of Connecticut at Storrs*

"Discourses of Consumption and Authenticity among Collectible Games Players," *Patrick Williams, Arkansas State University at Fayetteville*

"The Post Self and the Dynamics of Posthumous Impression Management," *Steven Seiler, University of Tennessee at Knoxville*

CS3 Interactionist's Studies of Media Ecologies

9:30–10:45 a.m. 211 Union

Chair: Philillip Vannini, Royal Roads University, Victoria, British Columbia (Canada)

"Producing and Consuming Poetic Texts in the Classical Roman Era: The Pragmatist Contributions of Horace (65-8BCE), Longinus (100CE), and Plutarch (46-125CE)," *Robert Prus, University of Waterloo (Canada)*

"If You're a Fake, Then What Am I? Resistance and Identity in the Hyper-Real," *Gary Krug, Eastern Washington University*

"Laptop Love: Universal Instincts in a Globalized World," *Grant Kien, University of Illinois at Urbana-Champaign*

"The Music Ringtone as an Identity Management Device," *Chris Schneider, Arizona State University at Tempe*

"Initial Involvements in Car Enthusiasts Social World," *Paul Viidik, University of Waterloo (Canada)*

CS4 Ethnographic Performances of Ethnicity, Race, and Gender: Identity and Resistance in the Social World

11–12:15 p.m. 217 Union

Chair: Carol Rambo, University of Memphis

"Old World Sexism Transplanted: 'Test of the Sheet'," *Lonnie Athens, Seton Hall University*

"Leaving Blossom Hill Act II: One Black Woman's Journey Through Death and Grief," *Evette Hornsby-Minor, St. Lawrence University*

"Poetic Evidence from Emotional Landscapes: A Queer Way to do Research," *John J. Guiney Yallop, The University of Western Ontario (Canada)*

CS5 Activity, Practice, and Interchange

1–2:15 p.m. 217 Union

Chair: Robert Prus, University of Waterloo, Ontario, Canada

"Narrative Warrants: A Structural Analysis of Police Incident Reports," *Lawrence T. Nichols, James J. Nolan III and Corey J. Colyer, West Virginia University*

"Pursuing and Avoiding Third Party Involvements in University Administrative Contexts," *Tim Gawley, Wilfrid Laurier University, Brantford Campus (Canada)*

"Experiencing the Community: Raves as Collective Events," *Brittany Waghorn, University of Waterloo (Canada)*

"Re-Thinking G.H. Mead: Toward an Interactionist Theory of Practice," *Anthony J. Puddephatt, Cornell University*

CS6 The Interview as a Live Performance: Re-examining Interviewing from a Postmodern Perspective"

2:30–3:45 p.m. 217 Union

(Special Joint Session with International Congress of Qualitative Inquiry)

Chair: Andy Fontana, University of Nevada at Las Vegas

"Tell Me Some of Your Fantasies," *Broke Wagner and Christina Nicholas, University of Nevada at Las Vegas, Emily Hussey, Indiana University Northwest*

"The Other Side of Interviewing," *Simon Gottschalk, University of Nevada at Las Vegas*

"Discussion: But is This Sociology?" *Andy Fontana, University of Nevada at Las Vegas, Joseph Kotarba, University of Houston, and Simon Gottschalk, University of Nevada at Las Vegas*

CS7 Spencer Cahill: Celebrating His Life and Work

4–5: 15 p.m. 217 Union

Co-chairs: Clinton Sanders, University of Connecticut at Storrs, and Michael Flaherty, Eckerd College
Speakers

Gerald Handel, City College and the Graduate Center, City University of New York

Dan Miller, University of Dayton

William Force, University of Missouri at Columbia

Peter Hall, University of Missouri at Columbia

CS8 Couch/Stone Inaugural Distinguished Lecture

5:30–6:30 p.m. 217 Union

(Special Joint Session with International Congress of Qualitative Inquiry)

"Mead, Dewey & Peirce's Special Territory in Sociological Space," *Norbert Wiley, University of Illinois at Urbana-Champaign*

Saturday, May 4

CS9 Self, Identity, and Authenticity in Social Interaction II

8–9:15 a.m. 217 Union

Chair: Kevin D. Vryan, Indiana University at Bloomington

"The First year of Graduate School: A Single Mom's Quest for a Better Life," *Marne Johnson, Western Michigan University*

"Making Room for Papa: An Autoethnography," *Jaigris Phillips, York University (Canada)*

"I'm No Hero: Identity Expression and Valuation in Narratives of World War II," *Julie B. Wiest, University of Tennessee at Knoxville*

"Beggin' on the Bowery: An Ethnographic Exploration of the 'Authentic' CBGB Experience," *Joshua Rosenthal, New School for Social Research*

SSSI International Advisory Committee Meeting

8–9:15 a.m. 211 Union

Co-chairs: Andy Fontana, Jude Robinson, University of Liverpool and Leslie Wasson, Chapman University

CS10 Recent Symbolic Interactionist's Contributions to Criminology

9:30–10:45 a.m. 217 Union

Chair: Jeffery Ulmer, Pennsylvania State University at University Park

"Violentization Theory: Social Act, Socialization, and the Community," *Lonnie Athens, Seton Hall University*

"Reclaiming SI's Criminological Tradition," *Pete Simi, University of Nebraska at Omaha*

"Commitment Portfolios and Criminal Careers," *Jeffery Ulmer, Pennsylvania State University at University Park*

"Attitudes, Belief, and Behavior in Criminological Research," *Craig Weirnik, Pennsylvania State University at University Park*

"Social Worlds of Deviant Careers," *Mindy Bradley, University of Arkansas at Fayetteville*

CS11 Communication and Social Control

11–12:30 p.m. 217 Union

Co-chairs: David Altheide and Michael Coyle, Arizona State University at Tempe

"Media Communication and Criminal Justice Policy: Three Strikes and You're Out," *Jennifer Grimes, Indiana State University*

"The Meaning of International Peace and Security: A Comparative Examination of Security Council Title VII Decision Making Process," *Abu Mboka, Arizona State University*

"The 'Mental Movies' of Carelessness, Fire Prevention, and Patriotism During 'The Great War': An Invitation to the Indexical Imaginary," *Eric W. Hanbury, Carnegie Mellon University*

"The Emerging Acceptance of the Word 'Bitch' in Popular Culture," *Christopher Schneider and David Altheide, Arizona State University at Tempe*

CS12 Social Interaction and the Body

1–2:15 p.m. 217 Union

Chair: Dennis Waskul, Minnesota State University at Mankato

"A Queen's Drowning: The Abject Body of a Broken Machine," *Phillip Vannini, Royal Roads University (British Columbia)*

"Adult/Adolescent Interaction and Adolescent Brain Development," *Alireza Moula, Linkopings Universitet (Sweden)*

"Body, Self, and God: Body as Locus for Disability and Religion," *Matt Lust, Minnesota State University*

"What Are You? Identity Formation and Racial Ambiguity," *Tiffanie Grier, University of Memphis*

CS13 Alternative Methods in Interactionist Research

1–2:15 p.m. 211 Union

Chair: Dan E. Miller, University of Dayton

"Comparative Content Analysis," *Abu Karimu Mboka, Arizona State University, Tempe*

"Participatory Action Research and Interactionism: How Interactionist Social Workers Interact with Clients, Document their Interactions, and Evaluate Interactions," *Alireza Moula, Lincopings Universitet (Sweden)*

"Alternatives to Ethnography: Experiments, Quasi-Experiments, and Surveys," *Dan E. Miller, University of Dayton*

CS14 Traditional Qualitative Methods in Practice

2:30–3:45 p.m. 217 Union

Chair: Kathy Charmz, Sonoma State University

"Ambivalence, Authenticity, and Architecture: Researching the Renovation of the Historic Built Environment," *Melinda Milligan, Sonoma State University*

"Ghettoization and Self-Ghettoization: Learning from New Immigrant Communities," *Lubomir Popov, Bowling Green State University*

"Temporality and Flirtation: Actualization Practices and the Structure of Sexualized Interaction," *Iddo Tavory, University of California at Los Angeles*

"Impression Management and Contemporary Folk Performance: Engaging Audiences and Making Music," *Scott Grills, Brandon University (Canada)*

Discussant: Lori Kendall, University of Illinois at Urbana-Champaign

CS15 Interactionist's Studies of Collective Behavior and Social Movements

2:30–3:45 p.m. 211 Union

Chair: Rob Benford, Southern Illinois University at Carbondale

" 'We Bring the Cup to Their Mouths…:' Examination of the Formation and Maintenance of the Westboro Baptist Church Identity," *Todd Powell-Williams, Melissa Powell-Williams, Southern Illinois University at Carbondale*

"Performance Protest, Gender, and the Cultural Appropriation of Disaster Symbolism following Hurricane Katrina," *Emmanuel A. David, University of Colorado at Boulder*

"Exclusion/Inclusion Developing Collective Identity: The Experience of African American Transgenders in the Southern U.S.," *Kylan Mattias de Vries, Southern Illinois University at Carbondale*

"Examining the Disinvolvement Process in Competitive Events Contexts," *Ariane Hanemaayer*

CS16 Director Confronts Film Critics

4–5:45 p.m. 217 Union

(Special Joint Session with International Congress of Qualitative Inquiry)

Documentary: "Home," an intimate and touching commentary on race, class, and the future of America
Excerpt from: Margaret Mead Films & Video Festival.
Winner of Special Jury Award: AFI /Discovery Silver Docs

Co-chairs: Andy Fontana, University of Nevada at Las Vegas, and Lonnie Athens, Seton Hall University

Jeffrey M. Togman, Director Associate Provost
President's Hall
Seton Hall University
South Orange, New Jersey 07079

Panel of Film Critics
David Altheide, *Arizona State University at Tempe*
Allison Cody, *University of Memphis*
Joseph Kotarba, *University of Houston*
Jonathon Murphy, *University of Memphis*
Jude Robinson, *University of Liverpool (Great Britain)*
Philillip Vannini, *Royal Roads University (Canada)*
Tiffanie Grier, *University of Memphis*

CS17 Interactionist Studies of Knowledge, Science and Technology

4–5:45 p.m. 211 Union

Chair: Antony Puddephatt, Cornell University

"Making Sense of the Senseless: Constructing Vocabularies of Motive Around the Stockholm Syndrome," *Benjamin Kelly, McMaster University (Canada)*

"Cultures of Categories: Psychological Diagnoses as Institutional and Political Projects before and after the transition from State Socialism in 1989 in East Germany," *Christine A. Leuenberger, Cornell University*

"Emergency Response and Information, Communication Technologies: A Social Worlds/Arenas Analysis of Emergency 'Interoperability' and the Socio-Material Construction of Social Order," *Carrie Sanders, McMaster University (Canada)*

Panel abstracts

1001 Advisory Board Meeting of International Association of Educators

Chair: Peter McLaren, University of California, Los Angeles, and Eryca Neville, University of Missouri-Columbia

The members of the Advisory Board and chairs of the academic divisions of the International Association of Educator will meet to evaluate the regional and interest-based representation and activities, to give feedback and advisory support to the Executive Committee, and to produce a strategic plan to oversee policy and planning, administration, organization and programming in the Association.

1002 Critical Qualitative Methodologies: Local and Specific Examples

Chair: Gaile S Cannella, Arizona State University

As critical qualitative research is conceptualized as emergent, egalitarian, and activist, methodologies are required that would challenge oppressive conditions while at the same time disrupting the tendency of research to construct power for itself (and those who control its practices). This type of research is itself local and specific and not easily outlined for general practice. The authors of the papers in the session will describe specific incidences of local critical qualitative research and the emergent methods used for in particularized circumstances

1018 Moving Beyond Nostalgia: Race/Cultural Memory in Qualitative Research

Chair: Cynthia B. Dillard, Ohio State University

This session focuses on race/cultural remembering and reflection in inquiry. Remembering refers to the process of bringing a particular event, feeling, or action from one's past experiences and putting those memories back together in the present ("re-membering"). Reflection refers to the temporal process of thinking upon such remembrances of the past in order to seriously consider or change their meaning in present circumstances, a transformative process. Through individual cultural memoirs/narratives of research, we will highlight how racial/cultural memory make demands on our present projects, and how, as racial/cultural memories engage with our present circumstances, those memories are interpreted in ways that move beyond nostalgia to actually transform our political, cultural, and spiritual consciousness as researchers. The mediation between racial/cultural memory and present cultural engagements of research is a critical site for developing consciousness that enables researchers to engage in inquiry in respectful and more humane ways.

1019 A Disruptive Dialogue on "Power" — in Theory and Exercise — Within Critical Educational Inquiry

Chair: Rozana Carducci, University of California, Los Angeles

This panel is designed to engage participants in a reflective dialogue on the methodological tensions, decisions, and practices associated with conducting critical qualitative educational scholarship. Specifically, the papers included in this panel examine ways in which conceptualizations and performances of "power" influence the processes and outcomes of critical inquiry. Drawing upon critical social theory and methodology texts, as well as personal field experience, each author will interrogate the construction and/or enactment of power in one or more research moments (e.g., theorizations of power in critical inquiry, power and social identities, exercises of power in research design and (re)presentation of findings). Building upon the theoretical foundations established by the panel papers, the remainder of the session will be dedicated to engaging audience members in a dialogue on the opportunities, constraints, and liberatory potential of interrogating power in the theory and exercise of critical educational scholarship.

1020 Qualitative Case Study Evaluations in Language and Literacy Education

Chair: Mustafa Yunus Eryaman and Nihat Gurel Kahveci, University of Illinois

The papers presented in this panel provide substantive explorations into the social and practical nature of literacy practices and the methodological contributions of qualitative case evaluations in literacy education. The dual purposes of the panel include (1) contributing to the body of knowledge on case evaluation in literacy education and (2) engaging in theoretical and practical explorations of critical methodology in qualitative evaluation.

1021 The Grey Areas: Ethics and Politics in Qualitative Research

Chair: Rona Hart and Naama Sabar Ben Yehoshua, Tel Aviv University

The goal of research is the production of knowledge and thus the directive that is central to qualitative research is the commitment to produce true representations of social phenomena. On the other hand, professional objectives and duties have to be guided by, and indeed bounded by, the researchers responsibilities towards their respondents, and the fundamental concern for their well being. This panel presents four reflective papers, in which researchers have had to come to terms and address some grey areas that emerged between their norms of conduct, the politics of research and ethical principles. Issues around

informed consent, confidentiality and privacy, authorship, authority and power, as well as harm, offense and exploitation will be explored.

1022 Methodological Challenges in the Field: What We Wish We Had Known

Chair: Laura Ellen Hirshfield and Carla A. Pfeffer, University of Michigan

Qualitative research methodologies often focus on the importance of researcher reflexivity and investing critical attention to researcher subject position. On this panel, we will reflexively engage with some methodological taboos, challenges and grey areas in connection to qualitative interviewing and ethnographic fieldwork. Themes explored will include: the particular challenges of interviewing participants about bodies, sex and sexual practices; experiencing and coping with fear for personal safety in the field; negotiating intimacy and power differentials in interviewing; the emotional work involved with working in two ethnographic contexts, and how to successfully design and implement research while staying true to feminist ideals. By bringing some of these methodological challenges to the foreground, we hope to provide suggestions for future researchers navigating difficult or sensitive terrain, as well as to highlight the importance of speaking openly and reflexively about our experiences in the field.

1023 Discourses of Female Sexuality and Sexualized Violence: Interdisciplinary Explorations

Chair: Katherine Pavelka Luke, University of Michigan

Gendered discourses of sexuality and sexualized violence vary widely in different disciplines and cultures, yet negative and stigmatizing discourses of female sexuality seem pervasive. This panel features four papers from a range of interdisciplinary approaches combining sociology, psychology, social work, women's studies, performance studies, and cultural studies to interrogate hegemonic discursive constructions of sexuality and sexualized violence. The papers on this panel use various qualitative methodologies, including ethnography, ethnomethodology, and narrative analysis of in-depth, semi-structured interviews, to explore women's negotiations of hegemonic discourses of female sexuality and sexualized violence in a wide range of socio-cultural contexts. These socio-cultural contexts include the Israeli army, home sex toy parties, campus party cultures, and correctional programs for adolescent female sex offenders.

1035 Plenary: Mixed Methodologies and the Politics of Evidence

The new wave of qualitative designs as it is used in conjunction with quantitative methods, superficially provides qualitative inquiry with a new "respectability," improved access to funding, and increased exposure and a new role in research. Indeed, granting agencies are increasingly requesting qualitative components in grant applications. This new trend should be celebrated by qualitative researchers, for this change should act as an impetus as they are emerging from a politically disadvantaged position in academia. However, this trend is occurring at a time when often there is disagreement amongst qualitative researchers themselves regarding "standards" of what constitutes a qualitative method, and mixed methods designs have not yet been clearly explicated. I am concerned that this lack will result in errors in design. Further, it will be highly likely that most of these "errors of design" will be violations of the principles of qualitative inquiry. Hence, this new push for qualitative methods will "back fire" for qualitative inquiry, giving confirmatory fuel to qualitative researchers regarding the weakness of qualitative methods. The most critical aspect of mixed method design is the point of interface between the qualitative and the qualitative method. This point of interface may be theoretical (if results from both methods are combined, as occurs with sequential designs and some simultaneous designs) or methodological. In this presentation, we will review the major principles to be used at the point of interface for qual-quan mixed methods designs.

1036 The Place of Ethical Reflexivity in Qualitative Inquiry

Chair: Bronwyn Davies, University of Western Sydney

Our responsibility, as social scientists, is to understand the complex conditions of our mutual formation, both in interactions with our subjects, and in the process of analyzing particular social scenes and social conditions. Dominant, normative discourses lend us an habituated sense that we know what is going on, and position us as those with authority to assert the correctness of our views. We are interested in the development of an ethical reflexivity that enables us not simply to reiterate habituated knowledges, but to see, feel, touch, and hear our own and others' ongoing vulnerability to those normative discourses and practices. In acknowledging our mutual vulnerability to those normative discourses we can begin to work towards an ethically responsible understanding of the part we play in granting or withholding recognition of the other.

1037 Queer Youth, Space, and Identity

Chair: Cris Mayo and Khristian Kemp-Delisser, University of Illinois

This panel examines the queer youth sexuality at the intersections of race, gender, and space, arguing that queer youth negotiate multiple forms of identity across different spatial contexts and that understanding the variations of those spaces is crucial to understanding forms of identity. Drawing on postcolonial theory, black queer studies, poststructural feminist theory and our own ethnographic research, we examine the shifting strategies of appearance and nonappearance of gendered, sexual, and racial identities. Our panel aims to complicate what it means to be out, moving away from purely intentional forms of outness to an examination of the kinds of spaces and relationships that provide possibilities for varied identity expressions and associations.

1038 Listening to and Using Our Voice: Researcher Reflexivity

Chair: Patricia McGrath Morris and Mary Katherine O'Connor, Virginia Commonwealth University

Reflexivity is a defining characteristic in qualitative research. It is used as evidence to explore and bound researcher subjectivity and strengthen trustworthiness. Different qualitative methodological designs define and use reflexivity differently. This panel explores the different meanings and role of reflexivity across different methodological designs. Panelist will use three commonly employed qualitative research methods — grounded theory, constructivist inquiry, and Gadamerian hermeneutics — to illustrate how reflexivity is defined, represented, discounted, and judged. It also explores the implications and challenges of reflexivity within and across different methodological designs.

1039 Where Does Knowledge Live When Using Collaborative Technology? A Performative Multi-Voiced Act Exploring Politics of Evidence in Local and Global Contexts

Chair: Kakali Bhattacharya, University of Memphis

Using a four-bodied cacophonic, rhizomatic performance, we will explore how knowledge is disciplined, heard, silenced and constructed through a collaborative technology called wiki, which is a type of website allowing users to easily add, remove, and otherwise edit and change content, as demonstrated in http://www.wikipedia.org. Grounded in the presenters' embodied experiences in a qualitative methods class, the combined performances of one instructor and three students lie at the intersection of local and global knowledge traversing the lumpy terrains of access, class, race, nationality, voice, power, silencing, and disciplining. Specifically, we explore questions such as whose knowledge gets represented and legitimized and how knowledge functions in wikis through shared voices. Moreover, we interrogate the limits and possibilities of training future qualitative researchers through/with/against de/colonizing epistemologies and methodologies within the current discourse of qualitative inquiry and politics of evidence.

1040 Qualitative Research in Art Education

Chair: Robert E. Stake and David Nyaberi, University of Illinois at Urbana-Champaign

Despite changes in the world brought about by the postmodern movement, global socio-economic issues, and science and technology, art education continues to be an essential component of the general education system. To ensure art education remains thus, a diversity of pedagogical and substantive issues in this subject area requires extensive research through the use of qualitative approaches, and the art education panel has sampled various issues that require such qualitative approach. Issues addressed include the use of digital audio and visual technologies for classroom inquiry, visual literacy, museum program, and content of school-based art programs. These issues are of concern to art educators, and each author of the panel has clearly outlined the research problem, defined the qualitative methods employed, and provided the outcomes of the research. In all the researches, it is evident that qualitative inquiry is a powerful tool for collecting and analyzing data.

1041 Ethnography as Solidarity

Chair: Andrea Dyrness, Trinity College, and Soo Ah Kwon, University of Illinois at Urbana-Champaign

Ethnography as a method fills a unique role in the study of marginalized communities by illuminating the perspectives and experiences of the participants, offering insights into the experience of marginalization and exclusion that might not otherwise be available to mainstream audiences. But what are the limits of ethnographies in contributing to social change? What happens when documentation of exploitation and exclusion is not enough? How can ethnographers seeking to support the efforts of oppressed communities to resist exploitation and exclusion lend their skills to their informants? In this panel, we seek to explore what diverse forms of "ethnography as solidarity" might look like. The panelists have all engaged in various forms of "activist research," ranging from participatory research, collaboration in social movements, and planned educational interventions. All of the panelists have sought to integrate their role as ethnographers with their role as activists in solidarity with the communities they study. How does the combination of these roles shape the ethnographic process? What new theoretical insights are gleaned from working in solidarity with oppressed communities? What is the potential for generating new forms of social change?

1042 Teaching the Politics of Evidence-Making

Chair: Karen Louise Andes, Emory University, and Cesar Antonio Cisneros-Puebla, UAM Iztapalapa

This panel explores the challenges of passing on the art and science of qualitative inquiry to students and/or new researchers in international and interdisciplinary contexts. In our papers, we reflect on how it is that we — as university professors and international consultants — teach others to "make" data, "see" evidence, and construct "findings." How do we impart an understanding of the politics of evidence and also mentor novices to do "good" research? How do we evaluate learners, particularly when considering cross-cultural and cross-disciplinary notions of what constitutes evidence? The papers present the ?cultural' (international and interdisciplinary) politics of evidence-making as well as pedagogic tools (memoing, intercoder agreement, inductive models) that render implicit processes explicit for students.

1043 Peacebuilding and Sport

Chair: Robert E Rinehart, Washington State University

Sport as a form of popular culture has long been vaunted as a vehicle for change, for acceptance of difference, and as a region where socially-constructed differences do not matter. Sport has been praised as a site for equity and equivalence, a vehicle for social justice and empowering change. But is it? In this panel, we will examine sport for peace as a legitimate construct--how has international sport, for example, promoted a culture of stratification and difference? How has sport, as currently delivered, served to advance global ideas of social injustice, unfairness, and hatred? How could sport be delivered differently, so that its institutional incarnation might advance goals of social justice, fairness, and equity?

1053 The Politics of Revelation: Secret, Truth, Story, and Desire

Chair: Christopher N. Poulos, University of North Carolina-Greensboro, and Carolyn Ellis, University of South Florida

As we conduct our research, we often uncover uncomfortable truths?about ourselves, our significant others, our participants in research. We are confronted with questions of what to tell, how to tell, and why to tell?or not to tell. Here is where the personal really becomes political...How do we frame, write, narrate, perform, and open up possibility for the "untold stories" that, with or without our consent, are likely to erupt into our lives anyway? How do we frame these revelations in a caring way, without exploitation? How do we make viable narratives from the unspeakable? And, considering our ongoing need to justify what we do, how might we develop ways of presenting secrets that take into account --and prepare for without exploiting -- the reader's responses, including discomfort, dis-ease, pain, or anger? How do we, in our work, respond to these responses?

1054 Explorations of Liminality: Movements in Identities, Boundaries and Research

Chair: Gayatri Moorthi, University of Illinois at Urbana-Champaign

This panel describes the journeys and questions of social work researchers engaged in international and cross-cultural research. As we traveled in our work, imaginations and being, we recognized the nebulous role of being a researcher. To be a native in a land not of our own, to be foreign in familiar territory; to acknowledge the blurry lines that separate our gaze and their reality and to wrestle with the contours of our self as we studied the "other". Thus we asked ourselves- where did shifts in our identities as researchers occur? How did these transformations create new ways of looking at evidence and research? Can our embodied narratives present a political and epistimeological challenge to the recent focus on evidence -based social work? We traverse territories, communities, languages, disciplines and subjectivities; always inquiring, perpetually seeking and continually becoming.

1055 Moving Bodies: Autoethnographies of Transition 2

Chair: Pirkko Helena Markula, University of Alberta

"The body" has increasingly been acknowledged as "a metaphor for the social under late capitalism" (Denzin, 2006, p. 385). While we also acknowledge the body as being disciplined by neo-liberal forces, in this session we provide performance texts that not only provide critical readings of the body, but create new lines of flight for bodies to interrupt/transgress/redirect our current cultural condition. As academics involved with both the theory and practice of moving bodies, we engage with autoethnographic texts to examine what bodies can do to create positive social change.

1067 30+ Years on the Plantation: The Price of the Ticket

Chair: Aisha S. Durham, University of Illinois at Urbana-Champaign

Panelists will share auto/ethnographic performance texts either individually and/or jointly created in response to their lived experiences in university and other "Plantation" settings, which reflect their "model of truth and organic intellectual praxis" (Norm Denzin). Our polyvocal performance will shift between individual voices, to chorus, to duets designed to give a sense of the complexities involved in developing a collaborative piece that reflects the lived experiences of a diverse group of qualitative working in different academic settings, from different positions of empowerment.

1069 Qualitative Methods and Diverse Populations

Chair: Denise O'Neil Green, University of Nebrska — Lincoln

The purpose of this research panel is to examine and critique qualitative methods and practices used to explore diversity issues and/or experiences of diverse populations. In particular, the presenters explore qualitative methods, practices, and strategies that researchers enlist when developing, conducting, and analyzing qualitative research pertaining to diverse populations, such as battered women, Hispanic subgroups, and racialized groups. More importantly, the presenters also identify potential concerns and ethical issues that must be addressed if qualitative researchers wish to accurately reflect the experiences of their participants. Finally, each presenter recommends guidelines and practices to reinforce the high levels of awareness, knowledge, and skills qualitative researchers must have when working with diverse populations.

1070 Reexamining Experience in Evidential Contexts: Engaging Joan Scott's "The Evidence of Experience"

Chair: Jay Brower, Southern Illinois University, Carbondale

Reexamining Experience in Evidential Contexts: Engaging Joan Scott's "The Evidence of Experience." The politics of evidence as they relate to the question of how "experience" is engaged in qualitative inquiry establishes fertile terrain for understanding how scholars pose and evaluate epistemological and ontological claims. Joan W. Scott's germinal intervention "The Evidence of Experience" (1991) examines the evidential use of experience as a response to the dehistoricization of the subject in the human sciences, and how this turn to experience recreates its own form of foundationalism. Scott's call for an interrogation of the use of experience as evidence requires an examination of how experience is implicated in a diversity of truth-claims relevant to qualitative inquiry. Using Scott's article as a starting point, panelists will engage a variety of contexts and sketch their responses to Scott's argument in light of their emerging research on experience and its use as a form of evidence.

1083 Educational Evaluation Tensions and the Politics of Evidence

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

Today, broader forces like globalization are seen as a major factor in the enactment of international and national policies for educational evaluation, assessment, and testing as well as curriculum and instruction (Burbules & Torres, 2000; Gardner, 2003). Together performance-based accountability reflecting New Public Management (Power, 1997) and evidence based policy (EBP) result in a potentially powerful mechanism for steering educational policy. In effect, evidence-based policy changes what kind of evidence matters for determining educational program effectiveness. This session is devoted to considering how these political and social changes create new contradictions and tensions for foundational educational evaluation issues. Each paper presents a particular turn on these contradictions and tensions in relation to a key issue: context, the public good, values, and the evaluator role and relations.

1084 Lets Get Personal I: First-Generation Autoethnographers Reflect on Writing Personal Naratives

Chair: Carolyn S. Ellis and Stacy Holman Jones, University of South Florida

This session features scholars talking about their experiences writing personal narratives or autoethnographies. Participants include: Arthur Bochner (Communication), Norman Denzin (Sociology/Communication/Critical Studies), Carolyn Ellis (Communication/Sociology), H. L. (Bud) Goodall (Communication), Ron Pelias (Performance Studies/Communication), Laurel Richardson (Sociology/Gender Studies). Stacy Holman Jones (Communication/Performance Studies) will chair and moderate. Following this panel will be another panel of "second generation" autoethnographers, who will respond to this panel and address similar issues. (1) Personal history: Discuss your experience with writing personal narratives or autoethnographies. For example, what was the first personal narrative you wrote, when and why did you write it? What was your experience with publishing it? Discuss other personal narratives that followed this one. (2) Presentation of Selves: What selves do you allow to become present in your work and what selves do you leave out? What selves do you become by virtue of having written autoethnographically? (3) Evidence and Truth: What counts as "evidence" in personal narratives? What counts as "truth"? How do you know when you have gotten it "right"? (4) Evaluation: How should we evaluate personal narratives? What is good autoethnography? What is the role of writing? Fiction? Creative non-fiction? (5) Ethics: How do you make decisions about what to write, what to leave out, who to ask for consent, and whose voices to include? Discuss a particular case. (6) Current state of Autoethnography: How would you characterize the current state of autoethnography? For example, what are its strengths and tensions? What have we done right? What have we done wrong? Why do you think autoethnography grew in popularity in the last two decades? Do you think there is a "backlash" against autoethnography? If so, describe it and discuss why it might be happening. (7) Challenges and Goals: What are the major challenges autoethnographers face in the next decade? What work needs to be done? In what new directions do we need to go? What would you most like to see happen in autoethnography politically, practically, and/or academically and intellectually? Where do you see your work heading?

1085 Qualitative Methodologies and the Generation of Resistance Discourses and Positionings

Chair: Gaile S Cannella, Arizona State University

A range of traditionally marginalized world views provide needed possibilities for activist reinvisionings and positionings of research as resistance to new forms of colonization and oppression. This revisioning is especially necessary at a time in which science (grounded in the linear notions of knowledge accumulation and progress that actually generate vulnerabilities to simplistic, dualistic thinking) is being attacked by those who would use vulnerabilities to reinscribe power over all of us. The authors in this session propose methodologies that would facilitate an anti-colonialist social science. This anti-colonialist social science would recognize the intersection of new oppressive forms of power created even within attempts to decolonize research. Further, new imaginings, the unthought social science, and egalitarian activism would be absolute necessities.

1086 Ageing and Loneliness: Sharing Lessons Learn from an International Qualitative Inquiry in Health Care

Chair: Julianne Cheek, University of Oslo

This panel comprises international researchers from Australia, Norway, Japan, South Africa, United Kingdom, collaborating on a qualitative study about "Ageing and Loneliness". As the population ages greater numbers of people 65 years and over experience negative social, emotional and physical health problems associated with loneliness. The aim of the research is to identify and describe older people's perceptions and understandings of loneliness in order to inform the development of strategies to assist older people manage loneliness. Each collaborator from the different countries is gathering in-depth interviews with 30 older people. The panel will share their reflections on engaging in qualitative research across the globe. In particular, they will present their experiences of, and encourage debate about, sampling issues, management and analysis of data, dealing with ethical problems, as well as, highlighting context specific issues and operational concerns, such as, building trust and rapport in the team and shared authorship.

1087 Lets Get Personal II: Second-Generation Autoethnographers Reflect on Writing Personal Narratives

Chair: Carolyn S. Ellis, University of South Florida, and Tami Spry, St. Cloud State University

This session features scholars talking about their experiences writing personal narratives or autoethnographies. Participants include: Arthur Bochner (Communication), Norman Denzin (Sociology/Communication/Critical Studies), Carolyn Ellis (Communication/Sociology), H. L. (Bud) Goodall (Communication), Ron Pelias (Performance Studies/Communication), Laurel Richardson (Sociology/Gender Studies). Stacy Holman Jones (Communication/Performance Studies) will chair and moderate. Following this panel will be another panel of "second generation" autoethnographers, who will respond to this panel and address similar issues. (1) Personal history: Discuss your experience with writing personal narratives or autoethnographies. For example, what was the first personal narrative you wrote, when and why did you write it? What was your experience with publishing it? Discuss other personal narratives that followed this one. (2) Presentation of Selves: What selves do you allow to become present in your work and what selves do you leave out? What selves do you become by virtue of having written autoethnographically? (3) Evidence and Truth: What counts as "evidence" in personal narratives? What counts as "truth"? How do you know when you have gotten it "right"? (4) Evaluation: How should we evaluate personal narratives? What is good autoethnography? What is the role of writing? Fiction? Creative non-fiction? (5) Ethics: How do you make decisions about what to write, what to leave out, who to ask for consent, and whose voices to include? Discuss a particular case. (6) Current state of Autoethnography: How would you characterize the current state of autoethnography? For example, what are its strengths and tensions? What have we done right? What have we done wrong? Why do you think autoethnography grew in popularity in the last two decades? Do you think there is a "backlash" against autoethnography? If so, describe it and discuss why it might be happening. (7) Challenges and Goals: What are the major challenges autoethnographers face in the next decade? What work needs to be done? In what new directions do we need to go? What would you most like to see happen in autoethnography politically, practically, and/or academically and intellectually? Where do you see your work heading?

1088 The Looking Glass Self: Images of Learning and Being

Chair: Daphne Thomas, University of South Florida

This session provides participants with an understanding of how key stakeholders of color or from majority backgrounds make meaning of issues of diversity. Each of the papers utilizes a reflective/reflexive process to provide an intimate account of how individual narratives intertwine with in-the-moment experiences and responses to those experiences. Multiple methods were utilized in data collection including interviews, focus groups, autoethography, and narratives using non-traditional response formats including visual and performing arts. Data are presented through critical readings and performance. Participants will be invited to engage in a critical analysis of presentations as multiple layers of the lived experience unfold.

1100 Mentoring Qualitative Research Authors

Chair: Ronald Joseph Chenail, Nova Southeastern University

As gatekeepers of knowledge, scholarly journal editors can sometimes neglect the mentoring of authors. This oversight is especially critical in the development of beginning qualitative research authors given the immense challenge capturing process and results of research projects in article form presents to all qualitative researchers. To address this concern, the editors of *The Qualitative Report* (TQR) have created an editorial philosophy and practice that privileges authors while fostering improvements in their manuscripts. In the papers that follow, the *TQR* editors focus on four common concerns found in papers submitted to the journal (i.e., transparency in method re-presentation, situating the researcher's self and purpose, contextualizing the research's local value in a global setting, and facilitating coherence across the paper), and illustrate strategies they employ to not only produce papers of quality, but to also mentor authors within a supportive environment.

2001 Executive Committee Meeting of International Association of Educators

Chair: Mustafa Yunus Eryaman, University of Illinois, and Hakan Dedeoglu, University of Florida

The members of the executive committee of the International Association of Educators will meet to coordinate the activities of the standing committees and to produce a strategic plan to oversee policy and planning for the Association.

2002 Qualitative Research, Holistic Education and Spirituality

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

In order to promote holistic education and spiritual (including moral etc.) unfolding in children and young people, it is necessary to subjectively understand holistic aspects of the human being, of human interaction, and of human primary groups and relationships. While there innumerable concepts and principles in this area, and many school teachers as individuals see themselves as dealing with the child as a whole and as trying to promote her total blossoming and unfolding, there is very little if any attempts to document, clarify and articulate, and illumine these concepts and teachers efforts in qualitative case studies. The papers in this session all either address this problem or represent examples of such studies.

2003 Spolight: PAR: Third Town Meeting on Action Research

Chair: Susan E Noffke, University of Illinois at Urbana-Champaign, and Mary Brydon-Miller, University of Cincinatti

Action researchers from many different areas of work as well as many continents came together at QI2005, forming the groundwork for subsequent organizing efforts. Since that time organizers have forged a new alliance, the North American Action Research Alliance (NAARA), to support and promote action research activities in communities, health and human services as well as in education. This session will further develop NAARA and its potential to work with similar groups, working toward the formation of an international network. Definitions of participatory action research vary greatly, as do purposes and methodologies. The development of NAARA has allowed for varied communities to come together to discuss these and work toward shared agendas. We will begin with a report-back on the Second Action Research Summit. We will focus some of the discussion around the interconnections between social justice agendas and knowledge claims across the many disciplines represented. The audience will have ample opportunity for discussion of international collaboration.

2004 The Development of the Handbook of Educational Action Research

Chair: Susan E Noffke, University of Illinois at Urbana-Champaign, and Bridget Somekh, Manchester Metropolitan University

Definitions and practices of action research education vary greatly and there has been until now no definitive text that seeks to help readers to understand the varied aims and methods it employs. This session highlights the first *Handbook of Educational Action Research*, scheduled for publication in early 2008. Using the basic structure of "professional", "personal", and "political" forms of action research, a wide range of authors have been asked describe the methods that are employed in action research work with and for students and schools, in professional development, voice, and knowledge production, and in policy and change initiatives. This session will include the co-editors of the book, as well as several of its contributors. Particular attention will be paid to the ways in which action research supports it knowledge claims through varied means, some typical to other forms of educational research, and some unique to the action-orientation of this form of research.

2019 Qualitative Evaluation in Literacy and Museum Studies: Challenges and Possibilities

Chair: Mustafa Yunus Eryaman, University of Illinos, and Hakan Dedeoglu, University of Florida

This session aims to explore the practical and political dimensions of understanding qualitative evaluation in literacy and museum studies. Major evaluation theories and methodologies are examined to explore the issues of multiculturalism and critical literacy in qualitative evaluation studies. The session offers an extended analysis of how a critical qualitative evaluation studies can be used as a means of mobilizing culturally diverse communities towards positive social change. The panel will begin with a paper providing a theoretical overview of critical museology and transformative pedagogy. This will be followed by the four qualitative case evaluations of literacy and social studies education.

2020 Dialogical Active Interviewing

Chair: Lene Tanggaard, Aalborg University, and Svend Brinkmann, Aarhus University

In this session we present different versions of dialogical, active interviewing. We examine the Socratic dialogue as an interview form that does not address opinions (doxa) but rather knowledge (episteme). The active research interviewer intends to create space for the telling of complex stories; activating the respondent's and the interviewers stock of knowledge. In the session, empirical examples of active interviewing are presented. These examples range from interviews that proceed like examinations to interviews in the form of shared inquiry

and interviews taking place in cyperspace. In the session it is discussed how to proceed with a conversational model for epistemic interviewing in qualitative research. The conditions for creating interviews as shared inquires are analysed and it is discussed in which ways dialogical, active interviewing represent new challenges and prospects for research interviewing.

2021 Surrendering to the Performative Process: Deep Insights and Turning Points in Critical Ethnographic Method

Chair: Amira De la Garza and Dana Trunnell, Arizona State University

The pedagogy of critical ethnography which ascribes to the epistemology of the emergent design in naturalistic inquiry challenges graduate students accustomed to regimented method and the positioning of ones work behind a facade of certainty. The ambiguity of multiple perspectives, coupled with the necessity to assume a standpoint find little assistance in traditional pedaogical methods for teaching qualitative methods. Performative methodologies can move the novice ethnographer through the analysis of her/his field notes and interviews to places of deep awareness of the themes and social issues present in ones field work. This panel explains the performative methodologies employed by De la Garza (Arizona State University) and features the performative texts produced by five graduate students studying race, social class, cultural voyeurism, the body, and immigration.

2033 Qualitative Inquiry Special Issue on Autoethnography, Critical Race Theory, and Performance Studies

Chair: James Haywood Rolling Jr., The Pennsylvania State University

A panel session featuring the authors of a forthcoming thematic issue of *Qualitative Inquiry* exploring the intersection of performance studies, critical race theory, and autoethnography, as they each discuss their contributions to this important anthology.

2036 The Limits of Evidence

Chair: Lisa A. Mazzei, Manchester Metropolitan University, and Jo Frankham, University of Manchester

In keeping with the conference theme, "Qualitative Inquiry and the Politics of Evidence," this symposium will take up the question of what counts as evidence and truth from a poststructuralist position. In their work, each of the presenters engages in a rethinking of evidence, truth, authenticity, and voice. This includes attending (amongst other things) to silences, indirections, refusals and hesitations. The desire is not to limit evidence, but to seek the limits of evidence that include the snags and interruptions containing the promise of surprise and missed meaning. An understanding of what counts as voice, data or evidence, seems to limit those voices to which we customarily attend in "listening" to our participants and analyzing our "data." We wish to consider that which is to be learned from evidence that has previously gone unnamed and unnoticed. The papers will present the methodological learnings and implications that have emerged within the context of their respective studies, given this consideration of the limits of evidence, truth, voice and silence. In some cases, the papers will also suggest connections between this reconceptualisation of ?voice' and the substantive issues under exploration.

2037 Writing Collaboratively and Collectively Across Slippery Spaces: Some Practices of Innovation and Subversion

Chair: Jane Speedy, Bristol, and Ken Gale, Plymouth

This session features five interconnecting papers from the Centre for narratives and transformative learning at the university of Bristol. The papers describe experimental writing projects, all emerging from relational sites of learning and all generating and inviting new methodological questions. Each project subverted established discourses and hierarchies of authorship, ownership and assessment in different ways. Each endeavour also privileged relational processes and spaces. Three of the papers describe collective writing groups that overtly set out to illuminate the slippery, revolving spaces between culture and agency: a more disquieting and intense experience than had previously been imagined. The other two papers explore collegial relationships in which the reflexive spaces inbetween proved unexpectedly fertile and creative.

2038 Performing Evidence and Evidentiary Performance

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

How does performance interpret, interrupt, and constitute evidence? Using documentary performance and performance ethnography as primary research methods, performers in this panel engage the burdens and challenges of performing evidence. In addition, they consider what it means when performance comprises part or all of an evidentiary record. From vantage points ranging from the streets of Detroit, to the archive, to the classroom, these performers ask: How do we address performance as part of, or perhaps, from within the evidentiary record? In what ways does performance enable us to interpret our work in the field? How might performance help us to interrupt history? What does it mean to offer performance as evidence?

2039 Race Self Complexity and the Guided Race Autobiography: What Is the Psychological Meaning of Race Within American Society and Culture?

Chair: Cynthia Winston, Howard University and University of Michigan

"Stories are habitations. We live in and through stories. They conjure worlds. We do not know the world other than as story world. Stories inform life. They hold us together and keep us apart. We inhabit the great stories of our culture.

We live through stories. We are lived by the stories of our race and place" (Miller Mair, 1989). The purpose this symposium is to examine the politics and evidence of studying the meaning and psychology of race within the lives of individuals living in American society and culture. Towards this end, each presentation focuses on research using the *Guided Race Autobiography* (Winston & Burford, 2005), a new narrative research instrument designed to study the meaning of race within lives. This research instrument was adapted from McAdams (1995), *Guided Race Autobiography* and is designed to elicit race narratives across seven episodes in the life course: earliest memory, childhood event, adolescent event, turning point, peak experience, nadir, and continuity. Taken together these studies which include individuals from racial and ethnically diverse groups suggest that narrative methods have utility for understanding the meaning and complexity of race within lives and society.

2040 The Weight Of Evidence and Accountability: A Performance in Four Acts

Chair: Kakali Bhattacharya, University of Memphis

Amidst the current discourse of evidence, accountability, and what is deemed as "scientific" research, this multi layered, multimedia integrated embodied performance re/acts to and resists the disciplinary gazes shaping the construction of knowledge in four contexts of praxis including working in a research institution, being a science-educator in the K-12 system, working with a deaf population, and working with an aging population. The purpose of these performative acts is to unsettle, interrogate, and challenge assumptions that discipline the construction, maintenance, and dissemination of knowledge in our individual professional contexts. Since we are committed to establishing dialogues across our praxis for academically rigorous work in qualitative research, we will explore possibilities for reframing "scientific," that inform fluid, contingent, and multiple levels of knowing and re-presenting the production of lived experiences. Grounding our acts in Richardson's (cited in Denzin, 2003) five criteria for interpretation and re-presentation, we not only challenge taken-for-granted assumptions around academic rigor, but chart possibilities for future dialogues.

2050 Representational Borderlands: Using Images to Make Meaning in Educational Research

Chair: Kristi Amatucci, University of Georgia

Researchers have dealt with issues of representation by troubling traditional forms of depicting research (Lather, 1997, Wolf, 1992, St. Pierre, 1997) and by working towards a new idea of what it means to (re)present data. The five researchers in this panel explore the potentials of representation with the use of image, not only as a source of research but more pointedly as a representation of research. The representational borderlands offer a fertile ground for quality educational research as they allow us to expand our notions of what constitutes research and its presentation. In this session, through the use of group discussions, we seek to demonstrate the benefit of the representational borderlands as a site of educational research as we argue that such boundary practices nudge all research towards a rigorous standard of quality through innovation and persistent critique.

2053 Institutionalizing Qualitative Research: Emerging Models

Chair: Judith Ann Davidson, University of Massachusetts-Lowell

Qualitative researchers and qualitative research conferences have focused, for most intents and purposes, on discussion of research methodology and/or the substance of research that has been undertaken. Discussions that go beyond these realms may attend to policy, such as the discussions of scientific-based evidence that animate this conference. Attention is missing, however, to the institutional context and the development of institutional structures that will support and nourish the development of the individual researcher, the capacity of institutions to conduct this form of research, as well as the growth of the field. While interest in qualitative research has increased over the last decade in most institutions of higher education, there are strikingly few examples of strong institutional support. In this panel we present four distinctive examples of institutional support for qualitative research in higher education. Our four models include graduate instructional programs and cross-campus initiatives that focus internally as well as externally. Our goal is to initiate conversation on this critical topic with the hopes of expanding consideration of institutional issues that promote or challenge the exercise of qualitative research. The presentations should serve as the springboard for a lively discussion among presenters and audience about the best ways to grow qualitative research in institutions of higher education.

2054 Constructing and/or Performing Identities in the Context of Intercultural Communication

Chair: Shuang Xie, Bowling Green State University

Individuals have multi-faceted identities, gender identity, racial identity, national identity, and linguistic identity, to name a few. The purpose of this panel is to explore the construction and/or performing of various identities in the context of intercultural communication. This panel touches upon gender, race, linguistic identity, and national identity in different forms of intercultural communication including on-line interaction, journey abroad, and studying in a non-homeland country. Most panelist select authoethnography as their main or supplementary method. Ultimately, this panel aims at inviting more scholarly attention to the critical paradigm in intercultural communication and popularizing the method of autoethnography in the field of intercultural communication.

2055 Moving Bodies: Autoethnographies of Transition 1

Chair: Pirkko Helena Markula, University of Alberta

"The body" has increasingly been acknowledged as "a metaphor for the social under late capitalism" (Denzin, 2006, p. 385). While we also acknowledge the body as being disciplined by neo-liberal forces, in this session we provide performance texts that not only provide critical readings of the body, but create new lines of flight for bodies to interrupt/transgress/redirect our current cultural condition. As academics involved with both the theory and practice of moving bodies and sport, we engage with autoethnographic texts to examine what bodies can do to create positive social change.

2056 Graduate Writing Circles: Building Supportive Peer Writing Groups

Chair: Alice A. Filmer and Linda Vigdor, University of Illinois at Urbana-Champaign

Our session/panel will present the ideas and reflections arising from our pilot workshops: Graduate Writing Circles: Building Supportive Peer Writing Groups for Interpretive Scholars offered as a joint project through the Writers Workshop and the Graduate College at UIUC. These workshops — conducted within the format of a peer writing group — brought together several ideas and were designed to engage graduate students in connecting theory to practice in the writing of qualitative / interpretive research. Ideas include: writing with peers and engaging ethics and responsibility in peer reviews /critique; "standards" in qualitative writing; navigating methodological understanding into practice; multiplicities of writing practices; efficacy and competency issues in critiquing peers; and the ethics and practice of making (and receiving) evaluative judgments as a central aspect of a research practice. The session will outline the format of the workshops, highlight the ways in which the workshops were successful, what aspects we would change, and some reflections on whether the Writing Circles project are likely to achieve our long term goal of creating a "rhizome" effect wherein these small writing circles begin to self-replicate. Our session will include the two workshop designers/facilitators (Linda Vigdor and Alice Filmer) and two (yet to be determined) workshop participants who will discuss their experiences in the workshop.

2068 Of Life and Other Things: Theory, Experience and Performance in Research

Chair: Devika Chawla, Ohio University

This session will engage the ongoing conversation about how experience contains within it theory and how theory and experience cannot be seen as binaries. Employing our situated experiences this panel gathers experiences from the Spanish Caribbean, the American Midwest, and India, to envision feminist ways of weaving our scholarship with our lives and with the lives of those who perform their stories to us. Through different formats ranging from the letter, to 'mystory', field story and conversations, the participants of this panel will raise some core issues in qualitative research and representation. We will discuss the meaning, usefulness, and benefits of scholarship that underscores our lives and stories in discussing the cultural and social discourses that we are embedded in.

2081 (En)Gendering Hip-Hop Poetics and Praxis

Chair: Claudine Taaffe, University of Illinois at Urbana-Champaign

Hip hop feminism redefines the material and discursive spaces of hip hop, and provides a conceptual base to decentered voices that consume, produce, and participate in the culture. Still, more work needs to be done to develop a cultural criticism, to archive grassroots interventions, and to address political and pedagogical possibilities to describe a hip hop feminist poetics and praxis. Panelists not only describe some of hip hop feminism's theoretical underpinnings, methodological approaches, and narrative strategies employed within and outside the academy, they perform them. By revisiting spaces and places where hip hop and feminism are articulated, and recounting how they gain meaning in our everyday lives, panelists reimagine hip hop and the dynamic possibilities of a progressive politic that girls and women in the culture have forged in order to survive in, escape from, and dismantle colluding exploitive systems that operate on so many levels to erase communities of color.

2083 Technography 2007: New Methods for a New Technological World I

Chair: Grant Kien, University of Illinois at Urbana-Champaign

In our present world of technologically enabled 'social networking', technology plays a vital, negotiated social role, from 'life support' to transportation to online and offline interaction. Understanding and documenting the present evolution in technologically-enabled experiences entails new approaches to inquiry. This panel features new ethnographic approaches to the study of technology, emphasizing experimental and innovative work that endeavors to push the frontiers of ethnography in the realm of technological research, and make the subject of technology more present in ethnography as a disciplined approach to inquiry. Papers for this panel have been drawn from works featured in a forthcoming special issue of the journal *Qualitative Inquiry*. Topics covered include ethical dilemmas with medical technology, the phenomenon of slow technology in the hi-tech age, queer identity issues in technology, technology as a participant in research, and internet technology as a teaching resource.

Individual abstracts

Aber, Mark, *University of Illinois at Urbana-Champaign*
A Constructed White Racial Reality

See Todd, Nathan Ross

Acar, Esin, *University of Illinois at Urbana-Champaign*
The Effects Of Classroom Environment On Students Academic Achievement

The study examined how classroom environment is effective on the students' academic achievement. A second grade classroom was observed a semester (around 10 weeks) during the ESL class time (2 hours). First, the classroom environment was examined and defined by the researcher as a participant observer. Then, the results were interpreted from the point of the view that how this environment is effective on the students' academic achievement. The results showed that the classroom environment have effects on the students' self perception and student achievement indirectly. However, the environment did not affect all students at the same level. The students' personal and social characteristics and self-efficacy level embedded in the classroom environment were important factors on their academic achievement.

Adame, Alexandra
Self Narratives on the Improvisational Stage of the Dream

See Knudson, Roger M

Adame, Alexandra L, *Miami University*
Re-Visioning Recovery: How the Psychiatric Survivor Movement is Redefining Recovery from Psychological Distress

The recovery literature in clinical psychology often focuses on abstract outcome measures of mental health and wellness that in turn serve to shape the process and goals of the practice psychotherapy. However, there is often an experiential disconnect between these conceptualizations of recovery and the lived experience of psychological suffering and healing. In the current paper, we present alternative views of what recovery, or more accurately, what living a good life means for a group of people who identify themselves as psychiatric survivors. Like the feminist paradigm, the psychiatric survivor movement does not separate the personal and political, and thus has created alternative narratives of recovery that more closely represent their lived experiences. We discuss how these alternative discourses of the movement conceptualize the good life in terms of creating counter-cultural communities, engaging in political activism, and fighting for social justice, reform, and human rights in the mental health system.

Adams, Josh R., *The Ohio State University*
Managing Conflicting Perspectives in the Field: Institutional Authority, Ideology, and the Body

The critical evaluation of data for veracity, authenticity, and honesty is an essential task for any qualitative researcher. This paper deals with the intersection of institutional authority, specialized knowledge, and ideology as influencing how research respondents understand, interpret, and articulate a given social phenomenon and how respondents can produce truthful yet contradictory responses. Conducted as part of a larger study on body modification processes, this paper focuses on interactions with three professional piercers and a medical doctor who were each presented with and diagnosed an infected piercing. The range of diagnoses, as well as recommended courses of treatment, varied from each professional with little agreement as to the underlying causes of the symptoms or most effective remedy. Drawing on these cases, this paper will address the conflict and competition between specialized knowledges, the role of institutional ideology, the dissemination of knowledge through industry networks, and the challenges these issues pose for social researchers.

Adams, Tony, *University of South Florida*
Truth in Life Research

"Truth" is an issue we must negotiate in public discussion, research, and everyday performances for others. The processes of truth negotiation, however, are easily obscured and unknown. In this project, we highlight truths of life texts. We conceive of truth as "a" rather than as "the" rhetorical device we should use to evaluate personal research, and believe that demanding historical and factual truth from life texts is faulty and problematic. Truths of life research involve navigations of genre, convention, and memory. By illustrating these navigations we hope to establish, continue, and enhance truth-related conversations.

Adams, Tony E., *University of South Florida*
Autoethnography's "Uncontestable Evidence"

Joan Scott suggests that researchers should explain the origins of "experience" rather than use experience as a "subjective witnessing," a "ground" for theorizing, or as an "origin of explanation." She believes we can describe conditions of experience outside of experience, and questions instances when experience can pass as "uncontestable evidence." Her arguments implicate research stemming from lived experience, reframe what counts as evidence, and challenge methods that write from and grant authority to experience, methods such as autoethnography, ethnography, and phenomenology. But what happens when experience assumes an un-authoritative position in our work? What does research look like when experiential evidence becomes relegated to the periphery of our texts? In this paper, I address these questions by illustrating how Scott's ideas complement and contradict experience-based research. I specifically focus on autoethnography, and show how Scott enhances and discounts an individual's experience, the space from which autoethnographic texts emerge.

Adamson, Keith, *Wilfrid Laurier University*
Rethinking Empowerment: A Paradigm Shift

Empowerment has been one of the most fashionable terms used by community psychologists and other helping professions since the 1990's. It is commonly argued that the key to rectifying the lives of those who are marginalized, disadvantaged, powerless and voiceless is to empower them. However, there is a growing concern in the qualitative research literature, that empowerment may not be changing the lives of those individuals that it is meant to help. Based on a review of qualitative research, this presentation will provide a critical analysis of empowerment interventions. A review was conducted to identify barriers to effective empowerment practice. The following factors limit the effectiveness of empowerment interventions with vulnerable populations: (a) the psychologization of power, (b) the lack of true participation of disadvantaged people, (c) the dominance of the expert definition of empowerment, and (d) the focus on outcomes of perceived empowerment rather than actual empowerment. Implications for qualitative research and action will be discussed.

Aguilar, Jemel, *University of Texas at Austin*
Certificates of Confidentiality for youth at risk that participate in research studies

In this paper I outline the purpose, strengths, and limitations of Certificates of Confidentiality as it applies to youth as human subjects. In doing so, I discuss how researchers can be forced to disclose information about the behaviors of youth at risk that are revealed during data collection phase of a research study. I also describe other policy-related sources of confidentiality that researchers can employ to protect themselves from forced disclosure of respondent information. I end this paper with recommendations for researchers interested in research ethics, institutional review boards, and researching at-risk youth.

Aguilar, Jemel, *University of Texas at Austin*
Providing insight into accountability using concept analytic procedures

Social work practitioners are working in an age of accountability. Although the age of accountability significantly shapes the context and conduct of service, little is known about what accountability is, how best to demonstrate professional accountability, or what are the actual relations between accountability and client outcomes compared to the theoretical or hoped for outcomes. In this paper, we describe the ambiguous nature of accountability as defined across multiple disciplines, its lack of conceptual boundaries, essential features, and consistent use. We end this paper with suggestions for social work research, practice, education, and policy.

Alcantara, Elizabeth C., *U of Guadalajara*
A Critical Evaluation of Five-Year Teaching Qualitative Research Experience in the Health Field

See Mercado-Martinez, Francisco J.

Allen, Nicole E., *University of Illinois at Urbana-Champaign*
Utilizing Liberal and Conservative Narratives to Promote Dialogue

See Todd, Nathan R.

Almohalha, Lucieny, *University of Wisconsin–Madison*
The leisure experience of mothers of children with autism and children with chronic medical conditions

Leisure has been found to enhance the ability to cope with challenging life events for different populations living under stressful situations [1,3,5,6,8]. Due to the challenging and stressful role of parenting a child with disabilities [2,4,7,9] and the lack of research on the role of leisure for those caregivers it is important to investigate leisure in studies of caregiving. This exploratory qualitative research examined the leisure experiences of nineteen mothers of children with significant disabilities; one group parenting children with autism and one children with chronic or medically fragile conditions. This paper presents a secondary analysis of in-depth interviews focused on caregivers' well-being and daily life. A constant comparative method identified categories and patterns of leisure participation for the two groups of caregivers. Findings describe the breadth and quality of leisure participation, functions of leisure and constraints to leisure when parenting children with disabilities and the differences with different caregiving demands.

Altman, Melissa, *Bowling Green State University*
Epistemologies of Doing: E-merging Selves Online

See Gajjala, Radhika

Altman, Melissa, *Bowling Green State University*
Racing and Queering the Interface: Producing global/local cyberselves

See Gajjala, Radhika

Alvarez-Jaramillo, Luis E, *Universidad del Cauca*
La Evidencia En La Politica Y En Los Estudios Culturales

¿Por que teniendo suficientes evidencias las conclusiones son erradas? (politica). ¿Por que considerando escasas evidencias el entendimiento humano produce conocimiento profundo y verdadero? (filosofia-ciencia). Estas tesis de la filosofia del lenguaje se recrean en esta investigacion sobre los estudios culturales, la parapolitica o la narcoparademocracia colombiana. Este modelo de investigacion cualitativa del campo de la comunicacion tambien manipula la evidencia cuando reduce lo social unicamente a lo cultural y produce una esquizofrenia entre cultura y politica. Y en consecuencia tanto academicos como cientificos no estan exentos de reencuadrar la evidencia, (la realidad o los hechos), y utilizar distintas ingenierias para el consentimiento academico. Una de las ingenierias es la financiacion para promocionar las ideas que se imponen en una epoca determinada. Sin embargo, lo anterior se contrasta con la paradoja de que sin financiacion otras ideas llegan a convertirse en las herramientas para pensar la epoca.

Amatucci, Kristi Bruce, *University of Georgia*
Desire Among Platform Agnostics

See Kohn, Nathaniel

Amatucci, Kristi Bruce, *University of Georgia*
Deconstructing Student Teacher

See Van Cleave, Jessica L

Amaya, Carolina, *Universidad del Rosario*
El problema de la verdad: rito y mito como documentos vivos de conocimiento sobre la realidad

Los pueblos indigenas en Colombia se agrupan en torno a complejos culturales que responden a sistemas cognoscitivos originados en intrincados rituales distribuidos en calendarios ecologicos, que se expresan y se transmiten en generosos cuerpos de literatura oral, se renuevan y adaptan constantemente y se concretan en unas normas sociales y ecologicas precisas que aseguran la salud de los individuos, la comunidad y el ecosistema. Pese a los aportes de la antropologia medica, la etnobotanica y la etnomedicina, la ciencia medica se niega a aceptar la validez de creencias, valores, practicas y normas de los sistemas medicos tradicionales. Y mas aun, toda la comunidad academica ignora sistematicamente la validez epistemologica de los sistemas de conocimiento tradicionales. El trabajo propone indagar, con la ayuda de un modelo de interpretacion especifico, la hermeneutica antropologica, en los fundamentos epistemologicos de algunas de estas literaturas vivas que se resisten a ser reducidas a la racionalidad occidental.

Amirmooradian Malhami, Ani, *University of Ottawa*
The Internet as a Pedagogical Space for Remaking of Meanings

Considering Orientalism as proposed by Said (1995) which represents the East as backward, irrational and violent and the West as rational, forward and civilized, I draw on the movie Not Without My Daughter (Ufland & Gilbert, 1991) to show how the theories empowered me to find appropriate websites on the Internet and disrupt essentialist depictions of Iranians in this movie. I argue that these websites can be used practically as pedagogical spaces for teaching and learning how to disrupt normalizing Orientalist discourses present in this film for those who do not necessarily know about the theories the same way as "hey hetero" pictures were used by Rusmussen (2005) as pedagogical possibilities to disrupt heteronomitivity. By deconstructing normalizing discourses, students can start doing what Stanley (1999) calls the remaking of meanings, which is important for building our connections to others, and overcome what Arendt (1973) calls loneliness in the same way that I did. In addition, these websites can help people from the east, to re-inscribe themselves in the way I did with the help of these theories the way Clare (2001) argues: different, but not wrong.

Amis, John, *University of Memphis*
Using qualitative research to inform the policy-making process

See Wright, Paul M.

Andersen, Camilla Eline, *Oslo University College*
Derrida and Research: Beyond Deconstruction

This paper is looking at resistance as a way of creating other languages, resistance languages, in qualitative research. Creating such resistance languages, and by that also creating resistance methodologies, may be one way to challenge how the West has traditionally understood qualitative research. This creation could lead to more powerful research which can be useful to people in their everyday lives, especially in relation to equity and social justice? In this attempt to create other languages and methodologies in qualitative research through resistance, the paper will use Jacques Derrida and his concept of deconstruction. Here then, deconstruction might be understood as yet another resistance language that can lead to change and displacement in our academic and/or activist world. Thus, this is an attempt to go beyond deconstruction in a philosophical way, to see how deconstruction can be useful for the practice of qualitative research.

Anderson, Kate T, *Indiana University*
Implications of qualitative inquiry as discursive turn

See Henne, Richard B

Anderson, Kate T., *Indiana University*
Discourses of categorization: Racializing speech in the interview

This paper discursively examines thirty-nine interviewees categorizations of ten speakers race(s). The institutional interview setting takes a reflexive turn when seen as a site not for eliciting beliefs or facts but as a constitutive site for meaning making. Instead of assuming the omni relevance of race as a category (Berard, 2005), this paper examines how it comes to be relevant for linguistic profiling. I engage interviewees in evaluating as well as justifying evaluations of speakers supposed race and employ membership categorization analysis to examine the paired categories and activities by which these individuals make sense of race as a meaningful social label. Implications cross disciplines of linguistics, education, anthropology, sociology, and psychology with specific attention paid to how analytic insights speak to discrimination and othering based on racial identification of speech.

Anderson, Myrdene, *Purdue University*
Between Ethnography and Autobiography: The Gift of Tensions

See Chawla, Devika

Anderson, Vivienne Ruth, *University of Otago*
Writing agency, writing pain: ethical tension in research with New Zealand/international women students

In PhD research interviews conducted during 2005/2006, racism emerged as a significant issue for international and New Zealand women students. In particular, some women spoke of '(in)visibility'; encountering racialized assumptions and sometimes, outright hostility, on the basis of their appearance. At the same time, interviews were imbued not with a sense of victimhood, but of strength and agency. Postcolonial writers have long urged us to acknowledge the

embodied realities of racism, something that international education researchers in New Zealand have been slow to do. On the other hand, by writing of human pain we run the risk of undermining agency, inadvertently reinscribing (racist) discourses of difference. In this paper, I discuss the tension between writing agency and writing pain in research with international/New Zealand women students. Drawing on postcolonial and poststructuralist writers, I argue for the need to make this tension explicit, and to 'hold it together' while writing.

Andes, Karen Louise, *Emory University*
Memos and Evidence-Making: Teaching qualitative analysis through memo-writing exercises

In this paper, the panelists collaborate to present a multi-tiered approach to teaching qualitative data analysis through the writing of memos at various stages in the analytic process. We address the use of memos to identify central themes in textual data, develop meaningful concepts and conceptual frameworks, enrich data by incorporating context and commentary, and interact reflexively with the text. We present strategies and exercises used in classroom and consulting settings that have been successful in building consensus among team-members across cultural and disciplinary lines, moving analyses from descriptive to interpretive frameworks, and incorporating rich detail into accounts of findings.

Andes, Karen Louise, *Emory University*
Beyond Kappa: Using intercoder agreement to teach aspects of qualitative analysis

There are few fence-sitters among qualitative researchers when it comes to testing for intercoder agreement. Proponents argue that agreement statistics such as Cohen's Kappa ensure reliability in qualitative analysis; opponents suggest that reliability - rooted in positivist notions of replicability - should not be applied to qualitative inquiry. This paper presents a view from atop the fence, suggesting that the process of assessing agreement among coders can contribute in substantive ways to the processes of identifying pervasive themes, developing code definitions that fit textual data, and questioning the cultural and epistemological underpinnings of what constitutes 'evidence'. The paper draws on examples of using intercoder agreement to develop and refine codebooks and analysis plans in the field, as well as reflections on the process as written by students in classroom settings.

Anguita-Martínez, Rocio, *Universidad de Valladolid, Spain*
Creando Comunidades De Práctica Educativa En La Universidad: Un Estudio De Casos En La Asignatura De Nuevas Tecnologías Aplicadas A La Educación

En este articulo abordamos la experiencia de innovacion docente, educativa y de investigacion de un grupo interdisciplinar de investigacion universitario y como ese grupo se convierte en una comunidad de practica. Partiendo de nuestras preocupaciones y trayectoria como docentes, pondremos el ejemplo de la investigación/innovacion llevada a cabo en la asignatura de Nuevas Tecnologias Aplicadas a la Educacion impartida en las titulaciones de maestros/as en la Facultad de Educacion y Trabajo Social de la Universidad de Valladolid (UVA) durante el bienio 2004-2006. Por ultimo, abordamos algunas reflexiones sobre

la construccion de una comunidad de practica entre el profesorado que integra el grupo como elemento clave de nuestro trabajo universitario.

Anguita-Martínez, Rocio, *University of Valladolid (Spain)*
Bouncing between the dark and bright sides: Can technology help qualitative research?

See Jorrín-Abellán, Iván M.

Aparicio, Diana De La Fuente,
Preliminary results of the battered women's perception regarding the received health attention

See Martin, Juana Robledo

Aranda, Argentina, *Universidad Autónoma Metropolitana, Xochimilco*
Design and the editorial process: Case study of the magazine-book "Artes de México"

Mexico needs to strengthen its publishing industry in order to improve the diffusion of information, and help build knowledge. Despite this need, there have been no in-depth studies of the processes involved in Mexican magazine publishing. This presentation summarizes the results of an investigation that has as objective to analyze the main publishing processes and the way in which the thought scheme and action of design are related to. The methodology that requires this type of study is non-general but in-depth; therefore, a case study in publishing house of "Artes de México" was performed. The main conclusion of the study is that publishing a magazine follows a design process that, like any interdisciplinary activity, is based on a strategy that uses different processes at different stages of the publishing cycle. These processes, which are designed to meet the company's objectives, enhance its competitiveness, and satisfy the needs of its reading public, in turn, create a socio-cultural impact determined by the strategy itself.

Arango, Adriana, *Universidad de Antioquia*
Health Education Threatened By Evidence Based Medicine

See Peñaranda, Fernando

Arango, Adriana Litz, *Universidad de Antioquia*
The Evaluation Of Qualitative Research: Also A Problematic Issue With Qualitative Researcher Peers

See Peñaranda, Fernando

Armour, Bianca,
"We Are Resilient", Using Youth-Led Qualitative Research as a Strategy for Activism

See Samuel, Judith E

Armstrong, Pat, *York University*
Qualitative Evidence and the Politics of Indicators: Women's Assessments of Quality Health Care

See Jackson, Beth E.

Arras, Rita E., *Southern Illinois University Edwardsville*
Minority Men: Under the Healthcare Radar

See Boyd, Roger E.

Ashburner, Charlotte, *City University*
Exploring sampling issues and the management and analysis of data in international research

See Meyer, Julienne

Aston, Shaughney Elizabeth, *University of South Australia*
Undecidability, différance, interpellation & performativity: Subverting discourses of addiction

This exploration of women's everyday lived experiences with addiction/s in rural Nova Scotia contests modernist, medical-model notions of addiction, gender and rurality, and opens the door for more capacious understandings of their experiences as expressed in their own voices. Agamben's notion of the tensional, Derrida's notions of différance and undecidability, and Butler's notions of interpellation and performativity, will be combined into a postfeminist methodology to theorize the women's languaging of themselves as women, addicts, and rural dwellers. The argument will be made that this methodological intervention effectively depoliticizes ontological certainties by: a) illuminating ongoing movement and play of differences in the spaces between preconceived polar opposites of addicted/not addicted, masculine/feminine, and rural/urban; and b) considering their addiction/s as discourses of resistance in the in-betweenness.

Atay, Ahmet, *Southern Illinois University Carbondale*
Are Queer Diasporic Bodies Beautiful?: The Notion of Beauty in Gay Culture

Gay men live in a world wherein they are judged on the basis of their bodies, how they look, and how beautiful they are (Dotson, 1999; Mann, 1998; Blotcher, 1998; Giles, 1998). Beauty matters in gay culture and gay culture is replete with its own notions of ideal beauty. In this paper, I investigate the notion of 'beauty' in gay culture. I use autoethnography as a methodology to understand my own lived experiences and meanings that my body carries in American gay culture. As a non-American queer diasporic body, I struggle with the notion of beauty. Therefore, I turn inwards to understand complexities of queer diasporic bodies in American gay culture and I use my own body and American gay culture as sights to tease out the meaning of beauty and beauty ideals in gay culture. In this paper, I aim to create a fusion of theory and narratives to make more sense the notion of beauty and diasporic queer bodies in American gay culture.

Athens, Lonnie, *Seton Hall University*
Blood Is Thicker than Water, Part I

Pop, the Greek-immigrant owner of the Manchester Cafe, fires his counterman, "Pete the Greek," for getting into too may altercations with customers. To appease some of his long-time patrons, Pop, then, decides to hire Linwood Lots, a local southern-white native, as Petes replacement. Pete and Irene, Pops daughter, get married, and later have a son, Pops first grandchild. After catching Linwood drinking wine filched from the cafes stock, Pop fires Linwood and immediately rehires Pete. Pops action ignites a bitter feud between Linwood and Pete that is charged with ethnic hatred.

Austin, Zubin, *University of Toronto*
The Path to Legitimacy: A Critical Examination of Nascent Pharmacists Perceptions of Professional Maturation and Training

See Beales, Jennifer Dorian

Austin, Zubin, *University of Toronto*
Interprofessional Collaboration on Family Health Teams: Exploring Professional Cultures at Work

See Beales, Jennifer

Avci, Omer, *Northern Illinois University*
A Mixed-Methods Analysis of the Reading Habits of Freshman-Level Developmental Reading Students

Mixed method research projects have become popular in recent years as social scientists and educational researchers have used designs that have both qualitative and quantitative aspects to them. In this paper, we describe a research project that we did wherein we investigated the reading habits of the students of a freshman-level developmental reading course at Northern Illinois University. The reading habits that we investigate pertain to both what they were before these students started attending college and what they have become as these students have gone through the first two semesters of their freshman year. The quantitative aspects of this investigation have to do with information that is collected and analyzed via surveys. The qualitative aspects have to do with the information that is collected and analyzed via written essays. The final results are a synthesis of the results of the two types of data collection and analysis described above.

Avci, Omer, *Northern Illinois University*
Why Social Movements Occur: Theories of Social Movements

See Sen, Anindya

Ayers, William, *University of Illinois at Chicago*
"It's a Dark and Stormy Night": Interpretive writing in qualitative research

Norman Mailer calls it the "spooky art" and Ray Bradbury sees it as a cure for the afflictions of daily living, "stay drunk on writing so reality cannot destroy you." Snoopy's quandaries about jargon as he pens his novel "It was a dark and stormy night", mirror the questions and statements made by students

in qualitative research courses - "How do I represent my data? Is my research data based? Am I doing a phenomenology? How do I put it together? I have member checked my data so I don't need to analyze it. I have 167 codes. Is this valid? What do I put in my findings?" In this paper, we explore the challenges of teaching qualitative interpretive writing in an era that favors evidence based, scientific research. We challenge the vocabulary of member checks, peer debriefing and triangulation as examples of positivist research that have seeped into qualitative writing and are inappropriate for interpretive research. We present examples from our classes to illustrate how and why we advocate for and shift the dialogue to one of credibility, integrity, aesthetics and resonance as appropriate ways to judge the quality of interpretive research.

Ayers, William, *University of Illinois at Chicago*
Site Seeing: Interpreting the 'field' in fieldwork

See Swaminathan, Raji

Ayieko, Monica Awuor, *Maseno University*
Promoting Entomophagy For Increased Management Of The Lake Victoria Biodiversity

This study pertains to consumption of termites and mayflies along the Lake Victoria region. Entomophagy is reducing due to changing eating habits yet the third world is faced with food shortages. Termites and mayflies are the most favored along the lake because of their availability, flavor and ease of collection. Qualitative methods are here used to analyze indigenous knowledge on consumption. Harvesting, storage, and preparation for consumption, myths, misconceptions and facts about the consumption are examined. The insects are traditionally collected for production of new food items in the lab. The products are tested on the villagers and the university fraternity for acceptability. The positive outcome indicates that value addition may promote Entomophagy across class of people. The insects are rich in Iron, Potassium, Calcium, B2 and essential fatty acids. The insects can be harvested and value added to promote Entomophagy for food security, income generation and conservation of biodiversity.

Aypay, Ahmet, *Canakkale Onsekiz Mart University, Turkey*
Interpretive Dimensions of Developing Policy Strategies for the Comu College of Education

In this paper, the presenter explores the interpretive dimensions of developing policy strategies for the COMU College of Education. The presenter, the vice dean of the College of Education in COMU, will analyze the administrative effort of implementing policy strategies and reform projects into the college curriculum and policy documents at the university. Then he will explain the importance of considering the local discourses and socio-politic and economic expectations of community members while developing policy strategies for the College of Education.

Ayres, Lioness, *University of Iowa*
Circumstances of Evidence, Evidence of Circumstances

Descriptions of and justifications for evidence based practice usually include a set of components on which clinical decisions should be based including

research findings, clinical expertise, patient preferences; however, this literature fails to distinguish between information elsewhere identified as evidence (such as research findings) and information elsewhere identified as incidental or anecdotal (such as patient preference). The purpose of this paper is to describe the findings from a concept analysis of evidence based on literature from evidence based health care, law, and philosophy of science. Conflicting conceptual definitions help to explain the ambiguity of the word "evidence" in evidence based practice and highlight areas in which the knowledge claims for evidence remain unsubstantiated.

Ayres, Lioness, *University of Iowa*
Re-Modeling Evidence: A New Approach for Evaluating Evidence for Practice

See Tripp-Reimer, Toni

Bacigalupe, Amaia, *Servicio Vasco de Salud*
Estudio cualitativo de la interrelacion entre Atencion Primaria (AP) y Especializada en la atencion a los pacientes diagnosticados de depresion

See Calderón, Carlos

Bacigalupe, Amaia, *Osakidetza-Basque Health Service.*
Qualitative study of the relation between Primary and Specialized Health Care with regard to the management of depressed patients

See Calderón, Carlos

Bae, SungAh, *University of Illinois at U-C*
Types of college students involving self in finding a career and life direction

This study was to explore the process in which college students try to find a direction in life and decide on their careers. Special attention is given to how college students become aware of themselves. The author interviewed twelve college students. They were heterogeneous in terms of academic backgrounds, ethnicity, and school years. In order to give readers a deeper level of understanding of individuals, the results are presented by portraits to see essential inner aspects of persons and their development. Results indicated that most participants see themselves in the future but the depth of their self-involvement of finding a direction in life varied. The main result of this research is four different ways in which the student were involved themselves with their whole self to find a direction in life.

Bagchi, Subrata Sankar, *Bangabasi Evening College under Calcutta University*
Unsilencing the 'Others': Towards an 'Inclusive' Ethnography

Evidences suggest that with growing influence of all-embracing globalisation people in Third World are suffering from exploitation, oppression, and social injustices despite amassing of wealth in many section of world. Multiple standpoints shape people's experiences in daily lives within Third World making the local cultures even more difficult to comprehend. This paper, drawing on author's decade-long fieldwork experiences on the problem of child labour and urban marginalisation in the city of Kolkata (India), argues that ethnographers studying vulnerable people in Third World now have to engage themselves with

renewed vigour to develop an 'inclusive' ethnography which unsilences those voices in local cultures and the people in oppressed situation in Third World who are getting devalued in the absence of their authentic self-expression. Author also argues that Western intervention in this effort will only create confusions regarding the interpretation of evidences and impede a Third Worldly understanding of 'Others'.

Bagheri Noaparast, Khosrow, *University of Tehran*
Correspondence Theory of Truth in Qualitative Research

There are continual challenges about truth or validity of qualitative research findings. An important way to overcome the shortcomings of qualitative research is philosophical investigation of the nature and modes of truth or validity in this kind of research. As far as the theories of truth are concerned, the correspondence theory of truth is vastly considered as inadequate or irrelevant for justifying truth in qualitative research. In this essay, we argue that qualitative research cannot avoid appealing to the correspondence theory, while admitting that coherence and consensus theories are also inevitable or useful. The point is that these theories are not rivals for the correspondence theory. Distinguishing between the realms of evidence and truth, we can place theories of coherence and consensus in the former, while using the correspondence theory in the latter. Coherence and consensus are important evidence, in addition to other ones like empirical adequacy, for preferring a scientific theory to its rivals. When a theory is preferred in this way, then it can be used as a meta-language containing purported facts for determining the truth of our statements by means of their correspondence to the purported facts. In this way, we can avoid the critiques leveled against naïve realism in trying to provide correspondence between statements and external entities. We argue that no characteristic of qualitative research, such as dealing with subjective entities or being interpretive, is an obstacle for using the correspondence theory of truth.

Bagheri Noaparast, Mohammad Zoheir, *University of Tehran*
Correspondence Theory of Truth in Qualitative Research

See Bagheri Noaparast, Khosrow

Bailey, Ajay, *University of Groningen*
Evidence construction: what about theory, need and ideology ?

The paper will critically reflect on the manner in which evidence is constructed. The methods used largely influence on how evidence is presented and accepted. Emic evidence gathered from qualitative data provide context and etic evidence gathered through quantitative surveys provide the prevalence of behaviors. A mixed approach aids in synthesizing the evidence at both these levels. We need to situate the process of evidence construction within the broader discourse on; the need of the communities and the theoretical/ideological framework of the researcher. This reflexive approach will aid in strengthening the content and the context of the evidence. A study on HIV/AIDS among migrant and mobile men in Goa, India is used to reflect on the process of evidence construction. Applying a combination of both qualitative and quantitative research methods: in-depth interviews (21), focus group discussions (16) and a locally informed survey (N=1249) fieldwork was conducted in 2004-05.

Bainton, David Robert, *Bristol*
On being unproductive? The ethics of collaborative becoming in a university writing group

See Sakellariadis, Artemi Ioanna

Bak, Jennifer Marie, *Michigan State University*
Exploring evidence of the community in family therapist training: Punctuating who we are

The Marriage & Family Therapy (MFT) field has debated the relevance of broader sociological contexts in family therapy (Hardy, 2001; Johnson, 2001; Sluzki, 2001). Research evaluating accredited MFT training programs indicates limitations in trainee preparation for intensive, community-based work encompassing in-home therapy and multidisciplinary services collaboration (Adams & Maynard, 2000; Christensen, 1995; Brosman, 1990). The Families In Transition Program (FIT) is a community-based family preservation program offered through an accredited MFT training clinic. FIT provides both therapeutic services to families in the child welfare system, and training for MFTs. Through creative analytical processes ethnography (Richardson & St. Pierre, 2005), we (FIT therapists) explored our experiences of community-based therapy within MFT training; and epistemologies for punctuating balance between advocacy and therapy. We discuss how community-based work influences our participation in social justice advocacy, self of the therapist reflection, multi-disciplinary collaboration; and how we define ourselves as MFTs.

Balague, Laura, *Servicio Vasco de Salud*
Calidad y lectura critica en Investigacion Cualitativa en Salud (ICS): Discusion de una propuesta integradora

See Calderon, Carlos

Balagué, Laura, *Osakidetza-Servicio Vasco de Salud*
Quality and critical appraisal in Qualitative Health Research (ICS): Discussion of an integrative proposal

See Calderón, Carlos

Balbuena-Mejía, Yoatzin *, *ENAH*
Producción y validación de conocimiento en el ciclo de vida Ódami: Acercamientos desde la racionalidad

Mi estudio pretende dar cuenta de la particularidad cognitiva en la comunidad Odami del sur de Chihuahua, especificamente, la que da forma y contenido a su ciclo vital. El objetivo es mostrar la diferencia en la construccion del conocimiento desde las dimensiones de racionalidad empleadas y, como es que cada grupo cultural va a caracterizar su identidad cognitiva por este medio. En este sentido, no podria tener acceso a las operaciones mentales y de juicio de un grupo cultural sin haber convivido con el. Ya que el enfasis esta puesto en la exegesis, nunca fue mas importante darle el microfono al otro para que enuncie sus consideraciones acerca de como es su forma de proceder ante situaciones particulares como son las que atañen al ciclo vital. Asi, la investigacion cualita-

tiva arroja los elementos necesarios para un estudio a profundidad sobre la particularidad de una forma indigena de construccion de conocimiento.

Ballard, Robert L, *University of Denver*
Parenting and Qualitative Inquiry: A Venture into the Unknown

Written in narrative style, this essay uses parenting as a metaphor for characterizing qualitative inquiry. Through episodes of my experiences as a parent, I explore how qualitative inquiry is mysterious, brings us face-to-face with conceptions of truth, is responsive both interpersonally and societally, is full of uncertainty about methods and findings, and centralizes communication as important. The essay is a reflection on parenting and an inquiry into the nature of qualitative research. Mystery, truth, response, uncertainty, and communication are postures and positions to be assumed by qualitative researchers beyond mere descriptors. These postures allow one to be led by the experiences of qualitative inquiry and to allow what is learned and discovered to affect not only our careers and experiences as scholars, but also our personal lives, the lives of our students, our local communities, and society at large.

Bamba, Sachiko, *University of Illinois at Urbana-Champaign*
Does the duality help to better understand institutionalized maltreated children's Ibasho?: Examination of a Japanese concept as an insider and as an outsider both at the same time

This presentation focuses on the roles and challenges of insider-outsider duality in conducting qualitative international social work research. The research was conducted in Japan to examine a Japanese indigenous concept (Ibasho) and its application to the U.S. child welfare. Ibasho is a taken-for-granted concept that is seldom explicated in Japanese culture. Using interview data collected from Japanese workers and children in government care, as well as extensive participant observation, I have been exploring Japanese perspectives on caring for maltreated children. Language is a constitutive force, creating a particular view of reality and of the "self" (Richardson, 2003). This research involves two languages: interviewing in Japanese and writing in English. My "Japanese self" feels a sense of Ibasho as an insider of Japanese culture, however, as a PhD student at an American university, I think, discuss, and write about Ibasho at relative of distance. How does the duality work or not work'

Bamba, Sachiko, *University of Illinois at Urbana Champaign*
Ibasho: Doing research in Japan and examining Japanese perspectives on supporting child well-being

This presentation focuses on the roles and challenges of insider-outsider duality in conducting qualitative international social work research. The research was conducted in Japan to examine a Japanese indigenous concept (Ibasho) and its application to the U.S. child welfare. Ibasho is a taken-for-granted concept that is seldom explicated in Japanese culture. Using interview data collected from Japanese workers and children in government care, as well as extensive participant observation, I have been exploring Japanese perspectives on caring for maltreated children. Language is a constitutive force, creating a particular view of reality and of the "self" (Richardson, 2003). This research involves two languages: interviewing in Japanese and writing in English. My "Japanese self" feels a sense of Ibasho as an insider of Japanese culture, however, as a PhD student at an American university, I think, discuss, and write about Ibasho at relative of distance. How does the duality work or not work'

Banister, Elizabeth M, *University of Victoria*
The ties that bind: the influence of networks and relationships on meaning creation and action in community settings - demonstrating the use of qualitative research strategies to create coherence and insight for action and knowledge exchange in communities

See Levesque, Peter Norman

Bansel, Peter, *University of Werstern Sydney*
From rationality to relationality

Neoliberalism, as a mode of government, makes claims to a universal (economic) rationality that privileges an account of the subject as autonomous and self-interested. Against the dominance of this fictive autonomy I emphasize subjectivity as co-constitutive and collective. In disrupting the dominance of discourses of autonomy, individuality and rationality, I also contest the idea of agency as a capacity of the autonomous individual. Instead I propose an agency that is figured around relationality. This involves more than relations between subjects, and is instead located within relational networks among other human and non-human agents. Articulated in this way, the subject is understood as ethically responsible not simply to and for themselves, but to the many other agents through which lives are made intelligible, viable and sustainable.

Barbour, Karen, *University of Waikato*
"Does it mean anything?" and other insults: Dreadlocks, tattoos and feminism

Drawing on feminist theorizing, phenomenological investigation of lived experience, and embodied ways of knowing, I interrogate my own creative and political acts moving in the world. As a dancer, my understandings of movement as epistemologically significant provide the basis for my re-creations of self, and for my play with the markings of gender, identity and culture. While dance performances provide a means for personal, embodied and theatrical engagement in issues of gender, culture and identity, my everyday encounters with others are also a rich context for interpretation, re-creation and play. In particular, my manner of dress, dreadlocks and tattoos provide markings of gender, culture and identity that seemingly confront others' stereotypes and generate encounters that can be either positive or negative. This presentation, utilizing personal experience narratives or autoethnographies, provides a context for personal reflection, interrogation and interpretation, moving towards more politicized embodied understandings.

Barcinski, Mariana, *Fiocruz*
The co-construction of female criminal identities: the role of reflexivity

Feminist researchers have been contributing to the debate around the research process, and emphasizing their roles as co-producers of research data. Moving away from the notion of objectivity that guides traditional scientific knowledge, these scholars constantly bring their subjectivity and their reflexive efforts to the center of inquiry. Rather than pursuing an ideal of neutrality in their academic

engagements, they deeply problematize their social location as an intrinsic element in the process of data collection, production,and interpretation. Inspired by positioning analysis (Harré & Van Langenhove, 1999), in this paper I analyze the impact of my social position as a female, middle-class, white researcher on the identity construction process of women involved in drug trafficking in poor neighborhoods in Rio de Janeiro, Brazil. The analysis focuses on the role of gender, race and class in the discursive construction of these womens criminal identities. Without the reflexive exercise of investigating the impact of our presence on our research questions and results, we fall into the trap (characteristic of non-critical psychology) of treating participants as objects, and our research outcomes as 'facts', waiting to be uncovered by the researcher.

Barko, Emily, *Boston College*
Not Black Enough/Not White Enough: An Exploratory Study of the Lived Experiences of African American Women Attending Predominately White Colleges

See Hesse-Biber, Sharlene

Barnhill, Juila, *USF*
Ragged Edges in the Fractured Future

See Herrmann, Andrew

Barnhill, Julia Janelle, *University of South Florida*
Final Resting Places on the Web: An Analysis of Language and Ethics

See Tullis Owen, Jillian Ann

Bar-On, Sari, *Levinsky College og education*
An Evaluation of the Teaching in a College of Education-A combination of structured Approach and a Narrative Approach

See Gilat, Yitzhak

Baslanti, Ugur, *University of Florida*
Annual Report of Higher Education and Organizational Leadership & Math Science and Technology Divisions

See Toprakci, Erdal

Bastick, Tony, *University of the West Indies*
Qualitative support for non-deterministic value-behaviour models

See Cook, Loraine Dale

Bastidas, Miriam, *Universidad de Antioquia*
The Evaluation Of Qualitative Research: Also A Problematic Issue With Qualitative Researcher Peers

See Peñaranda, Fernando

Bastidas, Miriam, *Universidad de Antioquia*
¿El cambio en la educacion para la salud: un asunto de verdad o de legitimidad?

See Peñaranda, Fernando

Bastidas, Miriam, *Universidad de Antioquia*
Los programas de promocion de la salud: necesidad de dialogo entre verdades y racionalidades diferentes

See Peñaranda, Fernando

Bastidas, Miriam, *Universidad de Antioquia*
Health Education Threatened By Evidence Based Medicine

See Peñaranda, Fernando

Beales, Jennifer, *University of Toronto*
Interprofessional Collaboration on Family Health Teams: Exploring Professional Cultures at Work

This presentation outlines the development of an exploratory study, which examines interprofessional collaboration in family health centres, and explores the evolving culture of professions in these settings. This study will be carried out among 2 family health teams. Using an ethnographic approach, a researcher will spend up to 6 hours per week, spanning a four-week period, with each team. The researcher will observe, shadow, and informally interview members of the family health team. Data will be collected in the form of handwritten field notes, which will be entered into a qualitative data software program. All data will be coded for themes by the researcher, then reviewed, verified, and refined iteratively by a research associate. This research will identify the barriers and facilitators in developing an ethnography of health care professionals working in primary care settings and will shed insight into the evolving culture of professions.

Beales, Jennifer Dorian, *University of Toronto*
The Path to Legitimacy: A Critical Examination of Nascent Pharmacists Perceptions of Professional Maturation and Training

In this study we explore how pharmacy students understand their professional socialization, maturation and education in the current academic environment. A self-administered survey was followed-up with six semi-structured group interviews, conducted with students (n=82) attending a prominent Canadian university. Interviews were audio recorded, transcribed, read, coded and analyzed for emergent themes using a grounded theory approach. Students navigate their personal 'outsider' identities alongside their imminent professional 'insider' identities, which sometimes collide. Interviews show that education is a vehicle for which students become indoctrinated into a profession, and acquire professional identity; however, identity does not evolve in a vacuum. This paper reports that professional socialization and education at times are in opposition, and that this conflict is heightened by social variables, which shape interpretations of training and future career aspirations. Our results suggest that intersections of race, class and gender must be critically examined in order to understand the complexity of professional identity formation.

Beauboeuf, Tamara Michelle, *DePauw University*
Listening for and past the lies that make us sick: Using the voice-centered method in understanding Black women's depressive experiences

An emerging feminist paradigm conceives of women's depression as a process of silencing or covering over, through which women become disconnected from important aspects of themselves in an effort to meet cultural standards of feminine goodness. A voice-centered interview and data analysis method has contributed to this paradigm by illuminating areas of conflict between cultural scripts and individual experiences. Using this two-tiered method with Black women, I discuss and illustrate three aspects of their distress: the prevailing discourse of the 'strong Black woman' which promotes their stoicism, silence, and selflessness; the women's active suppression of discourse-discrepant needs and realities and their resulting depressive experiences; and the psychological healing and political significance of Black women supplanting this discourse with experience-based knowledge of their needs and relationships to others. By focusing on Black women, this paper extends previous feminist work to a group whose experiences of depression have been understudied.

Bedos, Christophe, *McGill University*
Evaluating Evidence: implicating life history tellers in the analysis of their stories

See Levine, Alissa Hope

Bedos, Christophe, *McGill University*
Toward social equity research evidence: the social context of breathlessness among underserved patients

See Loignon, Christine

Belhassen, Yaniv, *University of Illinois at Urbana-Champaign*
Discussing reflexivity in social research: Lessons from a study on evangelical pilgrimages

I aim to empirically engage with the methodological discourse on the notion of reflexivity, based on my experience with an ongoing research project on American evangelical pilgrimage to Israel. The presentation is organized around three working examples from the project, which aim to illustrate how reflexivity can be practically implemented in social research. It explores personal, epistemological, and theoretical benefits, as well as limitations, of employing reflexivity in the process of conducting and writing social research on a theopolitical issue. I conclude by discussing the practical challenges associated with exercising reflexivity and advocates various ways that it can be promoted as a methodological asset. Specifically I suggest that reflexivity is a mode of being inherent in the praxis of social inquiry and should be manifested in the research report only to the extent that it serves the researcher's arguments/perspective.

Bell, Christine Jennifer, *Bristol*
power relations, educational practices and the subversive processes of doing collective biography within the academy: an incomplete story

See Gowen, Cindy Ann

Bell, Keely, *San Diego State University*
"Open Your Heart First of All": Narratives of Holistic Providers In Costa Rica

See Geist-Martin, Patricia

Ben Dori, Rakefet,
Building Resilience among Children-at-Risk: Action Research to Guide Community-based Programs

See Boehm, Amnon

Bendas-Jacob, Orit, *Hebrew University of Jerusalem*
To be Destined - The Reconstruction and Realization of Contemporary Spiritual Destiny

This research deals with the reconstruction and realization of the concept of spiritual destiny, based on case studies of contemporary, secular individuals who had experienced a spiritual revelation or a "calling" that included a personal mission to be accomplished by them - A process that resembles the dedication of the Biblical Prophets. The lecture will be based on one case study of a world-peace activist who, in her childhood experienced visions, which led her to accept a commitment to dedicate her life to achieve peace. The research describes her personal interpretation of the spiritual world to which she feels she belongs, in contrary to the reality into which she was born, but felt foreign to her. Nevertheless, she was committed to fulfill the mission she was given. The process in which the individual's sense of mission or vocation evolves and comes to fruition is conveyed through the metaphor of migration and adjustment to "this world", during which the individual engages in an inner dialoguethat that includes reflexive and interpretive processes. This lecture is part of a doctoral study currently being undertaken in the faculty of humanities at the Hebrew University of Jerusalem.

Benozzo, Angelo, *Aosta*
Emotions and leaning in students' personal narratives

See Piccardo, Claudia

Beres, Melanie Ann, *University of Alberta*
The Role of Space and Place in Ethnographic Fieldwork: Lessons from Research with Transient Populations

To generate data ethnographers often spend time in the "field", conducting a variety of data collection activities. The "field" is most often conceptualized as a fixed and stable space, or community to which researchers gain entry. Research with transient populations like seasonal workers and backpackers problematizes the inferred stability of field in terms of both space and membership to the community. In this presentation we discuss how the phenomenon of transience complicates the ways ethnographers understand issues of identity, place, and space. In particular we will elaborate on gaining entry to a community, building relationships with "key informants", interviewing about personal and sensitive topics and ethical issues related to confidentiality and anonymity.

Berry, Keith, *University of Wisconsin-Superior*
The Complexities of Critiquing Ethnographic "Experience"

Joan Scott's critical inquiry concerning the ways historians often utilize "experience" as evidence provides a necessary theoretical perspective for examining the uses of evidence in qualitative communication research, and particularly, those scholars who rely on personalized experience to create compelling cultural texts. This paper relates Scott's call for a constitutive, historicized treatment of experience in research to the ways ethnographers commonly engage "reflexivity." I consider how, as interpretive researchers who valorize lived experience, we may write and/or perform rich "historical" accounts, but, for various reasons, perhaps also fall short in, following Scott, "historicizing" them. Implications of this rather rich distinction prompt additional thinking about the emergent nature of ethnographic subjectivity, the challenging nature of wishing to "possibilize" (i.e., to make more tentative) evocative claims, and the complexities of providing criticism to personalized ethnographies.

Bessette, Harriet Judith, *Kennesaw State University*
Transforming inquiry, transforming practice: Epistemic pluralism and arts-informed methodology

Cochran-Smith and Zeichner (2005) recently argued that substantative change in education can be facilitated through (1) more programmatic research well grounded in theory; (2) better tools for studying pedagogy, and (3) more studies that examine the impact of practitioner research on practice (p. 4). They envisioned teachers treating their classrooms as sites for "systematic and intentional inquiry," to document pedagogy. Unfortunately, much of the data typically gathered about teaching and learning comes from traditional measures that tell us little about the quality of participants' experiences, and even less about how they feel regarding those experiences. Using empirical data gathered over the past five years, this author will show how an arts-informed approach to teacher inquiry not only widens epistemic views of what counts as evidence, but serves as one arm of qualitative inquiry that can promote deep reflection, discourse, and educational change.

Beuster, Vivette, *Green River Community College*
International Students, Educational Policy, and Social Justice

Findings from a constructivist grounded theory study confirm that it is educationally irresponsible to introduce potentially problematic factors on campus, such as greater numbers of international students from different educational backgrounds, and then not prepare domestic students and teachers for the changes. It is also not ethical to promise students an education which will prepare them for the future in a global market and then not deliver on that pledge. Findings revealed that classroom activities commonly used at a U.S. community college with international and domestic students did not promote greater cultural reflexivity or expanding cultural understanding of others to help prepare students for the challenges of globalization. This study raises wider questions about educational institutions' moral obligations toward students and whether and how mission statements can be backed up by policies that create learning environments to further diversity in the classroom.

Beuster, Vivette, *Green River Community College*
The Status of Evidence in Studying Multicultural Group Work

To understand what happens when non-native English speaking (NNES) and U.S. students work together on college group assignments, data must be collected from both groups' perspectives not just one. On the assumption that the U.S. student is the norm, almost all research has focused on how the NNES student needs fixing. As a result, researchers in this field have traditionally gathered partial evidence, blind to the ways that US students contribute to the problems. Guided by a social constructionist perspective and using constructivist grounded theory data gathering and analysis strategies, this researcher investigated how U.S. and NNES students co-constructed group work experiences. Through investigating the development and use of their local discourse and studying ways participants positioned themselves and others, the researcher concluded that both parties co-constructed cultural misunderstanding. The study illustrates how qualitative researchers can inadvertently overlook evidence and reach misleading or false conclusions.

Bhattacharya, Himika, *University of Illinois at Urbana-Champaign*
Yearning to yank two parts of my story seamlessly together: Research, fieldwork, and the ordinariness of violence

My dissertation focuses on understanding women's experiences of sexual violence in Lahaul, India. The project seeks to bridge the gap between official and/or traditional discourse and community understandings, in their gendered and globalized contexts. It seeks, further, to include and privilege, in these discourses the understandings and perspectives of women's own experiences. Through this entire process of "dissertating" I have constantly moved in an out of many voices- the womens', the official stories of the state's repressive machinery (such as the police), feminist discourse on rape, violence and marriage, the legal system in India, and finally my own voice, my own story. Over the years much has changed in the stories performed to me, and in the story performed by me. In this paper through a mystory format I try to weave in various cultural and social discourses that my work is embedded in, especially those of family, honor and identity.

Bhattacharya, Kakali, *University of Memphis*
Dumb it down and make your study "clear" in 5 pages: Re/acting to guidelines for internal faculty research grant at a public institution

In this autoethnographic performance I re-present the tensions of being a qualitative methodologist at a research institution whose application for an internal faculty research grant was rejected by "informed" researchers. The feedback from the decision-makers asked for the dependent variable and questioned the lack of depth in a study that outlined 6 participants and 1500 pages of raw data through interviews, observations, and archived documents. While I am not the first to be rejected by an internal institutional grant committee, such rejection speaks to the disciplining of knowledge and dismissal of what is poorly understood by the decision makers. How does the understanding of "worthy" research get informed if qualitative research is put at a distinctive disadvantage? Thus, in this performance, I will explore issues of subversive resistance and accommodation to produce a discursive understanding of qualitative research

situated under multiple gazes within a public research institution of higher education.

Bhattacharya, Kakali, *University of Memphis*
Have you seen my wiki? Performing de/colonizing approaches to training future qualitative researchers through wikispaces

My performance reflects rhizomatic re-presentations of an instructor's perspective while taking students on a de/colonizing journey of exploring the relationship between knowledge, technology, power relations, voice, and disciplining through qualitative inquiry. The students in this advanced qualitative methods class collaboratively created scholarly repositories of information grounded in topics of their interest. Hence, questions such as who defines scholarly or what kinds of knowledge needs to be "in play" became critical points of performances while as a class we grounded ourselves in wikis, a collaborative technology that is currently redefining the process of acquiring and sharing knowledge. In an effort to not be in the sidelines of our own game where qualitative inquiry is disciplined, governed, restricted, and dismissed as the "Other" purge-able research methodology in the U.S., I explore the limits and possibilities of decisions made to incorporate a democratic process of construction of knowledge in an open communication system like wikis.

Bilham, Stephen Andrew, *HSHS*
Utilising a solution focused model when interviewing vulnerable individuals

See Bray, Joy Dean

Binns, Rachel, *University of South Florida*
Negotiating Identity: An autoethnography of an ethnography on football wives

Recently admitted members of highly selective groups often continue to have a sense of being an outsider after admission because these groups are normatively atypical. Such was the case when I recently became an NFL wife. Here, I was admitted to a small sorority of highly visible, wealthy young women whose husbands are involved in a frighteningly violent career. How does one prepare for such an experience? I am conducting an ethnographic study of NFL wives. Investigating the competing identities inherent in these insider-outsider roles can help clarify how they influence, enhance, and limit each other. This article narrates my struggles to negotiate my socially constructed roles as an insider as a players wife and outsider as a scholar writing on the relationships of NFL wives. While I had hoped my role as researcher would help me understand and establish relationships with other NFL wives, I found it to be more isolating than inviting. In this article, I take the reader through my process of getting to know other wives while I got to know myself.

Binns, Rachel Anne, *University of South Florida*
Hearing You Hear Your Story, and Hearing You Tell Mine: An Experiment in the Fluidity of Storytelling and Identity for NFL Wives

This research focuses most closely on the lives of wives and girlfriends of the 2006 players of the National Football Leagues Seattle Seahawks. The roles of the researcher and the researched are complexified when the NFL wives reflexively examine their own stories. Stories are rewritten when the NFL wives realize that their understanding of themselves has been influenced by the research and that they have influenced both the researchers narrative and the narratives of the other Seahawks wives.

Birzescu, Anca, *Bowling Green State university*
Roma Minority in an Enlarged Europe: Negotiating a Sense of Group Identity in Internet Communities

The present research examines the construction of Roma ethnic identity in online based communities (such as Yahoo Groups and online discussion threads of the International Debate Education Association). The subject under scrutiny is informed by the complex socio-political context of an enlarged Europe, and more specifically by the fact that the largest numbers of Roma ethnics are present within the borders of Central and South Eastern European countries, the newest members of the European Union. Using ethnography, the study seeks to analyze, under the guidance of both co-cultural theory and the communication theory of identity, the significance of personal, social, and political elements salient in the process of group identity negotiation within online communicative practices of Roma representatives. The study also aims at describing the diversity of self-perceived identities among Roma people

Bischoping, Katherine, *York University*
The Changing Medium of the Anonymous Letter: An Interdisciplinary Comparison of Validity Claims

This project is inspired by the contrast between the cutting-and-pasting anonymous letter writers of classic murder novels, such as Agatha Christies (1943) mystery, The Moving Finger, and the commodified, technologically-mediated modern anonymous-writing services newly available on the internet. This paper illustrates the sea change in media used to create anonymous letters and then asks, what can account for the decline of the cut-and-paste medium? I offer two competing accounts. The first is based on sociological readings of three classic mysteries and leading Internet purveyors of anonymity; the second is grounded in self-observation as I carried out an artistic project of creating (albeit not sending) anonymous letters. Admittedly this topic has its humorous side, yet it illustrates nicely the different bases of validity claims in sociology and in the arts, while also subtly asking whether light-heartedness is considered to undermine validity.

Bishop, John, *University of Georgia*
Subjectivity, Agency and Literacy: Counternarratives in Digital Storytelling

The author uses digital stories produced by himself, pre-service elementary education majors, and practicing public school educators as data 1) to examine how particular linguistic concepts'indexicality, evidential marking, enregisterment'can be used visually and strategically by authors to trope preexisting forms of knowledge and identity and 2) to consider how visual composition might be used by education researchers to challenge traditional forms of representation by addressing issues of subjectivity in technologically pertinent ways. The author combines a postmodern notion of the subject as multifarious, capable of, as LeCourt (1998) writes, "mobilizing the multiplicity they bring to any cultural production" (p. 285), with an argument that foregrounds the possi-

bility for specific linguistic and visual acts of agency in the production of digital video stories. The author examines ways in which he, his pre-service undergraduate students, and his colleagues in the public school system wrestled visually with issues of identity using multimodal compositional tools.

Biswas, Rakesh, *Manipal*
The process of evidence based medicine and search for meaning

In earlier centuries clinical research began with the individual patient and there existed wise physicians who knew a lot about their own patients in their locality that may have given them a non mathematical but perhaps a grounded narrative and equally fair impression of what suited their individual patient needs. Most of their treatments by today's standards would be deemed palliative but then one might witness the same happening to present day evidence based treatments in future (even the present hierarchy of weighing evidence may change with the discovery of something better than the RCT-Systemic review). Present day outcome based research deals less with patients as individuals than as populations. Evidence based medicine struggles to apply the fruits of population based research to individuals who are often not as predictable as linear quantitative research would like them to be. The paper examines strategies to utilize qualitative research methodology and modifying it to suit the needs of the individual patient.

Bjørk, Ida Torunn, *Oslo*
Analysis of videomaterial - looking closer at microprocesses

The purpose of this paper is to describe and discuss the approach to analysis of videomaterial of patient-nurse interactions. Video of 24 patient-nurse interactions during practical skill execution was analyzed with the aim of describing nurses' development of skill over time. With traditional observational methods it is difficult to catch the nuances of both action and interaction. Datacollection with video is particularly suitable when the purpose is to explore how interaction develops on a micro-level. However, procedures of analysis are not very well developed or formalized. The paper describes inductive and deductive qualitative approaches to analysis, examplifies how quantitative techniques can enhance a qualitative understanding, and how systematic sampling in the data material can enhance understanding of the concepts involved in the study. Challenges in presenting the development of microprocesses in this study will also be discussed.

Blake, Brett Elizabeth, *St. Johns University*
Burning the Village: Decontextualizing the "Evidence" About "Teacher Quality"

See Robertson, Joanne Marie

Blanco, Mercedes, *Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS)*
Autoethnography, ethnography or triangulation? The off-campus of the National Autonomous University of Mexico (UNAM)

This proposal deals with two related aspects: one is the debate still present in qualitative research upon the distinction between different types of approaches

to a phenomenon under study --that's why the title of the paper is posed as a question. The second aspect represents a reflexive antecedent of a process that will develop in an autoethnography. Having as the universe of study a series of places that sell food and drink to the students of the National Autonomous University of Mexico (UNAM), I proceed to describe some of their macrostructural and microsocial characteristics. The core of the proposal really is the raising of a methodological problem that leads to a statement in pro of the use of the inductive and deductive ways of knowledge as well as of a theoretical and methodological eclecticism.

Blanco, Mercedes, *CIESAS-Mexico*
Transiciones Y Decisiones: Mujeres Mexicanas En La Segunda Mitad Del Siglo XX

See Pacheco, Edith

Bloom, Leslie Rebecca, *Iowa State University*
Intersectionality Theory for Enhancing Feminist Research and Performance Ethnography

In US womens studies, theorizing identity, difference, and oppression has been a decades long endeavor out of which emerged "intersectionality theory." Intersectionality theory is a lens through which to analyze how identity categories--ethnicity/face, class, gender--form interlocking systems of domination and privilege that result in oppression and social inequality. Intersectionality theory can be used to enhance qualitative inquiry by using it elicit personal narratives with complex reflections on identity and social positions and to guide the creation of a readers theater based on these narratives for a performance that contributes to social justice activism. This paper reviews central concepts in intersectionality theory, discuss its use in developing interviews, and conclude with my reflections on using this approach in a Womens Studies course that culminated in the public performance of Identify This . . . A Readers Theater of Womens Voices.

Boehm, Amnon, *University of Haifa*
Building Resilience among Children-at-Risk: Action Research to Guide Community-based Programs

This action research copes with a gap between academic formulations of resiliency and professional and consumer perspectives. Discrepancies foster obstacles in decision-making and intervention. Reconciliation of multiple perspectives will improve prevention and intervention design and implementation for Israeli children-at-risk and their families. Promoting resilience emerges as a shared goal for policy makers, service providers, and families. Processes described include: ? Building research teams including academics and community partners ? Interviews and focus groups articulating dimensions of individual, family, and community resilience ? Programs pilots integrating academic, professional, and community values and views ? Mapping resilience elements on developmental and cultural grids ? Refining interventions for children-at-risk After describing the steps and findings, we observe the impacts of the process on the communities as well as the advantages and disadvantages of this approach.

Boje, David M., *New Mexico State University*
Bakhtin and the Emergence of Organizational Discourse

See Luhman, John Teta

Booker, Keonya C., *University of Virginia*
The nature of print exposure in high-poverty elementary schools

Research shows that children who are educated in and exposed to language-rich environments demonstrate better reading ability in later grades. In short, the greater the amount of text children are exposed to, as well as the more advanced types of print they encounter, the more likely they are to engage in activities that promote language and literacy acquisition. Three low-income schools were selected to participate in this study. Over the course of the study, observations were conducted in three classrooms and in each school library. During the observations, we collected field notes, and made sketches of the classroom and/or library. This presentation will highlight the findings of observations conducted within three elementary classrooms. Specifically, demographic information will be provided, literacy activities, and the level and nature of print exposure per environment. This study revealed explicit variation across the grades (and among the classrooms) which was reflected in the amount and degree of print exposure for these students. In spite of meager financial resources, these classrooms provided language-rich environments for their students. Based on observations of the classrooms, teachers showed it was not only important to immerse students in print-rich environments, but the type and nature of print was also wide-ranging.

Booker, Keonya C., *University of Virginia*
Investigating the pyramid: School belonging and Maslow's theory of self-actualization

The construct of belonging has a long-standing history in psychological literature, and is derived from Maslow's (1962) hierarchical theory of motivation and personality. Maslow's theory of self-actualization is based on a simulated pyramid of basic human needs. Related to educational performance, Maslow maintained that children have two basic needs: belonging (i.e., relatedness) and self-growth (i.e., achievement/mastery). In Maslow's theory of self-actualization, both belonging and self-growth are regarded as essential foundations for student achievement. A student first has to feel welcome and accepted in their educational environment before achievement can occur. In short, student academic performance suffers when there is a perceived psychological disconnect between teachers, students, and peers, but flourishes when the connection is present (Osterman, 2000; Voelkl, 1997; Wentzel, 1997). What is school belonging and how is it facilitated? In this session, I will discuss issues of school belongingness and recent qualitative investigations of this phenomenon with African American high school and undergraduate students. As the achievement gap continues and is strengthened from elementary to postsecondary school, researchers must begin to re-conceptualize school engagement in this sample.

Boscoe, Madeline,
Qualitative Evidence and the Politics of Indicators: Women's Assessments of Quality Health Care

See Jackson, Beth E.

Bosil, Maria Lúcia Magalhães, *Universidade Federal do Ceará*
Family Health Program In Brazil: Perspectives of Quality on Evaluation

This article consists of a theoretical essay on the qualitative evaluation of health programs, specifically the Family Health Program – PSF, which was implanted in Brazil in 1994. It deals with the necessity to consider the central elements of this proposal in health care, during the evaluation process which aims at transforming and redirecting the hegemonic care model in Brazil. We start with the presupposition that incorporating completeness into basic care constitutes a basic condition for the humanization of the services and this would represent the recognition of a human multi-dimensionality. In this sense, it approaches completeness and its distinct dimensions by dialoging with the formation in health and with humanization as related. Finally, there are some theoretical contributions presented for the outlining of evaluative studies, which point to a qualitative approach as a methodological resource which is inherent to the analysis of the multiple dimensions presented in the mentioned program.

Bottoms, Leslie, *University of Georgia*
Re-imaging rural

The author used Kress and Van Leeuwen's (2001) concept of design, one that reflects "a deliberateness about choosing the modes for representation, and the framing for that representation" (Kress and Van Leeuwen, p. 45) to trouble traditional representations of rural America. To further this effort, the author adopted a multimodal autoethnographic approach to her research by combining still and moving images, music, audio recordings, and text to explore the scenery of her youth. By going into a known space using multiple modes, each with different affordances, she hoped to be able to capture a closer-to-real representation of how she viewed what had been her home. She found instead that despite new alternatives, there still could not be a singular, tidy view. Her perspective changed, morphed, shifted with each turn and through each mode, leading the author to the conclusion that home is as contingent as any foreign space. The resulting representation, utilizing multiple data sources that showcase conflicts between the researcher/researched perspectives, is the focus of her presentation.

Bourjolly, Joretha, *University of Pennsylvania*
Negative Case Analysis to Enhance Research on Religious Change

See Sands, Roberta G.

Bourscheid, João Teodoro, *UNIJUI*
Child prostitution: the cruel Brazilian reality

This paper has how I aim to analyze the child prostitution, to breaking a qualitative inquiry, with sights to subsidize the approach of this problematic in the field Education. Normally the approach of the subject is relative the public health and it does not treat the damages when this practice was caused in the

adult life of the ex girl prostitute. In this work we discuss the cruel Brazilian reality revealing the fact of the children and adolescents prostitute themselves to survive with familiar incentive to complement the income, the impunity of the agents wrapped in the criminal net that announces of this destructive activity of the future of Brazilian young persons residents of the outskirts. In the analysis we try to contribute to a bigger advancement in the field of the knowledge to face the problem, since it is noticed that the base of departure must be a more lasting alliance between school and family.

Bourscheid, Luis Rogério, *Unijui*
Technology in the Education: limits and means

The present article tries to check which knowledge the teachers dominate on the use of the computer like tool of teaching, to analyze the form like the universities they are preparing the teachers for the use of the technologies in the initial formation. To obtain the data group of studies was formed with teachers of chemistry of the northwestern region of the Rio Grande do Sul, Brazil. The meetings with the group of teachers were carved in sound, being that the qualitative inquiry was a participant in the university with the students of the course of chemistry. Around the subject technologies of the information and communication it explores the current reality of the education. The use of the technologies in the education keeps on being only the entry of machines in the schools. The initial and continued formation of teachers is not going against the necessities of the professionals to act in a world in transformations.

Bowen, Ronni Lee, *Shaw University*
African American Girls Explore Food, Fact, and Fable through Photovoice

Although recent years have seen an increase in innovative scholarship in adolescent nutrition, few studies engage adolescents as participants in the research and planning processes. This qualitative study explored and documented with African American girls the meanings of food and culture, nutrition, and health. Photovoice is a participatory technique that engages participants in documenting and interpreting their worldview through taking photographs. Eleven girls (10-16y), living in a rural North Carolina community, completed the following five photo-assignments to inform the photo-discussions: 1) "foods that give you body," 2) "foods we were raised on," 3) "healthy foods," 4) "things on our minds" [other than nutrition], and 5) "small changes we can make". An iterative and participatory approach to theme development identified personal, family, and cultural issues and assets related to food and nutrition. This study demonstrates how Photovoice can be used to engage youth and raise their critical consciousness about broader contextual influences on their food choices and related behaviors.

Boyd, Roger E., *Southern Illinois University Edwardsville*
Minority Men: Under the Healthcare Radar

American men's health has been described as a brewing crisis. Men are more likely to drink heavily, smoke cigarettes, be overweight, and delay or encounter difficulties in finding health care decreasing their average live expectancy 5 years below a woman's. Disparities are even greater for minority men. Statistics suggest St. Clair County, Illinois has many serious health issues and some of

the most pronounced health disparities within the state. Existing healthcare resources appear to be unwelcoming, unattainable, or ill-suited to minority men's needs. This qualitative study explored the inter-related issues of health behaviors and the availability, accessibility, and acceptability of healthcare services for minority men living in St. Clair County. Perspectives of service providers, administrators, and men in need of health services were elicited in semi-structured interviews in an effort to develop an effective intervention program for this under-the-radar, underserved population.

Boylorn, Robin M, *University of South Florida*
In Search of Myself: A Conversation With Alice Walker

Alice Walker's stories have captured the essence of what I have experienced to be rural black womanhood. By focusing on the struggles, strength and solace of womanhood, Walker was the first to define black feminism as womanism. Her stories, poems, and essays offer a womanist interpretation and perspective of life and pain that resonates with me. In this paper, I use Walker's body of work to uncover several themes of womanist epistemology. Using her stories and her memories to help me tell and understand my own, I push our (southern, black, female) voices into a conversation of questioning, telling, sharing and finally knowing.

Boylorn, Robin M, *University of South Florida*
The Consequences of Truth and the Burden of Fact: Truthtelling in Autoethnographic Work

Autoethnographies are life scripts that share intimate details of a real life experience that transforms the life of the writer (and oftentimes the reader as well). These stories, with their varying implications and vulnerabilities, have been told and retold, written and revised, recovered and remembered, serving separate and distinct purposes based on the audience, occasion, and appropriateness of disclosure. In this paper, I tell several versions of one experience as an autoethnographic story. Subtly, they respond to one another about the negotiation of truth. All of the versions are truthful and possible, but some more factual than others. What is the distinction? Who gets to decide the integrity of a story (writer, character, reader) and based on what criteria (evocation, fact, resonance)? Is the moral/plot/purpose of the story compromised by truth? Is the author responsible/accountable for honesty or a "good story"? Are we not always telling a "version" of a story, that leaves some things out while magnifying others? Are honest stories always truthful ones? What circumstances, if any (i.e., to protect one's privacy, etc.) justify untruth? Here, the consequences of truth and the burden of fact are offered as interchangeable. By considering the implications of narrative truth, memory, and evocative autoethnography, I argue that these issues are filtered through the telling and the teller. This paper does not attempt to answer these questions, but rather to pose them, allowing the reader to come to their own conclusions.

Bozek, Katie Lynn, *Michigan State University*
Exploring evidence of the community in family therapist training: Punctuating who we are

See Bak, Jennifer Marie

Bratt, Kirstin Ruth, *Penn State Altoona*
Secret Reservoirs: How Bilingual Teachers Create Successful Pedagogy in Spite of English-only Mandates

Bilingual teachers of bilingual students have a special resource for helping their students bridge the gap between monolingualism and bilingualism. However, state laws in Arizona prevent their bilingual (Spanish/English) teachers from a full exploration of this potential. As bilingual teachers receive training in how to avoid the use of the home language, students are increasingly disenfranchised from their schools. While many teachers recognize this estrangement, they are powerless to help, as state-wide voter initiatives threaten these teachers with jail and/or criminal records for their good teaching efforts. Through phenomenological interviewing, this researcher learned, through the words of various bilingual teachers, their coping mechanisms for doing their best work in spite of restrictive and demeaning state laws. Major themes include community building, sharing, welcoming of newcomers (recent immigrants), reliance on students as translators, intuitive responses, reading eye contact and facial cues, and multiple strategies for active pedagogy.

Bray, Joy Dean, *HSHS*
Utilising a solution focused model when interviewing vulnerable individuals

When carrying out interviews with vulnarable individuals the very process of recalling abusive or difficult situations can be viewed as retraumatisation and deemed ethically dubious practice. Solution focused practice is widely used by many professional groups and enables the individual to consider solutions they have generated in their life rather than reflect on remaining problems. This paper describes a service evaluation where solution focused questions were developed as a method to use during a telephone interview in order to hear from women, who had substance abuse problems, their experience of that service. The aim of the service being evaluated was to support these mothers enabling them to care for their children and avoid their children being taken into statuatory services. We will suggest that this method has potential to be utilised with other vulnerable groups.

Brinkmann, Svend, *Aarhus University*
Could interviews be epistemic? An alternative to qualitative opinion-polling

In this paper I explore the possibilites of using qualitative research interviews to gain knowledge about a given topic rather than mere opinions. Current interviews typically aim to probe the respondents' experiences and opinions - "doxa" in Greek. I argue that doxastic interviews do not take advantage of the knowledge producing potentials inherent in human conversations. Instead I examine the Socratic dialogue as an interview form that does not address opinions (doxa) but rather knowledge (episteme). The implicit model for much doxastic interviewing is client-centered therapy, where the respondent-client is the only authority concerning her experiences and opinions. The model for epistemic interviewing could be the examination, but a kind of examination where both parties literally examine a topic dialectically with the aim of gaining knowledge in the normative-epistemic sense. I present examples from different interview studies that illustrate the epistemic interview in practice.

Brodeur, Jean-Marc, *Université de Montréal*
Evaluating Evidence: implicating life history tellers in the analysis of their stories

See Levine, Alissa Hope

Brogden, Lace Marie, *University of Regina*
Art·I/f/act·ology: Curricular Artifacts in Autoethnographic Research

Of curriculum, William Pinar (1999) observes, "when we say that curriculum is an extraordinarily complicated conversation, we are underscoring human agency and the volitional character of human action" (p. xvii). In this vein, contemporary curriculum theorists (Davis, 2006; Wang, 2004; Chambers, 2003; Oberg, 2003; Warren, 2003; Jardine, 1998) conceptualize curriculum, schooling and the teacher as sites of discursive production and as dwelling places for theory. Drawing on memory work around childhood report cards, this paper uses commonplace artifacts to reassemble autoethnographic memory. In sifting through memories and artifacts, the author blends notions of archaeology and bricolage with writing as inquiry, proposing art·I/f/act·ology as research method. This approach to autoethnographic research is conceptualized as a way to blend art and reflective practice, generating alternate ways of understanding curriculum as lived.

Brooks, Franklin L., *University of New England*
Transgender Behavior in Boys: The Social Work Response

This study examined social workers' understanding of and practice with school-age boys with transgender behavior. A qualitative, exploratory study design enabled an in-depth examination of how social workers think about and practice with these boys because little is known about social work practice with this population. Ten social workers in various practice settings, including schools, residential treatment centers, and community based treatment programs described factors that influenced their understanding of transgender behavior and practice with this population.

Brotherson, MaryJane, *Iowa State University*
The politics of evidence: How do we define "evidence based practice?" and what is the best way to disseminate it?

In the field of disability - specifically early childhood special education we have turned our attention to the question of "how do we define evidence based practice? And then a second subsequent question of "How should we disseminate the knowledge of evidence based practice to create social or system change?" The first question will be explored by discussing an emerging model of evidence based practice that recognizes multiple forms of knowledge. We will discuss the potential to bridge the gap between professional and family wisdom and research-based knowledge through the use of established qualitative methodologies. The second question will be explored by describing and comparing two alternative forms of data dissemination in presentations- performance ethnography and traditional ethnography. Can we both move professionals to action and present practice that is rigorous and evidence based? What is evidence-based and how best to disseminate it - interesting issues to address.

Brower, Jay, *Southern Illinois University Carbondale*
Reflexion, Evidence, and the Authority of Experience

The turn to reflexivity in ethnographic praxis has drawn attention to the problematic aspects of objectivity's Cartesian legacy in the human sciences, exemplified most directly by the construction of the researcher's perspective as an Archimedean point for knowledge. Where the task of situating the voice of the author is emphasized, the particularity of experience serves as a ground to orient texts toward a personal, imbedded reflexion on the contingency of given ethnographic accounts. Left aside, however, are preponderant questions concerning what is at stake in the turn to experience as a questioning of objectivity. Drawing on Joan Scott, I examine how certain deployments of authorial experience risk a return to a subject construction that treats the researcher's experience as foundational evidence. I further consider how the requirements of evidence proposed by traditional social scientific research are reenacted in such contexts, despite often explicit attempts to move away from such paradigms of theorizing.

Brown, Hilary A., *Brock University*
Writing at the Boundaries

When writing in search of personal meaning, writing at the boundaries (Clandidnin & Connelly, 2000) provides the space to combine various forms of inquiry that allows for a thoughtful examination of lived experiences. "When we write autobiographically - when we explore our own inner realms, dig deep into ourselves, and bring out what lies buried in our hearts - we write about the experiences and feelings that are most important to us" (Atkinson, 1995, p. 51). At this moment, my research is my life, my life is reflected through story, my stories are my research, and I am writing my life. I am working in a liminal space not sure of where my inquiry will lead. This presentation illuminates writing as a method of inquiry (Richardson, 2000) and autoethnography (Ellis & Bochner, 2000) as a place of unraveling, unpacking and possibility.

Brown, Ruth Nicole, *University of Illinois Urbana Champaign*
Speaking Free and Fully: The Political Significance of Black Girls' Way With Words

In this essay, I draw from my four year ethnography of Celebrating All Girls, literature on girl empowerment and political socialization, poetic renderings of Black girls' daily lives, as well as personal experiences to document why talking about sexuality and respecting and embracing GLBTA identities matters for Black girl's daily lives and is a critical component of Black girls' empowerment. This paper examines the response to and context of the murder of Sakia Gunn, whose last words were "we're gay." Her murder initiated for some and reinvigorated others to take individual and organizational activist stands against injustice. Outraged youth of color, many of whom who were too young to participate formally in politics protested, created alters, petitioned elected officials for help, and formed new collectives dedicated to creating safe spaces in the city of Newark for gay and straight youth alike.

Brown, Ruth Nicole, *University of Illinois at Urbana-Champaign*
When A Black Girls Asks, Who Is Salt-N-Pepa? And A Black Hip Hop Feminist Responds

This work-in-progress describes my approach to hip-hop literacy working with African American women and girls in a community space that celebrates Black girlhood. Scholars in the emerging field of Girls Studies have advanced a critique of traditional approaches to media literacy that reinforces girls consumption of popular culture rather than acknowledging girls as active producers of the culture. My work highlights the necessity of teaching Black womens and girls contributions to hip hop as historical revision and contemporary intervention. Based on my own hip hop black feminist performance of rememberings and imaginings I make clear the principle actions that I believe are important to center when working with African American girls on issues of media literacy.

Brown, Tony, *Manchester Metropolitan University*
Conceptualising improvement in curriculum reform: against consensus

Many new curriculum initiatives are predicated on a supposition that we might be able to agree on what constitutes improvement to an earlier regime. The paper contrasts mathematics curriculum reform in England and the US and how their administrative enactment is understood. The paper argues that the aspirations of reform to achieve consensus are sometimes predicated on time and context specific assumptions that do not apply across all situations. Rather teachers and researchers see the reform movement as a broadly agreeable structure with which they can identify and that enables them to join in a collective effort. This results in a hegemonic grip in which governance is achieved through supposed common sense but where homogenisation suppresses the expression of alternative needs. By using theoretical ideas from some neo-Marxist writers (Althusser, Zizek, Laclau) the paper shows how the reform movements might be understood as ideologies that squeeze out alternative perspectives through defining improvement in specific ways. It also discusses the work of Ranciere who suggests that the particular ways of understanding life, and the cultural forms that prevail, are functions of time- and culture-specific conditions of possibility, where successive cultural forms derive their meaning from earlier cultural configurations rather than from any supposed underlying truth.

Brown, Tony, *Manchester Metropolitan University*
Sedition through compliance: a failed atttempt at cynical engagement

Zizek has argued that contemporary ideological structures only function successfully if subjects act with a certain degree of cynical distance. Ideological functioning, he suggests, is premised on a growing gap between our discursive production and associated activity, there is no necessary relationship between reality and its symbolisation. Ideologies incorporate their own cynicism in advance since such openness undermines attempts to distance oneself and be critical from a supposed outside. This paper considers this view in relation to an implementation of government policy in British schools. It explores a school principal's attempts to implement school self-assessment procedures within her school, whilst documenting her reflections on this process as part of a higher degree. It shows some of the difficulties the teacher faces as her personally reflective language becomes ever more polluted by the official discourses she is

obliged to follow. And as a result her attempts to stay at a critical distance at an intellectual level from the government apparatus, she become ever more supportive at a practical level.

Browne Huntt, Margaret, *University of Illinois (U-C)*
Interpreting Narratives Through Qualitative Inquiry: Hearing the Voices of Transnational Graduate Students

The education of minority students in the United States (U.S.) has been a concern throughout the decades. Many institutions are now attempting to increase their minority student enrollment in response to national initiatives that a focus on diversity. While diversity can be defined in a number of ways, this study will examine the cultural component of diversity as enhanced by international or transnational graduate students. Transnationals span the globe thus adding to the diversity of an institution and aid in the promotion of globalization or internationalization within the American higher education system. International graduate students often have issues to address upon their entrance into the U.S. system of higher education. These issues are often addressed from the students' perspectives that include the cultural understanding from their home country. This qualitative study employs a phenomenological approach to explore the graduate student experience of international students from Latin America and the Caribbean at a predominantly white institution (PWI) public research I institution in the Midwest. Specifically, the study explores these individuals lived experiences within the social and academic arenas of the university. Purposeful sampling will be employed to identify respondents who are able to provide detailed accounts of their lived experiences. Narratives will be derived from in-depth interviews which will serve as the primary source of data collection in this study. Critical race theory (CRT) will be used as the underlying theoretical framework. The utilization of CRT will provide and allow the best and most inclusive lens of analysis for this marginalized population. CRT will set the stage for the study and allow for multiple facets of the respondents' experiences to be examined. It is hoped that the results of this study will make a meaningful contribution to the literature on international or transnational graduate students' education in the U.S.

Bruce, Toni, *University of Waikato*
Inner Explorations: Re-Imagining the Feminine (In)Fertile Self

Unlike much academic work on the body, this autoethnography explores the tensions of an (in)visible transition, little of which is written on the publicly seen body although it is intensely physically and emotionally experienced. It is a transition that is doubly invisible: not only because it writes itself primarily on the internal body but because it is marginalised in public discourses and medical discussions. In her early 30s, the author entered a multi-decade and ongoing experience of premature ovarian failure; a condition experienced by only 1-2 percent of women. Following Laurel Richardson's argument that writing is a form of knowing, the author writes to make sense of an unexpected bodily 'betrayal' for which she found little medical or social support or information. In storying her experiences through a feminist theoretical lens, the author reconsiders her own embodied actions and reactions as she interrogates the intersections of femininity and fertility.

Brydon-Miller, Mary L., *University of Cincinnati*
This I Believe: Using First Person Action Research to Reflect on Integrating Values into Practice

This poster session is designed as a component of the action research strand of the QI Conference. Students from a year-long action research course spent the first term participating in a critical exploration of personal value systems and how these might inform professional practice. By engaging in such reflection before entering an action research setting, researchers have the opportunity to become morally grounded and better able to deal with the ethical dilemmas they might face in the field. The posters were created around the common theme of "This I Believe", drawing on the current National Public Radio revival of the original Edward R. Murrow broadcasts and reflect each students own interpretation of this theme.

Burford, Tanisha, *Howard University*
Autobiographical Race Narratives and Race Self Complexity: What are the Experiences Constructed in Black College Students' Race Narratives?

In recent years, narrative psychology has emerged as a profound theoretical and methodological shift toward understanding personal narratives and has made significant contributions in advancing knowledge about identity. However, there is a paucity of studies that examine the role of race in narrative construction. Given that race is a central organizing principle of American society with psychological meaning, it is important to examine how race shapes narrative construction. Using the theory of race self complexity (Winston et al., 2004) and the Guided Race Autobiography (Winston & Burford, 2005), this study examined race experiences constructed in autobiographical race narratives among 22 Black college students. Over 25 diverse race experiences were represented, including narratives of discrimination, racial pride, burden of proof, and colorism. Based on the findings, the role of race narrative theory and research for providing evidence that race has psychological meaning within American society and lives is discussed.

Burton, Nachelle,
"We Are Resilient", Using Youth-Led Qualitative Research as a Strategy for Activism

See Samuel, Judith E

Bush, Melanie EL, *Adelphi University*
The American Dream and Whiteness of Empire

Events at the turn of the twenty-first century have led to heightened contestation about the meaning and parameters of U.S. nationalism, patriotism and loyalty. At a time when "Support the Troops" signifies interpretations both of sending more soldiers to war and bringing home those already in combat, when questioning and dissent are viewed as matters of social responsibility among at least some public officials, when this "nation of immigrants" spawns a new generation of "minute-men" to defend national borders it is apparent that "notions of nation" and who "belongs" are in transition. In a nation shaped by white supremacy and built upon the presumption of empire what function has the "American Dream" played in providing an ideological narrative of belonging

and entitlement that has been used to justify the "whiteness" of the U.S. nation? What role does nationalism play in reinforcing the racial order both in the U.S. and globally? Are we in a period of crisis or solely a transition to a new racial formation'

Bussing, Regina, *University of Florida*
The social construction of mental illness stigma

See Koro-Ljungberg, Mirka Elina

Bustos, Mercedes Esmirna Rios, *Facultad de Estudios Superiores Zaragoza. UNAM.*
The qualitative methodology in a inquiry about University artistic workshop

Fourteen years ago, therre were open, in the Faculty of Superior Studies Zaragoza (FES Zaragoza)UNAM, several Artistic workshops making a total of sixteen. They offered an artistic formatios without a professional interest, only as a complementary academic education. With the finality of knowing more these places, a qualitative study was made with the next hypothesis: The creative expression canalized to an adequate social campus in a University, provokes in the subjetive and intersubjetive universes different transformation processes. There were made semidirect interviews, manually and with a Hi 8 camera, individual and ingroup, to 58 students of both sexes. It has been found a similarity in the creative process lived and in which we can distinguish four moments thar make easy a fully and integral growing making them better human beings and profesionals, as well as meking them more tolerant and mature for the group.

Cable, Lori S,
Qualitative analysis of effect of comprehensive integrated early childhood curriculum on acquisition of pre-literacy skills

Researchers performed a qualitative analysis of the effect of a comprehensive, language rich curriculum on early literacy by measuring preschoolers pre-literacy as well as measuring the overlapping influences. A positive effect was found for five of the six variables. No effect was found concerning classroom behavior. The research holds noteworthy implications for education as parent involvement, educator stress and satisfaction and teaching quality were significantly impacted. This pilot study is a qualitative look at six factors within a language-rich, integrated early childhood curriculum, The Block Academy: (1) parent involvement, (2) teacher/child interactions, (3) sensory integration (4) teacher burnout and workload (5) role of the paraprofessional and (6) student behavior. Early intervention programs can successfully reduce future academic failure. Research which reveals how to influence literacy factors can shed light on how to intervene early before the achievement gaps are too wide and intractable.

Calafell, Bernadette Marie, *University of Denver*
Hello Kitty Goes to College: Poems about Harassment in the Academy

See Faulkner, Sandra Lea

Calderón, Carlos, *Servicio Vasco de Salud.*
Estudio cualitativo de la interrelacion entre Atencion Primaria (AP) y Especializada en la atencion a los pacientes diagnosticados de depresion

Introduccion La interrelacion entre niveles asistenciales constituye un area de especial importancia en la investigacion de servicios de salud en cuanto que condiciona, ademas de la eficiencia del sistema, la propia calidad de la asistencia prestada. La atencion a los pacientes diagnosticados de depresion constituye un exponente de la complejidad de dicha interrelacion y de la pertinencia de conocer en profundidad las perspectivas de los propios profesionales implicados. Objetivo Conocer las expectativas, vivencias y motivaciones de los médicos de AP y de los especialistas (psiquiatras) de los Servicios de Salud Mental del Servicio Vasco de Salud en el Area Sanitaria de Bizkaia, acerca de su interrelacion en la asistencia de los pacientes diagnosticados de depresion. Métodos Investigacion cualitativa a partir de la informacion obtenida mediante cuatro grupos de discusión de médicos de AP y dos grupos de médicos psiquiatras. El criterio de heterogeneidad inter-grupos fue el nivel socioeconomico de las zonas de referencia. El analisis se llevo a cabo conforme al modelo de analisis del discurso. Resultados En ambos tipos de profesionales, las percepciones sobre la creciente demanda y la borrosidad del diagnostico de depresion en funcion de las caracteristicas del contexto social, repercuten en una notable diversidad de actitudes terapeuticas. La coordinacion entre niveles se revela condicionada por las peculiaridades del problema de salud y por dinamicas internas de cada estamento. La interrelacion más efectiva se orienta hacia requisitos de accesibilidad y conocimiento personalizado que contrastan con la vivencia de tendencias organizativas que no los favorecen. Conclusiones La interrelacion entre medicos de AP y psiquiatras respecto de los pacientes diagnosticados de depresión presenta carencias no solo al nivel formal de los protocolos o guías compartidas, sino en las dimensiones cultural-organizativas cuya mejora es necesaria para que aquellos puedan resultar efectivos.

Calderón, Carlos, *Servicio Vasco de Salud*
Calidad y lectura critica en Investigacion Cualitativa en Salud (ICS): Discusion de una propuesta integradora

Introduccion: La creciente produccion en ICS se ha acompañado en los ultimos decenios de un importante debate, sobre todo en el medio anglosajon, sobre que es calidad en ICS y cuales habrian de ser los criterios y procedimientos para evaluarla. Investigadores, revisores y financiadores demandan ayuda metodologica para mejorar y discriminar la calidad de las investigaciones. A pesar del limitado consenso alcanzado entre las numerosas propuestas publicadas, se trata de un debate que debe continuar avanzando y que compromete tambien a los profesionales de habla hispana implicados en la ICS. Objetivo: Plantear posibles caminos de avance en el debate sobre la evaluacion de la calidad en la ICS Métodos: Revision de la literatura sobre el tema y discusion de los hallazgos en relación a los requerimientos de la practica investigadora en el ambito de la salud. Resultados: La propia naturaleza de la IC y la pluralidad de corrientes existentes, obligan a un tratamiento del tema abierto y flexible. La mayoria de las propuestas tienden a ubicarse en dos vertientes diferenciadas: La primera, más orientada a los aspectos teorico-metodológicos, situa el debate en las peculiaridades epistemologicas de la IC y en la adecuacion de los criterios de calidad

a las mismas. Y la segunda con una intencionalidad más pragmatica, recoge distintas propuestas de elaboracion de herramientas en forma de listados o "checklists" para favorecer su utilización. De forma aislada cada vertiente presenta riesgos bien de alejamiento de los requerimientos de la practica, bien de perdida de los componentes metodologicos sustantivos de la IC, por lo que se plantea una propuesta para el desarrollo de un enfoque integrador. Conclusiones: La ICS debe ser evaluada mediante procedimientos vinculados a criterios propios de calidad en cuanto opcion metodologica, para lo cual se plantea a discusion una posible propuesta integradora.

Calderón, Carlos, *Osakidetza-Basque Health Service*
Qualitative study of the relation between Primary and Specialized Health Care with regard to the management of depressed patients

Introduction The study of the interrelation between health care levels is of special interest in health services research as it determines not only the efficiency of the whole health care system but the quality of the health care as well. The management of patients with depression represents an example of the complexity in that relation and also of the relevance of deeply knowing the particular opinions of those professionals involved. Objetive To identify expectations, motivations and experiences of those Primary Health Care physicians´ and Mental Health Services Psychiatrists working in the Bizkaia Health Area of the Basque Health Service regarding their interrelation in the management of depressed patients. Methods Qualitative study based on four discussion groups held with Primary Health Care pshysicians and two more with Psychiatrists. Socioeconomic level of areas of reference was used as "criterio de heterogeneidad inter-grupos". The whole analysis was carried out following the method of discourse analysis. Results Perceptions about the increasing demand for health services and the blurred diagnosis depending on the characteristics of the social context, result in a wide range of therapeutic attitudes, both in Primary Health Care Physicians and in Psychiatrists. The coordination between health care levels is conditioned by the peculiarities related to the health problem and also by internal dynamics within each level. The most effective relation tends to consider accessibility related requirements and personal knowledge, which contrast with their reported experiences about current organizational dynamics not favouring them. Conclusions The relationship between Primary Health Care physicians and Psychiatrists with regard to the management of depressed patients encounters problems related not only to formal aspects such as the inexistence of protocols or shared guides, but also to cultural and organizational dimensions, whose improvement is necessary for the former to result effective.

Calderón, Carlos, *Servicio Vasco de Salud-Osakidetza*
Quality and critical appraisal in Qualitative Health Research (ICS): Discussion of an integrative proposal

Introduction: The increasing production in ICS has been accompanied in the last decades by a serious debate, particularly in the Anglo-Saxon world, regarding what is quality in ICS and which should be the criteria and means for evaluating it. Researchers, reviewers and granting agencies request methodological help to improve and distinguish quality in research proposals. In spite of the limited agreement reached in the numerous published proposals, it is a debate

that must continue to progress and one that affects also the Spanish speaking professionals involved in ICS Goal: To outline possible pathways to advance the debate on the evaluation of quality in ICS Methods: Literature review on the topic and discussion of findings relevant to research requirements in the health domain. Results: The characteristics of ICS and the variety of existing currents demand an open and flexible approach to the topic. Most of the proposals fall into one of two distinct approaches: The first one, oriented more towards theoretical and methodological issues, focuses on the epistemological characteristics of ICS and the goodness of fit of quality control criteria to these characteristics. The second one, with a more practical bend, collects different proposals for construction of tools as checklists in order to make them more user friendly. Each one of the approaches has its own risks, be it distance from practical requirements, be it a loss of some methodological elements central to ICS, thus a proposal is made for an integrated approach. Conclusions: ICS must be evaluated using methods tied to specific methodological quality criteria. A possible integrated proposal is submitted for discussion.

Calderón, Miguel-Angel Karam, *Universidad Autonoma del Estado de Mexico*
Risk perception: a need for integrative methods

La construccion social del riesgo resulta de considerar a sus miembros como sujetos racionales capaces de calcular riesgos y de usar categorias cognitivas que responden a la racionalidad humana. Sin embargo, dado que la percepcion del riesgo es un producto socio-cultural complejo y, por lo tanto, antes de ser un hecho aislado, en terminos de sensaciones e impulsos primarios, es una variedad de la personalidad y de la conformación historica de esta en relación con un determinado contexto, ya sea historico o social, en el cual se plasma toda vida humana, permite verla como un conjunto de factores ambientales, sociales y psicologicos, conformada por un complejo sistema de creencias, valores e ideales que constituyen una cultura, se requiere de una metodologia integradora de esos componentes, por lo que se propone el diseño mixto, para entender el "que" y el "como" de la percepcion, donde la subjetividad del ser pueda evidenciarse

Callahan, J. Sean, *The University of Georgia*
21st Century Mojo: Hip Hop as a Conjuring Tradition

This paper will explore the linkages between the black American tradition of conjure and hip hop music. First, I will provide brief background information on conjure, highlighting its significance in black American society. Next, I will outline the theoretical framework of conjure as a method of cultural analysis and use this approach to examine lyrics in hip hop music. In so doing, I hope to locate conjuric ritual structures within hip hop music, illustrate the effects of these structures on the production of cultural knowledge, and align hip hop music with the tradition of conjure.

Cameron, Catherine Ann, *University of British Columbia*
A toddler's use of humor to explore, interpret, and negotiate her familial environment

See Cameron, Elisabeth Leslie

Cameron, Elisabeth Leslie, *Carthage College*
A toddler's use of humor to explore, interpret, and negotiate her familial environment

Children employ a variety of types of humor as they explore, interpret and negotiate their environments (e.g., McGhee, 1989). Clowning commonly emerges in the first two years of life (e.g., Reddy, 2001; Loizou, 2005). We have examined the pragmatics of one 30-month-old girl's humor to determine its utility in terms of her cognitive and socio-emotional functioning. As part of an international ecological study, a "day in the life" in early childhood, the child's entire waking day was videotaped, and all interactions transcribed (Gillen et al, 2006). We identified, and categorized by emergent themes, all instances of humor by examining both videotapes and the written transcript of the "day" and collaboratively interpreted the discourse function of the identified passages. We found that many instances of humor, including clowning, were used to test boundaries, negotiate avoiding "trouble", establish legitimacy by engaging in common humorous family practices, and solidify significant emotional relationships

Campbell, Laurel H., *University of Illinois at Urbana-Champaign*
Teaching Empathic Research Methods as Performance

This presentation is designed to provide examples for teaching empathic methods as performance. The authors worked with undergraduate art and design students on a series of projects focused on altars/shrines to initiate discussion and visual representations of empathy and self-inquiry. The performative nature of sharing their journeys into self-inquiry led to new insights regarding the need for shared understanding, especially when designing products for use by diverse or underrepresented people. It is proposed that this arts-based performative research should become a part of art and design curricula for the purpose of inculcating new researchers with a methodology of caring and empathy in human subject research. Visual and written exemplars from the project will be shared in this interactive, performance-based dialogue with the audience and the researchers. Art materials will be available for the audience members to experiment with self-inquiry.

Cannella, Gaile S, *Arizona State University*
Critical Qualitative Research and the Notion of Sustainable Livelihood

See Hughes, Michelle Rose

Cannella, Gaile S, *Arizona State University*
Qualitative Methodology for Critiquing Public Policy

See Ortiz, Karen

Caracciolo, Diane M, *Adelphi University*
We can hear the trees falling: An untenured, assistant professor in search of the seventh moment

Like a character in Chekhov's The Cherry Orchard, I sometimes feel caught between two worlds'one already passing and the new one yet to be born. From the safe confines of our walled and privileged university gardens, we can hear the trees falling, yet life seemingly goes on "as usual." This paper juxtaposes images from these two worlds: glimpses of a new world experienced while writing a personal narrative dissertation with recent experiences as an untenured, assistant professor embedded within the old world paradigms of academic writing and thinking. Composing this narrative is my attempt, in Bochner's (1997) words, to make sense out of the "divided self" of my emerging academic identity in the "seventh moment." (Denzin & Lincoln, 2000).

Caran, Karolina, *George Mason University*
The Interplay of Sounds and Contexts: What Motivates Victor to Create Music

Motivation of artists has traditionally been treated as a construct that can be examined and measured without considering the broader context in which it occurs. While through measurements it is possible to learn to what degree artists are motivated, it is the broader context consisting of life experiences and culture in which they create that forms the foundation of motivation. In an ethnographic case study, motivation of an acoustic guitar player in different periods of his life has been examined. The interplay of elements such as the high value attached to music, a stimulating environment, enjoyment of the creative process, and receiving feedback, striving for independence, and seeking novelty emerged as sources of motivation to compose and perform music. The study illustrates the complexity of the nature of motivation which, despite its identifiable sources, is shaped by the emotional, socio-cultural environment of the individual.

Carducci, Rozana, *University of California, Los Angeles*
Beyond Research Relationships: An Interrogation of Power Dynamics Enacted within Critical Educational Scholarship

Critical researchers are trained to focus their reflective gaze on the power dynamics embedded in relationships forged with research participants. Little attention is paid in the theory and practice of critical inquiry, however, to the profound implications of power enacted in relationships between critical scholars and their professional colleagues and/or research mentors (e.g., journal editors, methodology instructors). Through the exercise of influence in decisions regarding curricula, publications, and funding, professional colleagues play an integral role in realizing (and constraining) the transformative potential of critical educational scholarship. Drawing upon critical social theory texts, the principles of critical methodology, and personal research experience, this paper both interrogates traditional representations of power in critical educational research and calls upon critical scholars to recognize and disrupt the invisible power dynamics deeply entrenched within the educational research community. The authors identify doctoral-level research socialization processes and practices as one potential site of disruption and transformation.

Carless, David, *Leeds Metropolitan University*
Hope

This is a performance auto-ethnography about mental health, physical activity, and hope. I begin with Patricia Deegan's (1988) description of mental illness as "living in the darkness without hope" and the realisation that living and working as a divided self can be a hopeless way of being. I explore my struggles

to incorporate personal experiences - my "singing self" - within the straitjacket of evidence based medicine; a culture which expects neutral and unaffected researchers and is hostile towards those who use their selves in their work. In so doing, I come to appreciate myself as an "insider" through shared physical activity experiences, mental health difficulties, and fragile hope, as I search for a way to "do" respectful and inclusive research which helps people with mental health problems. For now, this means being "one of them" and striving to work in a way that provides hope for someone, somewhere ? and for me.

Carr, Thembi, *University of Cincinnati*
Examining Student Identity and Leadership in the Urban University

My previous analysis of intersectionality ? occupying spaces of oppressor and oppressed simultaneously (Collins, 1990) ? lacked an exploration of identity, legitimization, and voice, which are key to understanding this theoretical construct. Examining identity, legitimization, and voice within intersectionality demonstrates the need for an understanding of how relationships are created and maintained based on this knowledge. Bridging the gap between the theoretical understanding of intersectionality and how relationships are cultivated based on this knowledge challenges essentialist or monolithic notions of identity. Once people have been made aware that they are oppressor and oppressed, they can relate to each other by drawing on those experiences when they were powerful and powerless, thereby creating and maintaining relationships. If these essentialist notions of identity are not examined, then the oppressed voice will continue to be silenced, and the oppressor's misuse of power and privilege will continue to perpetuate the justification of oppressive systems.

Carrillo, Laura, *Univeresidad Autónoma Metropolitana Xochimilco*
Planeación urbana y poblamiento popular en zonas de preservación ecológica en los municipios de Chicoloapan y Los Reyes la Paz

Problema: En Mexico la planeacion urbana (PU) es rebasada por multiples asentamientos humanos irregulares (AHI) en zonas de preservacion ecologica. No existen estudios que exploren y analicen las razones y experiencias de los ocupantes de AHI en zonas de preservacion ecologica. Objetivo: Entender mejor las experiencias de asentamiento de los pobladores en zonas de preservacion ecologica. Método: Estudio de dos casos con entrevistas a profundidad con habitantes de AHI en zonas de preservacion ecologica de los municipios de Chicoloapan y los Reyes la Paz. Resultados: El estudio a profundidad de las razones de los ocupantes de AHI aporta informacion imprescindible para una PU eficiente.

Carrillo, Laura Olivia, *Univeresidad Autónoma Metropolitana Xochimilco*
Urban Planning And Popular Poblamiento In Areas Of Ecological Preservation In The Municipalities De Chicoloapan And The Kings The Peace In The State De Mexico

Problem: In México urban planning (UP) is overwhelmed by non-regulated settlements (NRS) localized in ecologic preserves. Studies about NRS inhabitants' reasons and experiences are hardly found in literature. Objective: To better understand NRS neighbors' reasons and experiences. Method: Two case studies with in-depth interviews with AHI in ecologic preserves in Chicoloapan and Reyes la Paz districts located in México's City suburbs. Results: In depth studies about NRS neighbours' reasons provides unavoidable information to an efficient UP.

Carter-Black, Jan, *University of Illinois at Urbana-Champaign*
Contested Racial Authenticity: A Threat to Positive Racial Identity Development and Socialization among African American Youth

African American parents face the daunting task of helping their children understand race and preparing them to confront racism without internalizing the many negative images and definitions frequently attributed to people of color. Contested racial authenticity, conceptualized here as articulated or otherwise expressed challenges to the degree and manner in which one embraces a genuine affiliation to their particular racial group, has the potential to undermine the development of a healthy racial identity and positive racial socialization. Reported as more threatening than racism and substantially contributing to race-related stress, the experience of being subjected to contested racial authenticity, along with attempts to understand and explain the impetus for these challenges as offered by young people who have been the recipients of such allegations, as well as the strategies practiced by their parents in an attempt to thwart the potential impact of this phenomenon is the focus of this presentation.

Casey, Rebecca JoNell, *Lakehead University*
Experiences of aging with a long-term physical impairment

Older people who have aged with a long-term physical impairment experience inequalities earlier in life and experience the aging process as more disabling compared to those who do not acquire disabling impairments until old age. Using a life course perspective, this paper examines the aging experiences of seven people between the ages of 50-65 who have lived with their physical impairment for more than 15 years. Data were gathered in in-depth, semi-structured interviews, and because most interviews were in participants' homes, interview data are supplemented with observational data about each participant's environment. The analytical focus is on five areas in which inequalities commonly occur including functional, medical, social, psychological, and financial. The paper also discusses the changes needed in current health policies to adequately meet the needs of a large population of people aging with a long-term physical impairment.

Castro, Ana Belen Salamancia,
Preliminary results of the battered women's perception regarding the received health attention

See Martin, Juana Robledo

Castro, Sara Sanchez,
Preliminary results of the battered women's perception regarding the received health attention

See Martin, Juana Robledo

Chadderton, Charlotte, *Manchester Metropolitan University*
Using Critical Race Theory to disrupt hegemonic practices: living the tensions of a white researcher

This paper contributes to the debate on decolonizing methodologies in qualitative research (Gunaratnam, 2003; Bishop, 2005). It draws on data from an ethnographic study of pupils' perceptions of race and ethnicity in secondary schools in Manchester, UK, and specifically addresses the question of accessing 'truth' through interviews, and what counts as evidence when a white person researches race based issues. The author interrogates the tensions between the research aim to challenge racial stereotyping, and issues of racialisation and power emerging from the interview process and examines how these shape the data. Drawing on the work of Ladson-Billings (1998, 2005) and Crosland Nebeker (1998) I consider how a white researcher can use a Critical Race Theory framework in a British educational context in order to try and avoid contributing to the hegemonic practices of neo-colonialism and ask how this affects the kind of evidence the researcher can access.

Chagnon, Véronique, *Université Laval*
Evidence-based practice in nursing : a critical perspective

Works on evidence-based practices have drastically increased during the last years in the domain of health care. The status of evidence is often considered as "evidence" and it seems "normal" to use research findings (from quasi-experimental or experimental research) with no question on the nature of evidence or it's pertinence for practitioners. This scientistic discourse shows a major incomprehension of scientific knowledge production, non-experimental research and knowledge production by practitioners themselves. In this paper, I raise some critical questions regarding this phenomenon, particularly in nursing. I argue that nurses are using, and have to use, knowledge that is not necessarily "evidence-based" and I give some results of an ethnographic study that I carry out in two care units of a university hospital in Québec city in order to understand how nurses produce and use knowledge they need in their daily practice.

Chapela, María del Consuelo, *Universidad Autónoma Metropolitana - Xochimilco*
Mi idea de verdad, la metodologia y los viejos

See Martinez-Maldonado, Ma-de-la-Luz

Chapela, María del Consuelo, *Universidad Autónoma Metroploitana - Xochimilco*
Evidence when? What kind? A theoretical proposal for discussion

Considering the necessity of producing evidence parameters to evaluate QI results, a scheme to think about what kind of evidence (if at all) is needed to gain qualitative voice in different forums is presented. Three main aspects are considered: 1. aim of the inquiry, considering that not all informants and researchers' aims are the same; 2. classification and objective evidence vs no classification, data, and convincing, verified interpretation, considering different pressures upon the researcher; and 3. subject/object regard of the informants, considering the objectivation tendency of different social and political agencies. When constructing this scheme I was not disregarding the discussion about what

is truth and valid but considered a way to make a practical proposal to discuss, to collaborate in QI defense.

Chapela, María del Consuelo, *Universidad Autónoma Metropolitana Xochimilco*
Knowledge And Professional Career Understanding Through Introducing First Year University Students Into Qualitative Thinking

In present time student's understanding of knowledge has been often confused with information and classification, and emancipatory interest in knowledge overwhelmed by practical interest. This is particularly noticeable in first year university students who engage a professional career with very little understanding about themselves, how they became what they are, what are their professional social responsibilities, and what in fact is knowledge. Through their introduction in qualitative thinking and inquiry as strategy to fulfill a first term interdisciplinary curricula at Universidad Autónoma Metropolitana, they developed tools for reflection about their personal and professional knowledge contents, how these are socially constructed and organized, and the relationship between knowledge and society. They also recognized the logic of research and developed critical thinking towards scientific discourse and their professional career choices.

Charles, Cathy, *McMaster University*
Evidence-Based Medicine: Clarity and Consistancy in the Definition and Meaning Within the Medical Literature

See Freeman, Emily

Charlés, Laurie L., *University of Massachusetts, Boston*
Young Women Struggling for an Education in Post-Colonial West Africa: Autoethnography as a Form of Social Justice Inquiry

In this paper I describe my experiences during an 18-month project designed to improve the educational opportunities of young girls in a rural village community in Togo, West Africa. I use a metaphor of witnessing (Weingarten, 2003) to describe the experiences that culminated in the formation, with host country nationals, of a committee to promote girls' education in the village community where I lived. In a first-person voice, I outline the formation and implementation of the work and present some of the challenging, complex, and difficult interactions in the village system that informed and shaped the final project. I illustrate the utility of autoethnography as a method that furthered my comprehension of the issues young women face in their struggle for an education in Togo, and describe how this unique method unexpectedly and simultaneously served as a valuable lens of social justice inquiry during my time in the village.

Charlés, Laurie Lopez, *University of Massachusetts?Boston*
Writing the Other

How does an autoethnographer tell her "true" story and simultaneously acknowledge it as equally "untrue" for others? How to write the characters (herself included) so that the reader can see the divergent truths of each persons lived experience? How to write knowing that others in the story will view certain aspects of the telling as offensive or unkind? This presentation focuses on

the relational/ethical decision making during the writing of an autoethnography of my experience as a Peace Corps volunteer in West Africa. To challenge how I framed my narrative so I could look others squarely in the eye (Duneier, 1999) and think of myself as a co-character and co-knower, I asked myself: How will writing my story distance me from returning to places and people I write about? What do I stand to gain (and lose) by telling this story'

Chavira-Ortega, Jose-Jaime, *UNAM*
Nosotros Estamos Trabajando Bien, Sino Cuanta Gente No Curamos: Significados Del Programa De Mejora De Calidad De Los Servicios De Salud

Las encuestas nacionales de salud en Mexico inquieren sobre la calidad de los servicios de salud bajo la perspectiva de los usuarios, sin embargo la vision del prestador de servicios ha sido soslayada. Esta investigación profundiza en el significado del concepto de mejora de calidad en el marco del programa institucional que las autoridades de salud han promovido. La percepcion de los medicos entrevistados y un analisis critico del programa de mejora de calidad, establece argumentos para discutir, la pertinencia o no de utilizar estrategias del ambito industrial para atender la problematica de la calidad de los servicios de salud. Plantea asimismo, la idoneidad de aproximaciones cualitativas para el estudio de las organizaciones, en tanto permiten explorar y representar el fenomeno organizado desde el punto de vista de sus protagonistas: la percepcion que le otorgan a sus acciones y a las directrices institucionales que pretenden configurar su proceder univocamente.

Chawla, Devika, *Ohio University*
Performance or Theory?: Ethnographic Re/Solutions and Dilemmas

For decades, social research has engaged the 'linguistic turn,' which was considered revolutionary in the ways that scholars began to reframe reality, truth, knowledge, knowing, and representation. Among ethnographers, this turn was robustly embraced, especially at the level of intersubjectivity, reflexivity, and positionality in field practices. In other words, Michael Jackson's 'radical empiricist' came to be center stage in discussions about the crisis of representation. Later on, the performance paradigm reframed the field, the ethnographer, and her participants as embodied places with bodied terrains and topographies. I entered my recent ethnographic life history study about Indian women in Hindu arranged marriages equipped theoretically with some knowledge of and keen awareness about the positional and performative contingencies that would unravel in the field because I was working with women who had made very disparate choices from my own. However, when it arrived, my own crisis of representation was material, textual, epistemological, and theoretical. My experiences in the field radically reconfigured my relationship to ethnographic representation - the textual, the performed, and the performative. In this paper, I show my arrivals and departures in and out of theory, text, and performance as I re-envision my field/work as a site of bodied and embodied 'material performances' -- both my own and my participants. I offer no formula for solving the problem of representation, but present possible pathways that an ethnographer might travel by audiencing my field story.

Chawla, Devika, *Ohio University*
Between Ethnography and Autobiography: The Gift of Tensions

Literary scholars, writing with more fluency than we manage to do in the social sciences, describe human experience'both the thick and the thin, the provisional and the patterned, the psychological and the cultural'and we readers/listeners eagerly add water and stir in our minds. Ethnography, autoethnography, autobiography, and biography all resist expansion or contraction to description. Anthropologist, linguist, and semiotician, Myrdene Anderson commenced writing proforma autobiographies alongside the graduate students in her annual ethnography seminars, starting in 1984. Devika Chawla became one of those students in 2000, and emerged an ethnographer in her own right. Chawla recognized in the accumulated autobiographies of her mentor a unique body of discourse. The autobiographies and ancillary writings document the early life, late training, intensive and extensive anthropological fieldwork in Lapland and close to home, and continuing active life of an ordinary ethnographer. Certain episodes in this life have provoked more reflection, writing, and analysis by mentor and mentee. We foreground here some reflections about the initial dialogue that Andersons self-stories have generated with the tensions between autobiography and ethnography, which may be both considered modes of cultural translation. We probe, among other matters, the interpenetration of autobiography and biography here, when casual interviewing sets the scene for later autobiographies. Focusing on four small autobiographies and autobiographical episodes spanning 1987 to 1990, we highlight the notion of tension and translation in autobiography, biography, ethnography, and autoethnography.

Chen, Fang-pei, *Columbia University*
Working with Families in Assertive Community Treatment: A Theoretical Framework from the Case Manager's Perspective

People with severe mental illness often receive care from both their informal supports and the mental health system. The interactions between the two sources of support influence the quality of care for these individuals. Assertive Community Treatment (ACT) is a mental health program that aims to maintain client residence in the community and to educate client informal supports. This grounded theory study explores how ACT case managers work with client families and generates a theoretical framework of their practices. The findings show that ACT case managers conceptualize families ideally as sources of social connections, rather than sources of care, for clients. Case managers work with families for the purpose of attaining client goals in the program. To develop strategies to work with families, case managers are engaged in ongoing assessments and consider family availability to clients, family wishes for involvement in treatment, and client permission for family involvement in treatment.

Chen, Fang-pei, *Columbia University*
Sharing Information with Families of Clients with Severe Mental Illness

Sharing information between mental health providers and client families concerns clients' rights to confidentiality and families' needs to know in the U.S. While literature documents quantifiable aspects of information sharing, such as frequency of family contact and types of shared information, the scarce understanding of clinical processes makes it difficult to generate practical policy

recommendations. This grounded theory study demonstrates the complexity and variability of sharing information with families in a community mental health program. While considering families helpful in providing client information, providers prioritize client permission when sharing information with families. Three types of client permission - present, variable, and absent - influence how providers acquire and use the information from families, and how they release client information. The findings provide insights into the practical dilemmas in balancing client rights and family needs and in reconciling the discrepancies between law compliance and professional judgment, which pinpoints the gaps in confidentiality laws and professional guidelines.

Chen, Rong-Ji, *Cal State San Marcos*
Seeking a balance between researching the system and the individual

I am asking an ethical question regarding the sue of a Foucaultian framework in teacher education. Many researchers borrowing Michel Foucault's conceptualization of power/knowledge focus on the discursive formation of teachers' and students' subjectivities (e.g., Popkewitz 1998). This line of inquiry seeks to reveal how power is exercised in the system of historically constructed ideas that shape people's rationality and conduct. The system of power/knowledge rather than the individual is the center of attention. However, subject to the network of power relations and a sphere of constructed "norms," individuals take up the "norms" differently. Thus, researchers subscribed to such a Foucaultian theory can face a challenge in their discussion of individual's accommodation and resistance to power. In this presentation, I will highlight the tension between studying the system and the individual. It is my contention that we need a balance between these two extremes.

Chenail, Ronald, *Nova Southeastern University*
Facilitating Coherence across Qualitative Research Papers

Bringing the various elements of qualitative research papers into coherent textual patterns presents challenges for authors and editors alike. Although individual sections like presentation of the problem, review of the literature, methodology, results, and discussion may each be constructed in a sound logical and structural sense, the alignment of these parts into a coherent mosaic may be lacking in many qualitative research manuscripts. In this paper, four editors of The Qualitative Report present how they collaborate with authors to improve the coherence of their papers in such areas as co-relating title, abstract, and the paper proper; coordinating the method presented with method employed; and calibrating the exuberance of implications with the essence of the findings. The editors share exercises, templates, and exemplary articles they use to help mentor authors to create coherent texts.

Chenail, Ronald, *Nova Southeastern University*
Helping Authors to Situate Local Research within a Global Context

See Duffy, Maureen

Chenail, Ronald, *Nova Southeastern University*
Coming Out of the Shadows: The Researcher's Context

See St. George, Sally

Chenail, Ronald, *Nova Southeastern University*
Qualitative Analysis Transparency

See Wulff, Dan

Chhabra, Meenakshi, *Lesley University, Cambridge, MA. USA*
Introducing an Integrated Holistic Approach in the study of an interaction between youth from two conflicting countries

This paper argues, including a broader human experience in the examination of any interaction. It explores the meaning that youth from two conflicting countries make of a historical event of mass collective violence. Interactions between the youth on the event are the subject of inquiry. Initially, an exclusive constructive developmental framework was applied to the data. The study revealed a lack of developmental complexity among the youth in certain contexts and a higher level of developmental complexity in others. The constructive developmental framework analyzed the individual meaning making of the event, but did not address the social construction of meaning making among the youth. A holistic integrated approach drawing from multiple disciplines was applied to the study to address the inconsistency. The results revealed developmental possibilities in the interaction between the youth to demonstrate their ability to transform their relationship with each other, at a cognitive, an affective and a spiritual level.

Chircop, Andrea, *Dalhousie University*
Ecofeminist Ethnography: An Eclectic Approach Combining Urban- and Institutional Ethnography to Study Gendered Environmental Health Disparities

The purpose of my presentation is to show how complex issues of gendered environmental health disparities in urban areas can be explored by an ecofeminist framework combining urban- and institutional ethnography. While ethnography is the writing about culture as a methodology, and a result (Creswell, 1998), institutional ethnography is a sociology for people (Smith, 2005). An ecofeminist ethnography harvests the strengths of both methods to study gendered environmental health disparities. Ecofeminist ethnography enables a reflexive approach between participants and researcher to create a holistic, context sensitive portrait of mothers' everyday urban experiences from an insider perspective, combining physical and social environments. In order to move beyond an initial ethnographic portrait of an urban environment, institutional ethnography's method of inquiry informs document analysis, particularly institutional texts, and how they coordinate people's experiences. It provides the anchor for ecofeminist analysis of conceptual frameworks underlying the text itself.

Cho, Jeasik, *University of Wyoming*
Becoming "gender aware" teachers: A qualitative inquiry into new culture/identities

Gender is one of the most important topics that should be addressed in the teacher education program toward the construction of gender fair classrooms. Females have been predominant in teacher education itself. Gender discourse seems scant at the institutional level, and we know little about newly emerging culture and particular ways in which male pre-service teachers make sense of

themselves in everyday contexts. A survey was conducted to identify common themes facing this population, followed by the selection of seven participants based upon typicality and uniqueness of their answers in the survey. Interviews, focus groups, and shadow research followed for data collection and analysis for a year. It was found that these students saw themselves as minorities, and this had both positive and negative connotations. Participants try not to see gender difference, and rather see the female student as simply a person and colleague. In conclusion, students experienced an elusive process of identify construction at multiple levels. Issues from focus groups and shadow research are also reflected.

Cho, Jeasik, *University of Wyoming*
When Pandora's box is open: Perceived problems, big hopes, and deskilling for standardized testing in Wyoming

The purpose of this research is to examine initial teacher perceptions of a newly adopted statewide assessment system, PAWS (Proficiency Assessment for Wyoming Students), as of 2005/6 school year. The focus is on describing how teachers make sense of intended instructional changes in the context of online portions of the PAWS tests. Selected was an elementary school where four teachers, a principal and an IT staff member participated. Qualitative fieldwork, including interviews, a focus group interview, observations, document analysis, was conducted for 1 & years. Data were audio or videotaped, transcribed, and coded later. Following themes emerged: 1) a double consciousness of instructional change and testing, 2) ambiguous episteme vs. technical validity, and 3) back to basics and assessment deskilling. Research has found a practical hope for future PAWS tests that will lead teachers to use individualized test results for instructional improvement and, at the same time, an elusive role of teachers that are forced to be dedicated to doing assessment/accountability business at the expense of meaningful, educative discourse.

Choi, eun ok, *Inje University*
Content analysis of web data about health problems for Korean immigrant women in the USA

See Kim, Young Joo

Choi, Joon, *Virginia Commonwealth University*
Theater as a Dissemination Method and a Tool for Social Change

The objective of this paper is to present the use of performance as a method of disseminating research findings. The current research project employed participatory action research (PAR) and engaged Asian community members as active partners throughout the research process of examining domestic violence in Asian immigrant communities in Michigan, including development of the research design, data collection, analysis, and interpretation. In disseminating the research findings, Asian community partners carried out skit performances followed by interactive discussion with the audience to disseminate community assessment results. Skit performance was purposively chosen by community members who viewed this to be a less-threatening way to talk about sensitive issues and as an effective community-organizing tool to initiate a dialogue on domestic violence with other Asian community members. This method, more than traditional means of disseminating research findings such as journal articles

or research monographs, was consistent with the PAR approach in that it explicitly employed socio-culturally relevant research and dissemination processes.

Choi, Sunghee, *Penn State University*
Narrative identities of art museum visitors

Until recently, the idea of "visitors' identities" is rarely recognized as important in the field of museum education. The term is typically used to point out visitors' demographic information such as age, level of education, race, class, and gender if at all. However, visitors' identities are not given as static information, but are being constructed dynamically through interactions between visitors and discourses where museums are situated. In particular, when visitors are engaged in making narratives about the work of art out of their own lived experience in the exhibits at art museums, visitors start to construct their narrative identities actively, editing, modifying and articulating museum discourses. In this context, this study explores how art museums can be a place for identity construction for visitors. This presentation analyzes visitors' narratives that are generated by looking at the works of art in the exhibits, using discourse analysis as research methodology to investigate negotiation process between visitors and museum discourses and to highlight visitors as active storytellers. This study will help us to understand how narrative identities of visitors are constructed at art museums.

Christ, Thomas William, *University of Hawaii*
Recursive Grounded Techniques in a Longitudinal Multistage Study of Disability Supports

Qualitative and mixed methods research has increased in popularity over the past twenty years. Creswell (2006) and Tashakkori and Teddlie (2003) indicate exploratory qualitative studies are often followed by confirmatory survey research and concurrent studies outnumber longitudinal designs. Longitudinal sequential studies for exploratory purposes are rare and no exploratory studies were found that use mixed methods in a cross case analysis. Yin (2006) promotes overarching research questions that cover all methodological phases to avoid decomposed multiply related studies. This linear approach may be appropriate in confirmatory research but is restrictive in exploratory studies. Contrary to Yin's belief, relying upon inductive logic as noted in grounded theory allows for research questions to be modified in a recursive process at each phase of analysis. This approach was recently performed in an international study of disability support services focusing upon policy, legislation, leadership, and innovation during times of financial decline.

Christ, Thomas William, *University of Hawaii*
Technology and Postsecondary Disability Support Services

Technology has a profound effect upon the lives of students with disabilities. This exploratory longitudinal qualitative analysis (Guba & Lincoln, 2005) of three postsecondary education support centers in North America examined how technology impacts the lives of individuals with disabilities. This study utilized cross-case analysis (Yin, 2003) to explore various aspects of technology at three purposefully selected exemplary colleges. Qualitative thematic coding techniques were used that relied upon grounded theoretical procedures (Charmaz, 2006;

Strauss & Corbin 1990) to confirm, cross-validate and corroborate findings. This recursive process (Glaser, 1994) relied upon repeated sorting, coding and comparisons of interview data at four levels (Patton, 2002) within the disability support centers (coordinator, supervisors, support staff, and students) into categories that emerged in the thematic coding process (Strauss & Corbin, 1998) as a way of more readily distinguishing how technology is viewed and used in postsecondary education.

Christou, Miranda, *University of Cyprus*
Image as Evidence: Regarding the Pain of others

Images of bodies in pain in the news media are becoming increasingly more "real," unprocessed and immediate. How do these images function as evidence of another human being's pain? How does visibility function to humanize or de-humanize the exposed body? I argue that the narrative of violence in the media (focus on the action instead of the person, "cycle of violence") can conceal the subjectivity of pain and the fact that all violent actions cause pain and they do so intentionally. Viewers are exposed to bodies that are tortured, bodies that have been burnt, crushed, broken. There are images of blood and bodies in positions that seem 'unnatural' or painful. Bodies in abject conditions. These images suggest an obscene almost perverse spectacle which the viewer may resist because it is forbidden or may seek out in an act of voyeurism. Gradually, the viewer experiences "excessive witnessing." My argument in this paper is that the observer of these spectacles is inevitably transformed into a witness. I explore the contradictions inherent in regarding an image as evidence of another person's pain.

Chromy, Sam, *University of Bristol*
Friend and Foe? Technology in a collaborative writing group

See Sakellariadis, Artemi

Chun, Jeffrey, *University of Michigan*
Reframing the researcher/researched dialogue

See Wong, Alina

Cisneros-Puebla, Cesar A., *Universidad Autonoma Metropolitana*
Tecnologia y metodologia en el analisis cualitativo de datos desde la periferia hispanoparlante

En esta exposicion se abordara, desde la perspectiva de la division digital, la recepcion, aplicacion e impacto de las tecnologias computacionales en las ciencias sociales cultivadas en los paises de habla hispana con especial referencia a las tradiciones intepretativas vistas con el lente de la globalizacion. Se comparan criticamente paises generadores de esa tecnologia con el proposito de analizar dilemas, retos y escenarios futuros del analisis cualitativo de datos practicado desde las ciencias sociales de la periferia. Se sostiene que la fusion de tecnologia y metodologia se realiza de formas particulares en diferentes espacios nacionales al depender de las coordenadas epistemologicas en las que se fundamentan las practicas mismas de hacer investigacion. Un llamado a la revision de tales coordenadas es esbozado ante lo que ha sido llamado "imperialismo de las categorias". La comparacion, el argumento y el alegato se ilustraran con ejemplos de investigacion.

Cisneros-Puebla, Cesar Antonio, *Universidad Autonomoa Metropolitana-Iztapalapa*
Epistemology of "evidence" from the periphery

From the experience of teaching, mentoring and training students/researchers to use qualitative data analysis software, I reflect here on the act of "making sense" of data as an act of "making" data. I embrace the notion that data is a social construction and describe a constructivist way of building new narratives about events that lead to something called "evidence." But what does "evidence" mean from such a perspective? I suggest that "evidence" is a problematic notion and focus on an epistemological debate regarding the social construction of scientific knowledge. Special emphasis is put on the practice of qualitative inquiry as done by researchers from the non Anglo-Saxon periphery where the meaning of "data", "theory" and "evidence" differs. As a result, teaching qualitative data analysis and software has become an epistemological issue because "evidence" is shown, analyzed and discussed differently in different scientific communities.

Civil, Marta, *The University of Arizona*
Analisis de las percepciones de los padres y de las madres Latinos/as sobre el aprendizaje de las matematicas de sus hijos/as en el marco de la metodologia critico-comunicativa

See Diez-Palomar, Javier

Clark/Keefe, Kelly, *Appalachian State University*
Invoking Mnemosyne: An Autoethnographic Tale of Embodying Inquiry through Becoming Mom, Performing Professor, and Painting the Meaning of Memory

In Greek mythology, Mnemosyne is believed to be the goddess of memory and mother to the Muses. She is believed to have discovered the power of reason and gave a designation to every object in a preliterate society. The story goes that her greatest gift was to make available the power to remember. When used as a metaphorical lens for considering feminist inquiry practices, the connection between Mnemosyne's role as mother and her capacity to bestow the gift of memory has particular explanatory power. Through a study of social mobility among women academics from working-class backgrounds, and in follow-up autoethnographic work focused on giving birth simultaneously to a baby and an academic career, I began to deeply consider the type and depth of memory that resides in the body. Through a performance oriented "ourstory" (Clark/Keefe, 2006) that blends personal, ethnographic, scholarly, and popular culture discourses, this work explores and demonstrates arts-informed inquiry strategies used to foster recall and honor embodied meanings, especially among women who have moved between social classifications.

Clementz, Annie Rae, *University of Illinois at Urbana-Champaign*
Serendipity Social Research

See Munson, April Simpson

Clementz, Rae, *University of Illinois at Urbana-Champaign*
Context Matters - Constructing a Compelling Narrative

Context is generally regarded as a powerful, complex, and perplexing feature of social research. Context can be anything and everything that helps to make comprehensible the meanings of words, actions, events, and even objects. In experimental traditions, context has been regarded as variables which must be controlled for in order to establish causality. In more interpretive traditions context is regarded as being constitutative of the phenomena or object of interest and is described richly in order to improve understanding of the research subject. Each side critiques the other for its treatment of context. Those interested in deep understanding critique attempts to control context as being irrelevant to the real world. Those interested in enduring relationships critique privileging context for limiting generalizability. How much context is too much and how much is not enough? What are valid ways of representing information about a context? This presentation will suggest that part of the context of social research or evaluation is the intended audience and that information about audience communication and learning patterns can help guide decisions of data collection and presentation.

Clow, Barbara, *Dalhousie University*
Qualitative Evidence and the Politics of Indicators: Women's Assessments of Quality Health Care

See Jackson, Beth E.

Coffey, Amanda, *Cardiff*
Movement as object, movement as method, movement as 'truth': narratives of youth and change in transforming communities

See Hall, Tom

Compton-Lilly, Catherine Filomena, *University of Wisconsin–Madison*
Conceptions of "Help" Expressed by Adult Students and their Children

This paper examines the concept of "help" as it is experienced within the figured worlds (Holland et al., 1998) of adult GED students and their children. Based on case studies that utilize semi-structured interviews with children and adults, classroom observations, and teacher interviews, participants in this study express very different experiences of "help" in school. Adult GED students describe the help and the support they receive from their GED teachers in stark contrast to their high school experiences where they felt that help was withheld and unavailable. Children view receiving help from the teacher as an indication of incompetence. Instructional implications based on how "help" is experienced within the figured worlds of children and adults will be presented.

Conklin, Thomas Arthur, *John Carroll University*
Phenomenology meets Appreciative Inquiry: The experience of the AI interviewer

This paper inquires into the experience of a seasoned appreciative inquiry (Cooperrider & Srivastva, 1987) interviewer and the personal change that may occur as part of this practice. The experience is understood through Aristotle's

(Gough, 1998) statement that "we are what we repeatedly do" (p. 5) and how that contributes to our personal character. A description of that experience and the fundamental essence and invariant constituents are captured through the use of phenomenology (Moustakas, 1995; van Manen, 1990) and is the final product of the inquiry. These are the timeless components that inhere in the experience for the interviewer that transcend interviews and interviewees. How the interviewer has changed in the course of engaging in dozens of these focused conversations is reviewed.

Connolly, Kate, *Concordia University*
Being the "I" witness: Ethical complexities and contextual sensitivities when investigating community trauma

Increasingly, the news is filled with community-based tragic events. Major air crashes, school shootings, and murders/suicides of entire families are but a few of the events that bring community members into a state of shock, horror, and disillusionment. Research scholars studying the lived experience of residents touched by these tragic, traumatic events come face-to-face with numerous ethical complexities and contextual sensitivities. Because of their impact on the evidence emerging from the inquiry, issues such as a) the selection of study participants; b) the timing of the data collection, c) the nature of the interview relationship, and d) the assessment of the emotional impact of the inquiry on participants and the community as a whole, are crucial decisions that must be carefully negotiated. In this session, a journalist and a researcher - both having interviewed numerous individuals after community traumas - unravel the ethical dilemmas that guide them in their daily practice.

Connolly, Kate, *Concordia University*
Harmonic resonance: In tune with the Self and the Researched

See Reilly, Rosemary C.

Contreras-McGavin, Melissa, *University of Southern California*
Beyond Research Relationships: An Interrogation of Power Dynamics Enacted within Critical Educational Scholarship

See Carducci, Rozana

Cook, Loraine Dale, *University of the West Indies*
Qualitative support for non-deterministic value-behaviour models

Psychological constructs are often operationally defined in terms of behaviours. Such operational definitions assume a deterministic link between the designated behaviours and the defining values they serve. This research refutes the determinist value-behaviour assumption by evidencing counter examples in which differing behaviours serve a single value and differing values give rise to the same behaviour. In order to establish whether the relationship between values and behaviour is deterministic or probabilistic, interviews stimulated by observations of twelve teachers' interactions in the classrooms were carried out over a period of one year. The study illustrates a probabilistic rather than a deterministic relationship, in which generalised values give rise to more specific intentions, which in turn interact with perceptions of contexts to determine behaviour choices. The paper thus suggests developing construct measures based

on probable behaviours serving more context specific intentions derived from the defining values.

Cornejo Rivas, Maria Eugenia, *Universidad de Guadalajara*
Licenciada en Economia

See Gonzalez Tovar, Maria Juana

Cox, Susan Margaret, *University of British Columbia*
From needle jabs to narrative: Human subjects talk about ethics in health research

Advocates of evidence-based approaches to ethics call for incorporation of qualitative and other forms of empirical inquiry in normative analysis. The ethics of human subjects research is one area that has recently attracted such attention. Thus far, however, few studies include empirical evidence when evaluating the ethics of various methodological approaches to human research and fewer still focus on the perspectives of research participants themselves. Drawing upon an ongoing qualitative study, this paper explores salient ethical and methodological issues identified by human subjects talking about the meaning and experience of participating in various types of health research. Though principles of individual autonomy and minimization of risk as well as processes of informed consent remain important, these stories suggest that reciprocity, trust and other less often examined aspects of the research design and relationship are equally important foci for analysis if we are to understand and optimize ethical aspects of human subjects research.

Crane, Betsy, *Indiana University of Pennsylvania*
What's the Evidence for Learning? Professor and Students Share Alternative Representations of Learning in Doctoral Qualitative Methods Class

Given current emphasis on accountability in higher education, what forms of evidence can be developed qualitatively that speak to student learning outcomes? This presentation will present perspectives of a professor and three doctoral students on evidence for learning qualitative methodologies. At the end of a qualitative methods course in which students new to qualitative methods had conducted a small qualitative inquiry, students participated in listening circles to reflect on their experiences of the learning process over the course of the semester. Using a "fishbowl" method, half the class met at a time, with the other half observing; taking notes to capture concepts/interpretations. As an assignment, they submitted their representations of the meaning created in these dialogic circles, using alternative forms including poetry, art, and a performative script. In this presentation, an argument will be made for use of a participatory process and alternative representations as adjuncts for traditional evidence for learning.

Creamer, Elizabeth G., *Virginia Tech University*
Using Naturalistic Observation in a Class Project to Achieve a Meta View of Caring Across Settings

Most graduate students get only a glancing exposure to qualitative observation as a research method. This presentation describes an approach to teaching observation-focused research in a naturalistic setting in an introductory doctoral level qualitative research methods course using a constructivist framework to

grounded theory (Charmaz, 2006) and a hands-on project about how care is demonstrated in different settings. Students enrolled in the course spring semester built on the themes identified by students in the prior semester. Students chose settings as diverse as elder care, a veterinary clinic, a nontraditional school for students with behavior problems, and a clinic providing physical therapy to study care and caring as a process, rather than as a quality. The presentation addresses the gap in the literature about qualitative observation (Addler & Addler, 1994). Instructors of qualitative research methods and others interested in the topic of care and caring are the audience for the presentation.

Crespo, Richard D., *Marshall University*
Cultural Perceptions of Healthy Weight in Appalachian Caregivers

See Williams, Kelli J.

Crunkilton, Dhira D., *Southeast Missouri State University*
Perspectives on the innovative Journey Mapping online program evaluation tool

The Journey Mapping online tool (Barry Kibel) offers sophisticated, affordable program evaluation technology supporting the inclusion of both qualitative and quantitative data. The research question in this case study was "What are staff and client perspectives on implementation of Internet-based Journey Mapping for evaluation in a drug court program?" Six treatment staff and 10 clients, who utilized the Journey Mapping tool for 6 months, participated in interviews and observations, and responded to a questionnaire. A staff survey, field notes, and program records provided additional data. The predominant qualitative data analysis strategy was coding according to the constant comparative method. Results indicated that (1) Journey Mapping was user-friendly, saved time, promoted positive thinking, facilitated communication, increased learning, and created client voice; (2) Journey Mapping, as a program evaluation tool, supported both administrative and treatment functions of the drug court; (3) Journey Mapping's humanistic and positive orientation supported client treatment progress.

Cruz-Santiago, Michelle, *University of Illinois at Urbana-Champaign*
The use of focus groups with Latino parents and adolescents

Based on our work with Latino parents and high school adolescents, we discuss the advantages and disadvantages of using focus groups with this population. A total of 26 high school students and 61 parents have participated in focus groups conducted in a large Midwestern city; 4 adolescent focus groups, and 7 parent focus groups. Our long term aim is to get a better understanding of the challenges as well as the strengths of Latino parent-youth relationships that includes the emic perspective of these parents and youth integrated with our subjective interpretations as researchers. We will present summaries of our focus groups along with ethnographic notes generated by researchers during the data collection process. Moreover we will explicitly discuss the relation between the results and our qualitative approach including how our interactions with the setting and participants fostered and limited the quality of our observations and long term goals.

Cuellar, Raven, *Miami University*
A Story of Empowerment: A Community Approach to Intimate Partner Violence Prevention

See Finocan, Gillian M.

Cuello, Diana, *Duquesne University*
Transference or Incompatibility? The Value of Experiential Research about Psychotherapy

As a beginning therapist in my second year of training I was seeing my first clients and being a client in individual psychotherapy. As a client, I struggled with a common psychotherapeutic question: was I unable to trust my therapist due to transference issues or did we have compatibility problems? Theoretical research, and conversations with colleagues and my therapist did not provide the necessary evidence to help me resolve my dilemma. Some of my colleagues with similar questions and I designed an experiential research project, "Demeter's Bounty," to provide lived answers to our questions. My multimedia presentation is a psychological case study of my experience as the client in this project, produced with both my voices of client and therapist-in-training. I will show how personally discovering I had the ability to open up to other people in a therapeutic way transformed my understanding of psychotherapy, empowering my position as a client and concretely informing my practice as a therapist.

Cuevas Portilla, Jimena, *Escuela nacional de antroplogia e historia*
Inundaciones de 2005 en chiapas: una comunidad de pescadores en apuros

En octubre de 2005, las intensas lluvias producto del huracan Stan afectaron la zona costera chiapaneca. La constante precipitacion pluvial provoco importantes inundaciones que, en algunos casos, detonaron desastres. En esta ponencia propongo que los desastres como procesos solo pueden ser entendidos si se conocen las diferentes etapas que los conforman: antes, durante y despues. Por medio de la observacion participante me fue posible observar la vida de una comunidad pesquera chiapaneca (Tonala) en la epoca previa al desastre, y pasado el mismo, sus esfuerzos para recuperarse. Las entrevistas con algunos de los pobladores sobre como vivieron las inundaciones, lo que hicieron, lo que vieron, lo que sintieron, la ayuda que recibieron, me dieron la oportunidad de profundizar en el significado que para ellos tuvo esta experiencia.

Cunliffe, Ann L, *University of New Mexico*
The Art or Science of Organization? New Approaches to Validity

See Linstead, Stephen A

Cunliffe, Ann L., *University of New Mexico*
Bakhtin and the Emergence of Organizational Discourse

See Luhman, John Teta

Dako-Gyeke, Phyllis, *Bowling Green state university*
Performing National Identity: Under the Global Hegemony and in Intercultural Communication

The globalized world enables us rethink identities since we are always required to negotiate universalizations and particularizations (Mudimbe, 2003). For the African, negotiating the particular and the universal also mean encounters between nationalisms and regionalisms. Even though Africans themselves are acutely sensitive to cultural differences in communication regionally, African cultures are often lumped together in communication studies under the continental moniker (Miller, 2005) which hardly reflects the diversity on the continent. In this paper, I use auto-ethnography to interrogate how hegemonic discourses essentialize African cultures and experiences. This examination is important because diversity is not only a fundamental component of life, but a major perspective on both our identities and our knowledge (Mudimbe, 2003). Thus a continued silence about this common practice of essentializing will perpetuate cultural naivety. I believe that through the use of personal narratives the study can also unveil links between global hegemonic structures and intercultural experiences of the African.

Dako-Gyeke, Phyllis, *Bowling Green State University*
The Other Side of the Wall: Constructing Meaning and Identity in the Mural Making Process

The present paper looked into the meaning making process within the construction of a community mural by identifying the various co-cultural communication practices. Through the lens of co-cultural theory, the researchers collected data through oral histories, ethnographies, and interviews. For the data analysis, we employed Orbe's (1998a, 1998b, 1998c) communication orientations and practices to locate co-cultural practices that the planning members used. We also adopted discourse analysis to detect the underlying themes in the meaning making process. The study found that several co-cultural communicative practices were used such as avoiding, manipulating stereotypes, and educating others, to name a few. In addition, several themes were overwhelmingly represented in the negotiation and meaning making. These themes included religion, community identity, unity, and a positive community image. Overall, this study used various qualitative methods to map out intersections between community identity and communicative practices.

Dako-Gyeke, Phyllis, *Bowling Green State University*
Critical Ethnographerss role in the Community: Agents of Change and/or Collaborators

See Muñoz, Candice

Damianakis, Thecla, *University of Toronto*
Research with Small, Connected Communities: The Challenges of Promoting New Knowledge while Upholding Research Standards

See Woodford, Michael R.

Damiano, Natasha, *University of British Columbia*
From needle jabs to narrative: Human subjects talk about ethics in health research

See Cox, Susan Margaret

Dark, Kimberly, *Cal State San Marcos*
Sociological Advocacy and the Role of the Public Scholar: How qualitative research encourages broader thinking when engaginingly presented

This presentation will explore the role of the public intellectual -- in this case, sociologist -- in using qualitative research methods to encourage audiences to think more broadly and become more engaged in social justice issues. The presentation draws from three sources in its exploration of this issue. First, my experience teaching a graduate-level sociological advocacy course as students co-create what it means to be a "sociological advocate." Second, my experience performing autoethnography at both colleges and theaters. And third, the varying ways in which "audiences" (in theaters, classrooms and conferences) respond to the use of a sociological lens to examine topics that are more often viewed as "personal" rather than "social."

Dark, Kimberly, *Cal State San Marcos*
Strange bedfellows: The use of art and data and data in art

See Hoffman, Joann L.

Dastjerdi, Mahdieh, *International Institute for Qualitative Methodology, University of Alberta*
The Classic and Non-Classic Grounded Theory Project: Which is More Defensible?

See Porr, Caroline Jane

Davidson, Judith A, *University of Mass-Lowell*
Research Design in Qualitative Research Software

Although qualitative research software has been available for several decades, it is still not widely used by researchers. The lack of integration reflects the lack of a clearly defined research design protocol that transcends individual brands of software and can be employed by qualitative researchers working from multiple paradigmatic positions, diverse traditions of qualitative research, and with projects of varying complexity. This paper describes just such a research design protocol. This protocol was developed by the authors over many years of working with researchers in a broad range of areas in academic and commercial environments and across a range of software brands. The authors describe the components of this protocol and provide examples of the way the protocol works in structuring the design of projects within the software environment. This approach provides new users with a quick way to jump beyond the barriers inhibiting broad use of these important tools.

Davidson, Judith A, *UMass-Lowell*
The Qualitative Research Network: Working Cross-Campus to Support Qualitative Researchers at the University of Massachusetts-Lowell

The UMass-Lowell Qualitative Research Network (QRN) was initiated in 1999 and has blossomed over the years into a cross-campus organization of faculty, staff, and students dedicated to supporting the understanding of qualitative research methods and expanding the breadth and rigor of their use on campus. The organization presents multiple programs across the year, providing opportunities for campus members to learn about new developments in qualitative research, share qualitative research undertaken on campus, and develop skills in the use of qualitative research software. Due to the efforts of the QRN, the campus has procured a site license for NVivo software and provides strong training support for its implementation. A critical initiative of the QRN has been a cross-campus examination of graduate level qualitative research offerings with the aim of developing new interdisciplinary offerings that will make use of the excellent faculty resources on campus. The hope of the QRN is to develop an interdisciplinary graduate-level online certificate in qualitative research methodology that will be available to students within the next two years. A modest amount of internal funding has provided support for a part-time facilitator and administrative support, which has been critical to insuring that activities are organized and follow-through occurs.

Davies, Bronwyn, *University of Western Sydney, Bankstown Campus*
Opening oneself to difference through creative writing

In this paper, which is coterminous with a play I have written about a particular place and the people who inhabit it, I explore the reflexive possibilities of opening oneself to difference (Deleuze) through creative writing. I am interested in how creative writing might accomplish the simultaneous acts of knowing and of coming to know differently, against the grain of old ways of knowing, of old colonizing certainties embedded in usual writing practices. I am also interested, in this present writing, in demystifying writing practices, in making writing live, through bringing the writer and the reader to (an-other) life, another habitation, in the reciprocity of writing, reading and listening.

Davis, Amira Millicent, *University of Illinois*
The Warrior in Me: A Black Woman's Battle on Multiple Educational Terrains

I am a warrior not by choice but by circumstance. I am a single, Black, working class, mother living conscious in america with a complex relationship with education: a plaintiff class outsider inside a consent decree, an employee and graduate student in a predominantly white university, and as an educator. It is in this multidimensional, inter-related matrix that I engage in daily battles that are mediated by the intersections of race, class, gender, age and political ideology within a heterogeneous Black community, i.e. Cultural Nationalism. I employ autoethnography (Bochner and Ellis 2002, Ellis 2004), interpretive interactionism (Denzin 1989), feminist (Hill-Collins 2000) and critical race theory (Bell 1992; Crenshaw, Gotanda, Peller and Thomas 1996; Delgado and Stefancic 1999; Lynn and Parker in press), (Solorzano 2002; Delgado 2000) in a text that blends performance poetry (Madison and Hamera, 2006), narrative and data to connect private struggles to public issues.

Davis, Kathy, *Utrecht University*
"Where are you from?" An autoethnographical account of everyday practices of exclusion in multi-cultural society

Transnational migration has transformed most European countries, making the problem of how to "integrate" the growing tide of immigrants an increasingly popular topic in public debates and social policy. It is assumed that as long as the newcomer learns the language, adapts to the local customs, and finds work, s/he will be integrated and welcomed with open arms as a full-fledged member of society. Based on an autoethnography of our experiences as US-born, long-term, and fully "integrated" residents of the Netherlands, one of Europe's most multicultural societies, we have explored some of the subtle, well-intentioned practices of distancing and exclusion which are part of the fabric of everyday life. We will show how - contrary to the official discourse of integration, Dutch-ness is ongoingly constructed as a "we" which excludes all "others." And, indeed, we have discovered that, paradoxically, the closer the other comes to being completely assimilated into Dutch society, the more the symbolic borders of national belonging may need to be policed.

de Freitas, Elizabeth M., *Adelphi University*
Troubling Teacher identity: Power, presence and procedure in the mathematics classroom

The purpose of this paper is to increase our understanding of how mathematics teacher identity impacts student participation and learning. My aim is to demonstrate how different teacher identities are constituted through classroom discourse, and to argue that these different identities are strongly grounded in the culture of school mathematics. I show how mathematics teacher identity is an effective socio-cultural construct for interpreting particular aspects of classroom discourse. I discuss data from a research project in which a high school math department was studied through a socio-cultural lens. Mathematics teachers negotiate their identity in the context of a "high status discipline"(Ahlquist, 2001) where student success correlates with future economic advantage. Mathematics teachers are positioned as gate-keepers, and play a hugely significant role in facilitating the future opportunities of students. Ahlquist found that prospective mathematics teachers were more inclined than other pre-service teachers to dismiss social justice issues as irrelevant to their teaching (Ahlquist, 2001). Kitchen asks that we name and critique the entitlement that secondary-level mathematics teachers are granted through their membership in the "mathematics club". This paper assumes that identity is constituted through the lived experiences of gender, language, ethnicity, economic status, sexuality, and the many other socio-cultural "constructs" that shape our past experiences and influence our current perspectives about society, and that teacher and student identity is constituted through classroom discourse.

Dedeoglu, Hakan, *University of Florida*
Twin Texts in Children's Literature Classroom

As stated by Deanne Camp (2000), using fiction and nonfiction trade books as Twin Texts in an elementary classroom is an authentic way of introducing content material into the curriculum. Using varied genres of fictional books in addition to nonfiction books on a similar topic, provide readers to explore many

ways of looking on a given topic. In our one of seminar classes on children's literature we asked our preservice and in-service teachers to choose a topic and find two books on same topic (twin texts). In addition to topic and book selection, they needed to find award-winning books published after 1999 and respond that set of books within elementary school context. Through the study respondents' topics and book selections, curricular examples were explored within a context analysis of qualitative inquiry process within the larger conceptual question that How can qualitative research inform the policy-making process'

Dedeoglu, Hakan, *Unversity of Florida*
International Association of Educators in Asia and Europe

The vice presidents, Hakan Dedeoglu and Chen Xinren will report the activities of the standing committees of the association in Europe and Asia.

Dedeoglu, Hakan, *University of Florida*
A Qualitative Case Evaluation of Project Booktalk

This qualitative case study seeks to evaluate preservice teachers' responses in children's literature classes on a project called "Project Booktalk". Lamme and Russo (2002) describe the aim of Project Booktalk to provide book access for low-income pre-school aged children. Project Booktalk provides advantages to all involved. The library, the university, the family daycare provider, the university students and most importantly children its benefits are far reaching. Project include students visit a day care home with up to five preschool aged children as a volunteer from the public library once a week for ten weeks. Students keep a record of their visits and observe individual children's responses to literature. Our research objectives include what they have learned about children, reading, and diversity through this process, as well as how this will affect their future teaching career within the congress one of main objects that how can qualitative research inform the policy-making process'

Delmar, Charlotte, *Aalborg Hospital Science and Innovation Center, Aarhus University Hospital*
Meta-synthesis - can qualitative research survive being synthesized?

See Hoeck, Bente

Denison, Jim, *University of Alberta*
Sport, Ethics, and Change: Coaching and the Technologies of the Self

Michel Foucault believed it was important to problematise the formation of identity to understand "how humans are made subjects" (Foucault, 1983, p. 208). To examine how subjects are constituted, Foucault devised his technologies of the self. In this paper, I apply Foucault's concept of exploring the formation of the self'the technologies of the self'to transform my identity as a middle-distance running coach. More specifically, I examine the discourses that have arisen from knowledge about coaching produced by the sport sciences that influenced me to develop a very narrow "coach as scientist" identity. Importantly, I consider the possibilities that exist for me to search for other forms of subjectivation.

Deo, Nandini, *Yale University*
Mistakes and Other Secrets to Research Success

The norms of academic writing discourage researchers from revealing the "scaffolding" of their projects. The biggest secret, discussed informally, but rarely in academic journals is the importance of making mistakes in the field. While some attention has been paid to the role that contingency and serendipity play in shaping research design and theoretical discovery, I argue that a recognition of the importance of mistakes is overdue. Mistakes can be the result of unplanned events, cultural blunders, or deliberate gaffes by the researcher. Each of these can result in the surprises so prized in qualitative fieldwork. By acknowledging the role of mistakes in research we can free new scholars from some of the anxiety that surrounds initial forays into the field while being more honest about our research experiences.

DePouw, Christin A., *University of Notre Dame*
Examining Whiteness as Property in Educational Research

This paper employs a critical race theory (CRT) lens to examine issues of race and power in educational research, using a recent research project on racialized discourses of cultural deficiency and their impact on Hmong American post-secondary educational experiences as a starting point. Through CRT, I grapple with the tensions of racial and academic authority within research and community relationships. In particular, I employ Harris's (1993) theory of Whiteness as property to expose White researcher investments in authority and neutrality, paying particular attention to the White property rights of exclusion and reputation. The paper concludes by suggesting that, in order to counter inequities of power within research, White researchers in particular should maintain a critical stance in regards to researcher accountability, the meanings of Whiteness as property in multiple contexts, and an understanding of the connections between CRT's critique of liberalism and tensions over multiple forms of knowledge and meaning.

Diez-Palomar, Javier, *The University of Arizona*
Analisis de las percepciones de los padres y de las madres Latinos/as sobre el aprendizaje de las matematicas de sus hijos/as en el marco de la metodologia critico-comunicativa

Percepciones de padres sobre el aprendizaje y enseñanza de las matematicas es un estudio del Centro para la Educacion de Matematicas de Latinos/as (CEMELA), financiado por NSF. Durante el curso 2005-2006 participaron 15 personas. Su reclutamiento se realizo entre las madres/padres que asistieron a los talleres que CEMELA organizo en dos escuelas de Tucson. Las personas fueron entrevistadas en dos ocasiones, individualmente en todos los casos menos en dos, donde otros miembros de la familia tambien estuvieron presentes. Se realizaron dos visitas con madres/padres en salones de clase, y luego se hicieron sendas entrevistas de grupo. Todas las sesiones de los talleres fueron grabadas en video. Para el analisis de los datos se utilizo el enfoque critico-comunicativo. Nos centramos en los aspectos que dificultan la interaccion madre/padre-hijo/a (dimension exclusora), asi como los elementos que contribuyen a superarlos (dimension transformadora). Para analizar los datos tambien se utilizo la grounded theory.

Diez-Palomar, Javier, *The University of Arizona*
Drawing trajectories as a methodological tool for understanding adults learning sociocognitive processes

We present the methods of a case study about learning of proportional situations in a school for adults. The objective is to find ways of overcoming the forms of exclusion that occur in daily mathematics situations that involve the use of proportions for decision making. We study how dialogue intervenes in the resolution of the problems that are posed. To this end, we analyse the activity (in line with Leontief) from the point of view of the development of content. We analyse the interaction and discourse as a speech act (in line with Searle). We propose the use of "cognitive learning trajectories" as a methodological tool to support the analysis of the discourse. Among other conclusions we found that perlocutionary speech acts can encourage learning, but can also create barriers when the speaker uses a position of power that breaks with egalitarian dialogue.

Díez-Palomar, Javier, *The University of Arizona*
The critical-communicative perspective in social research

See Tellado, Itxaso

diGregorio, Silvana, *SdG Associates*
Research Design in Qualitative Research Software

See Davidson, Judith A

Dillard, Cynthia B., *The Ohio State University*
Signifyin' Hair and Other Significant Moments of Research: An Autobiographical …

Black people's hair begins where human life began: In Africa. However for African Americans, movement to embrace one's natural hair, given the history of slavery, oppression, and the hegemony of European standards of "beauty" is a radical movement against assimilation and an embrace of an African aesthetic, of Blackness and ethnicity, and a way of solidarity with Africa and the diaspora. Further, African cultures have always utilized the body for expression, and the head (and by extension, the hair) as a source of physical and spiritual well being. One constant that African ascendent women share, relative to hair, is it's social, cultural, and historical significance and its relation to notions of beauty and "worth" (Byrd & Tharps, 2001). This autobiographical choreopoem explores the ways that the race/cultural memories of Black women's hair can serve as a liberating space that "endarken" identity, work, and research for African ascendent woman researchers.

Distelberg, Brian John, *Michigan State University*
Payday Lending Ecology: A Critical Approach

Current policy on both federal and state levels have recently focused on limiting the action of loan institutions which offer high interest short term loans called "Payday Loans" The practice of short-term (2-4 week) lending was virtually non-existent prior to the early 1990s. By 2000, there are over 10,000 payday lenders doing business in the United States making well over $2 Billion in Revenue. Several policy-driven think-tanks representing consumer protection

interests have written on the subject of payday lending with respect to oversaturation of domiciled payday lending institutions in minority neighborhoods and military bases. The current study was a three phase project including, Participant Observation, Traditional Observation, and Interviews. Ecological and Critical lens were used to understand the predatory and cyclical nature of these institutions, and Payday Loan Practices. Included in this study was the issue of entering a protective and defensive system.

Diversi, Marcelo, *Washington State University at Vancouver*
Whose Epiphany? An Essay on the Transformational Power of Interpretive Epistemologies

This is an essay about how an epistemological exercise gave me symbolic tools to make sense of my identity'how it was shaped by and in reaction to family relationships. A professor's simple suggestion unlocked unacknowledged yet ever-present epiphanies of identity formation that altered my relationship with my father and with social sciences. I wrote this essay in an attempt to offer another instantiation of the concrete transformative power of self-reflective epistemologies and methodologies. Systematic examination of this central creative force behind social science scholarly output'positivistic, interpretive, or postmodern'continues to be overshadowed by a polarized politics of evidence. Many in our community of qualitative researchers seem to spend much energy trying to protect and justify our bricolages, as well as in blowing the positivistic bricolages down, instead of directing more effort into showing how interpretive and poststructuralist ontologies and epistemologies are uniquely positioned to examine the subjectivities of being human. This essay is an attempt at highlighting this unique epistemological standpoint.

Douglas, Kitrina, *University of Bristol*
Living, Feeling, and Touching the Other: Insider Perspectives in Sport Research

Despite the value and contribution of "insider" perspectives in numerous areas of social science, insider influences are notably absent from elite sport research. This has resulted in many issues that affect women professional athletes - their bodies, career choices, well-being, and life after sport - remaining "taboo." Subjects such as abortion, infertility, pregnancy, hysterectomy, physical abuse, sexual abuse, attempted suicide, clinical depression, cheating, and self-harm rarely surface in published research, yet in our work with women in professional sport these subjects were all too frequently issues in women's lives. In this paper I explore how a "friendship as method" research approach, combined with my own history in professional sport, were major factors in uncovering, talking about, and confronting issues which are silenced by traditional research approaches. I suggest that inclusion of insider perspectives in sport research is necessary to help individual athletes and has important implications for theory and practice.

Drisko, James W., *Smith College*
Qualitative Research Standards for Social Work: A "Both-And" Approach

Kvale (2006) describes qualitative research as pulled between external scientific evidentialism and internal subjective ethicism. In social work, both external funding sources and internal educational politics appear to promote scientific empiricism. At the same time, the profession's strong history of progressive qualitative research is rarely mentioned. Neither encompassing visions of qualitative research nor much detail on methods are evident in core texts. Education in qualitative research is limited at all levels. Creating standards, then, may provide an opportunity to articulate a vision of qualitative research that is both encompassing of varied epistemologies and research purposes, and consistent with the profession's values on social justice, the centrality of relationships and autonomous decision making by those we serve. Working "guidelines" are offered that 1) allow for varied approaches to qualitative research, 2) incorporate reflection on value positions, 3) honor social work ethics, and 4) promote internal consistency among research purposes, epistemological choices, methods and reporting styles. A working in progress, these guidelines are intended to promote dialogue, reflection and collaboration among social workers interested in qualitative research.

Drisko, James W., *Smith College*
"Success Stories" Parents Stories Of What Helps Children With Reactive Attachment Disorder

Sometimes the most obvious sources of knowledge are rendered invisible. In the managed care world, professional categories and existing intervention models undermine appreciation of lived experience. To learn how to help children with Reactive Attachment Disorder, in-depth interviews were undertaken with adoptive parents of 10 children with RAD who had made and sustained progress. Phenomenological analysis of parents' stories affirmed many aspects of treatment plans found in the literature, but added many new ones as well. For example, parents described their bonding process with their children, challenges to attachment and the long term unfolding of truly reciprocal attachments. Parents highlighted intersubjective attunement with children whose life histories lead them to convey opaque or confusing social cues. Parents used "time in" to stay engaged with children; not "time outs." Results frame a treatment package while first person narratives remind us vividly of the challenges these families face and the creativity they bring to overcome them.

Duffy, Maureen, *Barry University*
Helping Authors to Situate Local Research within a Global Context

Qualitative studies from international researchers who are focusing their research on important local problems are often desirable for publication in our journal and we are experiencing an increase in such submissions. When the local context of a particular study and the research purpose and local significance has not been fully and clearly described, the broader journal readership lacks a framework within which to evaluate whether the findings have any usefulness for them. Encouraging researchers to take an "outsider" stance by providing detailed descriptions of the contexts for their studies and the compelling reasons for having conducted them helps improve the quality of a manuscript and increases the likelihood that readers not connected to the particular local issues and environments will understand and engage more immediately with them. As mentors to an increasingly global network of researchers, it is important for us to help authors present the contexts of their work so that it can be appreciated by those outside the researchers' own local communities.

Duffy, Maureen, *Barry University*
Facilitating Coherence across Qualitative Research Papers

See Chenail, Ronald

Duffy, Maureen, *Barry University*
Qualitative Analysis Transparency

See Wulff, Dan

Duffy, Maureen, *Barry University*
Coming Out of the Shadows: The Researcher's Context

See St. George, Sally

Dundas, Ingrid, *Bergen, Norway*
Exploring client contribution in cognitive therapy: How students made an intervention against test anxiety work

The aim of this study was to explore client contributions in cognitive therapy by investigating how clients made an intervention work. Specifically, we explored reservations against positive self-statements and modifications of the intervention done by test anxious students. Interviews with the students were analysed using a thematic analysis. We organized their reservations into four main categories. Students were concerned that 1) they might be fooling themselves and others 2) positive self-statements did not work when they were in a state of high anxiety 3) they might be adopting statements that contradicted their true feelings and 4) adopting positive self statements might imply harbouring feelings of superiority. In this paper we discuss how students resolved the first two reservations. We conclude that many students managed to find ways to make their self -statements real and meaningful to them, even when anxiety was initially high.

Durham, Aisha S., *University of Illinois at Urbana-Champaign*
Working Class Black Women Answer (the Hip-Hop Feminist) Rap

Much of the scholarship examining sexual politics in hip hop culture recalls rap misogyny. Less has been said about the ways Black women engage with hip hop as racialized working class subjects. While the imaginary Black female body is contained by the ideological frame of the rap music video, the real body is policed by states systems of power that directly impact the everyday lives of poor Black women. Hip hop describes the dilemmas and desires of the working class. It serves as the base by which Black women coalesce to re-articulate the poor urban Black female body. Black women from Virginia public housing rap about music, hip-hop, and the burgeoning movement called hip-hop feminism. This work seeks to integrate their theorization with hip hop feminist scholarship to offer a multiperspectival and polyvocal account that recalls the negotiations and navigation of Black women from the hip hop generation.

Durham, Aisha S., *University of Illinois at Urbana-Champaign*
Youre so angry and strong, and I love it! A Black womans matrix in academic mindfields

In this performance piece, I utilize black feminist thought to explore the matrix of domination as it relates to my graduate school experience as an African-American woman at a predominantly white university. This framework enables me to examine how the real and symbolic body (of work) by Black women are positioned, deployed and commodified within the academy. Integrating the theorization of intersectionality with the cinematic representation of the Black female character, the Oracle, from the film trilogy The Matrix, this autoethnographic account attempts to articulate the perilous spaces where Black women's em/power/less/ness crash, converge or collide

Durham, Aisha S., *University of Illinois at Urbana-Champaign*
A Love Letter from the Battlefield: Theoretically Speaking

This experiential, experimental letter/essay explores the production, purpose and the utility of theory in the life-work of a black feminist intellectual in the U.S. academy. This letter/essay is written to four colleagues who comprise a loosely organized working collective called "Women of the black Atlantic". I connect third world, transnational and black feminist theoretical, methodological and narrative approaches to knowledge in two ways. I use the personal-in terms of retelling personal experience and in terms of writing a letter to friends-to deepen my understanding of feminism produced in discursive and material spaces of erasure and home. I also reiterate what I consider the fundamental features-recall, re-member and represent-of third world, transnational and black feminism. Voice becomes imperative to recount and lay claim to the past through a process of de/construction that allows us to contextualize contemporary experience in order to build a peaceable future from the bridge we construct from our discursive analytic of "black".

Dush, Lisa, *UMass Amherst*
From an Ecological Model to an Ecological Unit of Analysis

This paper will focus on a methodological issue that arose during my dissertation project, a longitudinal qualitative study tracing an organizations implementation of a new writing practice. While I found an ecological model useful for imagining the implementation dynamics at the site, the question of how to derive from an ecological model an ecological unit of analysis was a great challenge. I will begin by describing the limitations of using ecology only as a model or metaphor during data analysis (e.g. Nardi and O'Day's use of "keystone species" and "diversity" to highlight important factors at their site), and will move to consideration of what ecological units of analysis are currently available to researchers, where "ecological" refers to a unit that is, in Susan Leigh Star's terms, "systemic and dialectical." I will present a number of such ecological units of analysis, including the activity and the network, before focusing on my study's unit of analysis, the genre.

Dutta, Urmitapa, *University of Illinois at Urbana-Champaign*
Legitimizing Illness Narratives: Vignettes from Patient Accounts of Mental Illness in a Hospital-Based Mental Health Care

The narrativized accounts of the experience of mental illness has a historical tradition of being muted in the pseudomedical system of categorization from which clinical psychiatry has sprung. The manner in which a clinicians signature is expressed influences the kind of medicalized discourse of mental illness that gets created. This paper questions the suppression of the voices of people with 'mental disorders' in a hierarchically organized hospital setting and how this structure systematically conspires to create a frame of reference that determines what constitutes acceptable evidence in pushing for policy change. Drawing from vignettes of patients' accounts, the varied forms of narratives encountered in clinical work are discussed. The paper attempts to lend audibility to these lost narratives the consideration of which is crucial to meaningful change in the therapeutic context. Based on this, a case is made for legitimizing these illness narratives as acceptable evidence.

Dutta, Urmitapa, *University of Illinois at Urbana-Champaign*
Researcher, Researched and Intermediary Spaces? The Missing Link in Psychological Research

Tracing psychology's non-reflexive and non-positioned past, this paper attempts to recover a traditionally obviated domain in psychological research - the vicissitudes of the relationship between the researcher and the researched. Taking vignettes from a research study with 'terrorists' in India carried out in the qualitative tradition, this paper explicates how a disciplined exploration of the researcher's subjectivity provides the channel through which much of the convergence as well as distinctiveness of one's life vis-à-vis the 'other's' can be unraveled; and how meanings are embedded in the intermediary spaces where the subjectivities of the researcher and the researched meet. It illustrates how the researcher's self-reflexivity and analysis of 'countertransference' serve as a critical aperture through which the participants' shifting and fragmented narratives attain comprehensibility. It makes a case for a movement of these reflexive notes from mere relegation to footnotes as part of the context or pretext to a place in the main text. Finally it concludes with arguments for the inclusion of these as valid data/evidence in psychological research.

Dykins Callahan, Sara B, *University of South Florida*
Evidencing Aesthetics of Poverty

This performance is a critical autoethnographic inquiry into the varying ways that poverty is evidenced in popular culture. Specifically, I draw attention to aesthetics of poverty perpetuated through mass accessibility of visual imagery (representations as seen in movies, on TV and the internet). What constitutes poverty and what are appropriate ways to image poverty? Mediatized images provide a visual and ideological framework for the construction of poverty; they serve as visual evidence, shaping everyday meanings of poverty and dictating what it looks like to be poor. I juxtapose familiar images - starvation and death (international poverty) with eroticism and parody (domestic White trash) - on and through my classed body. I question the efficacy of these images as evidence - as testimony; as legitimizing force - of a typology of poverty. I also challenge

the institutional discourses that allow American society to proselytize, revere, and aestheticize (and capitalize on') poverty that afflicts some demographics while caricaturing, joking about, and demeaning (and blaming') other demographics.

Dyrness, Andrea, *Trinity College*
The risk of change in ethnography-as-solidarity

Researchers in the tradition of activist or engaged anthropology share the desire for their research to contribute to progressive social change. But writings about activist anthropology have seldom distinguished between the types of change promoted by, on the one hand, research products that aim to influence public policy (Foley & Valenzuela 2005; Fine & Weis 1998; Weis & Fine 2000), and on the other, a research process that aims to transform the lives of the participants through collaborative inquiry, reflection, and action (Benmayor 1991; Maguire 1987; Dyrness 2004). The latter is most frequently associated with popular education and participatory research (Freire 1970) and is assumed to be compatible with research-for-progressive-public-policy. But what happens when these two kinds of changes conflict? Using my own work with Latina immigrant mothers in a school reform movement as a backdrop, this paper examines the risk of conflicting changes in participatory research.

Dyson, Ben, *University of Memphis*
Using qualitative research to inform the policy-making process

See Wright, Paul M.

Eagle, Teresa Robertson, *Marshall University*
Perceptions of Preceptor Training in the Dietetic Supervised Practice Experience

See Gould, Mary Kathryn

Egerod, Ingrid, *Copenhagen University*
New strategies in falls prevention

See Evron, Lotte

Eggen, Astrid Birgitte, *University of Oslo*
The Concept of Practice in Ethnography. Towards a framework for ethnographies in an era of political pragmatism

The paper is aiming at developing a pragmatic framework for educational ethnographies linked to national, county and municipal research programmes in which there is some degree of cooperation between researchers, policymakers and teachers/school leaders. The participation in such research programs as ethnographers implies participation in and possible accountability to multiple communities of practice; policymaking communities, research communities and school communities. The paper is furthermore discussing the contributions of classical, linguistic and political pragmatism as well as socio-cultural epistemology in complex ethnographies. The methodological issue of the relationship between theory and practice relies on the language of the teaching practitioner, the language already stated in the academic communities or the language applied by educational authorities. Examples will be drawn from Norwegian

research programs connected to present national educational reforms emphasizing both evidence based policy and building learning organizations.

Ehrensal, Kenneth N, *Kutztown University of Pennsylvania*
Averted or Deflected Gaze: The Problem of Access in Ethnographic Studies of Higher Education

In a provocative 2000 article titled "The Averted Gaze" (Anthropology and Education Quarterly, 31(1), p.5-23), Richard Wisniewski reproaches anthropologists of education for the paucity of ethnographic studies of higher education. In this paper I will take issue with Wisniewski's arguments based upon my own experience in obtaining access to a research site for a year long ethnographic study of classroom practices in higher education. I will argue that the loosely coupled structure of higher education institutions, where few individuals have the ability to instruct other individuals to participate in a study, mitigates against the ability to readily gain access. I will illustrate my argument with examples from my two years of negotiating with potential participants that finally lead to access to a research site. In discussing my own experience, I will discuss the role that serendipity played in creating an opportunity to conduct the initial phase of my study.

Ehrensal, Patricia A.L.,
Evidence in the Public Mind: Popular Media, Politics, and the Reality of School Shootings

The tragic shootings at Columbine High School have been the subject a plethora of both television and feature film dramas. This paper will explore how these dramatizations portray such school shootings. Particularly it will examine how these dramas reinforce commonly held beliefs about the reasons/causes and fears surrounding such events. It will further consider how the reality of school shootings evidenced in these dramatizations help shape public (school) policy discourses and strategies to prevent them. The paper will argue that by reinforcing beliefs about such events, these dramas also obscure structural and organizational factors that lead to real school shootings.

Eibenschutz, Roberto, *Universidad Autónoma Metropolitana Xochimilco*
Planeación urbana y poblamiento popular en zonas de preservación ecológica en los municipios de Chicoloapan y Los Reyes la Paz

See Carrillo, Laura

Eibenschutz, Roberto, *Universidad Autónoma Metropolitana Xochimilco*
Urban Planning And Popular Poblamiento In Areas Of Ecological Preservation In The Municipalities De Chicoloapan And The Kings The Peace In The State De Mexico

See Carrillo, Laura Olivia

Eisikovits, Zvi, *University of Haifa*
Creating shared meanings: The use of multi-method multi-perspective triangulation

See Karnieli-Miller, Orit

Elfstrom, Jennifer L., *Miami University*
A Story of Empowerment: A Community Approach to Intimate Partner Violence Prevention

See Finocan, Gillian M.

Ellingson, Laura, *Santa Clara University*
The Body Tells Time:Writing the Fragile Hold on the Past, Present, and Future

Remembering to forget. Forgetting to remember. Remembering what's forgotten. These are experiences that are difficult to name. Caught between the past and the present, we are startled by the power of memory to flash within our body. We long to remember and long to forget the pain of this embodied memory that clings to simple every day interactions. In this narrative exploration, we write our way through memories and moments of surviving illness, re-membering abuse, and re-covering a loved one. We are not there, but we are there. Language doesn't work, doesn't capture the experience of multiple temporal embodied emotional moments. Narrative writing is a way to move through these chaotic memoried moments compacted into untidy stories. Flashforwards of the future produce scenes unlived and unwanted. The form of the experience that writing provides is an avenue for resisting these transient, troubling identities.

Ellis, Carolyn, *University of South Florida*
On Not Telling Family Secrets

As autoethnographers, how do we decide what to tell and what to keep to ourselves? Is it always beneficial to write about our family secrets? To publish them? How do we decide? In this presentation, I want to think about these issues in terms of writing my own family secrets. For now, I have chosen not to write about some traumatic events in my childhood and I want to explore the benefits and risks of telling and not telling.

Ellwood, Constance, *University of Western Sydney*
Transforming the Researcher

In the tradition of attempts to do research differently and thereby avoid necessarily partial and always objectifying accounts of the Other, this paper describes a project which sought to undo the territorializing effects of the researcher's inspectorial gaze by considering the ongoing impact on the researcher of research into the lives of homeless young people.

Eng, Eugenia, *The University of North Carolina at Chapel Hill*
African American Girls Explore Food, Fact, and Fable through Photovoice

See Bowen, Ronni Lee

Engelsrud, Gunn, *University of Oslo*
Dancing with Merleau-Ponty- Embracing Paradoxes?

This paper presents findings from a qualitative project on dancers' experiences of improvisation. I build on material from participant observation (observing participation) in classes and international seminars. I aim to illuminate that doing improvisation in an institutional setting is embedded in a paradox. It is

paradoxical that the dancers continuously seem to run the risk of experiencing objectification, even if the intention of the teachers states the opposite. In the light of Merleau-Ponty's theory, it could be argued that the dancers never become aware of their own ways of dancing until they have already made contact with others. The others' movement and expressions are already "pregnant "with meaning before the dancer enters the floor. The dancers have to fulfil the expectations from the dance form, but to do this they have to embody the dance with their own subjectivity and own kinaesthetic and perceiving body. Dancers have to live (dance) the ambiguous situation of being an object for others and a subject for themselves. One has to make one's own body available to form and at the same time transcend the boundaries of the form, and occupy and create a new space for one's own expressive body. The findings reveal that boundary and freedom are on identical ground and that the paradox of being an object for others and a subject for oneself cannot be escaped but needs to be embraced.

Erdem, Goksel, *Canakkale Onsekiz Mart University, Turkey*
Becoming an Internationally Recognized Institution: Strategic Plan of the COMU College of Education for International Relations

See Eryaman, Mustafa Yunus

Erdem, Gunhan, *Canakkale Onsekiz Mart University, Turkey*
A Case Evaluation of Strategic Plan of Comu Health College for 2007-2010

The purpose of this qualitative case evaluation is to introduce and analyze the strategic plan of COMU Health College for 2007-2010. In this presentation, the author, the dean of the College of Health, will analyze the strategic aims for the department of Rescue and Emergency Management (REM). Three major topics will be evaluated based on the principles and methodologies of Case Study Evaluation: a) providing employment for the graduates across the country through legal regulations, b) enabling the students to take a training course in the summer of 2008 at Osnabruck Fire Brigade in Germany, c) organizing first National Rescue and Emergency Management Symposium in the spring of 2008.

Ertem, Ihsan Seyit, *University of Florida*
Elementary-School Teachers' Perception and Use of Computer Technology in Teaching

The purpose of the study is to investigate elementary-school teachers' experiences using technologies and their personal views of computer technology integration. To accomplish the purpose of this study, the primary focus will be providing answers to the following research questions: 1. What are the perceptions and experiences of elementary teachers about computer technology' 2. What are the elementary teachers' motivators to use technology in teaching? Semi-structured interviews were conducted with four teachers to gather more in-depth and specific information about elementary school teachers' perception and using technology in teaching. The results of the study indicate that the experience of teacher with technology affects the decision to use computer in teaching. There is a pressure coming from society for the teachers to use computers in teaching.

Ertem, Ihsan Seyit, *University of Florida*
A Case Study: Exploration of Interrelationship Between Cultural Identity and Language Choice

This case study explored the interrelationship between cultural identity and language choice member of the second-generation Turkish ethnic family in the United States. I observed a period of two months the child-mother interaction, and conducted a series of interviews with the family members.The seven years old second generation child and his mother participated in this study. The reserach findings indicated that the the parent wish their children to attain a high level of English proficiency and adapt to the American culture, but they also want them to learn their heritage language and culture.The findings suggest that there is a connection between culture and language. This connection is viewed as cause and reason. Not only does culture shape language, but language also shapes culture. Interestingly, culture defines not only what its members should think or learn but also what they should ignore.

Eryaman, Mustafa Yunus, *University of Illinois at Urbana-Champaign*
Strategic Planning in the International Association of Educators

The president, Mustafa Yunus Eryaman, and General Secretary, Nihat Kahveci will report on coordination of the activities of the standing committees and performance of these committees in accordance with the INASED Constitution.

Eryaman, Mustafa Yunus, *University of Illinois at Urbana-Champaign*
A Qualitative Case Evaluation of Characteristics of Art-Centered Literacy Practices in a Fifth Grade Classroom

The purpose of this qualitative case study was to understand how discourse and performance centered, and inquiry based literacy practices transformed elementary school students' views and perceptions of literacy learning in a fifth grade classroom. 25 fifth grade students and one literacy teacher participated in the study. Theoretical and methodological principles of case study research were employed to analyze the data. Three characteristics of literacy practices emerged based on students' responses: (a) Literacy as a Communicative Practice, (b) Literacy as a Performative Practice, and (c) The Pragmatic Notion of Literacy Practices.

Eryaman, Mustafa Yunus, *International Association of Educators*
An Interpretive Case Evaluation of Preservice Teachers' View of Literacy as Performative Practice in an English Method Course

This interpretive case study evaluation delves into preservice theachers' perception of using performance and drama as teaching methods in literacy classrooms. In this study, I explored how a middle school English method course affected pre-service teachers' understanding and perception of art centered literacy instruction by using the theoretical and methodological principles of case study research. It was central to this research study to explore the process of educational "change" and "growth" in preservice teachers' understandings overtime through deliberation, dialogue, and performance in the method course. I also analyzed the shifts preservice teachers made in their beliefs, perspectives and attitudes towards understanding teaching as moral, cultural, social, per-

formed and political accomplishment. I explored the nature of these shifts as well as the patterns across students meaning making.

Eryaman, Mustafa Yunus, *University of Illinois at Urbana-Champaign*
Becoming an Internationally Recognized Institution: Strategic Plan of the COMU College of Education for International Relations

In this presentation, the authors will introduce and analyze the strategic plan of the COMU College of Education for the international relations. The aim of developing and evaluating the effectiveness of the strategic plan is to understand what the institutional, financial, bureaucratic, structural, global and local expectations and needs of the university are to make the College of Education an internationally recognized institution and how the members of the college see and implement the policy decisions stated in the strategic plan of the international relations. The authors also will examine the limitations of developing and implementing strategic plans for the College of Education.

Escobar, Gloria, *Universidad de Antioquia*
The Evaluation Of Qualitative Research: Also A Problematic Issue With Qualitative Researcher Peers

See Peñaranda, Fernando

Escobar, Gloria, *Universidad de Antioquia*
¿El cambio en la educacion para la salud: un asunto de verdad o de legitimidad?

See Peñaranda, Fernando

Escobar, Gloria, *Universidad de Antioquia*
Los programas de promocion de la salud: necesidad de dialogo entre verdades y racionalidades diferentes

See Peñaranda, Fernando

Escobar, Gloria, *Universidad de Antioquia*
Health Education Threatened By Evidence Based Medicine

See Peñaranda, Fernando

Etherington, Kim, *University of Bristol*
Narratives of identity: from 'recreational drug user' to 'druggie'

This study asks: what can we learn from a person's story about their changing sense of self and identity from someone who 'occasionally takes drugs' to being 'a druggie'? I will draw on one of eight life stories that focus on cultural and gendered influences, to show how drug addiction occurs within the context of a person's life; how narrative and identity constitute one another; and how new identities emerge as the teller moves between private and public, personal and cultural, past and present. I suggest that re-storying lives can enable healing connections between historic childhood trauma and subsequent drug misuse. By asking people 'Why did you misuse drugs?' we can invite them to make sense of their drug misuse in ways that loosen the hold of stigmatising stereotypes based on concepts of identity as fixed and 'damaged', and restore(y) 'the preferred

sense of identity or personhood' which can become 'the foundation for a rich story development of the person's life' (White 2004, p. 47).

Etherington, Kim, *Bristol*
A conversation exploring collaboration in our relationship as doctoral candidate and supervisor

See Martin, Viv

Etowa, Josephine, *Dalhousie*
Mixing Methods for Social Policy Intervention? Critical Ethnography Meets Geoscience

See McGibbon, Elizabeth

Evans, Kevin David, *The Ohio State University*
Welcome to Ruth's world: An autoethnography concerning the interview of an elderly woman

This autoethnography deals with the reflexive nature of conducting ethnography with an elderly woman in an assisted living facility. As the interview progresses, the author, graduate student, and participant are united in a shared memory that transcends the research process. This tale is provided as a means to demonstrate the multilevel horizons that can surface through a shared memory and how that can influence the researcher. The hope is move further out and also evoke within the reader a shared memory. This article also reveals some of the effects of catalytic validity directed at the researcher.

Evron, Lotte, *Faculty of Health Science, Copenhagen University*
New strategies in falls prevention

Background: The aim of this study was to describe and analyse a falls clinic as a technology to gain a better understanding of fall prevention strategies across sectors. Methods: Individual semi-structured interviews were carried out with six administrators across sectors in a particular county. Participant observation was carried out at a falls clinic. Post structuralism was used in providing concrete approaches to the analysis of qualitative data in the empirical research. Results: Thematic analysis demonstrated that the understanding of falls varied from an everyday problem to a specific medical category. Our findings suggest that the falls clinic frames fall prevention strategies across sectors, but also unintentionally creates subcategories of older people with a fall problem. Conclusion: New strategies that employ an understanding of falls prevention from a broad perspective of falls as a variable condition may prevent marginalising subcategories of elderly people with risks of falling.

Falmagne, Rachel Joffe, *Clark University*
Evidence and generalization: Epistemological issues for interpretive methods

Borrowing Stuart Hall's formulation from a different context, I argue that 'evidence' and 'generalization' in qualitative research are concepts "operating under erasure, idea[s] which cannot be thought in the old way but without certain key questions cannot be thought at all". I explore reformulations of the notion of evidence honoring the interpretive nature of qualitative research and

the situatedness of knowledge yet eschewing postmodern relativism. In particular, I critically explore the epistemic relations between evidence and (reflexive) understanding, Sandra Harding's notion of strong objectivity, and the status of coherence theories of truth in informing such reformulations. Next, I introduce a new concept of (concrete) generalization that preserves the particularity of social agents sought in qualitative analyses while also enabling broader social interpretations that are neither causal nor reductive and remain grounded in the particularized descriptions they condense. The methodological implications of these ideas are illustrated with reference to a current feminist research project.

Fambrough, Mary J, *Alliant International University*
Exploring the Labor-Management Experience: Two Sides of the Same Table?

Theorist and consultant Dick Beckhard said that in most organizational conflicts, "there's your shit, my shit, and our shit." My experience in labor negotiations has taught me that as one might expect, "our shit" remains the same from either side of the table. In this paper, I use writing as a method of inquiry to examine what happens to "my shit" as I investigate my experiences representing first management as a negotiator for a consortium of contractors in the construction industry, and then labor, representing the faculty of a multi-campus graduate university in the negotiation of its first collective bargaining agreement. Using personal journals and critical analysis, differing constructions/enactments of the labor-management partition are elaborated. Multiple levels are explored including personal and professional identity, social roles, transitions, and attributions, industry contrasts, and the way social conflict and power are embedded in the institutions themselves, shaping the experiences of the actors.

Fassler, Andreas, *Virginia Commonwealth University*
Finding evidence for improving model guidelines through mixed-method intervention research

How qualitative methods produced useful evidence for model building How a participatory approach changed agency practice How Atlas.ti preserved the freshness of participants' voices The research aimed at building a social work practice model from a combination of client-centered motivational interviewing and the highly structured task-centered model of social work practice. Following a participatory action model, it engaged social work practitioners in a practice-based model building activity for an underserved African-American inner-city opiate addicted client population. The study is situated at an outpatient methadone maintenance program. Treatment session audio recordings are analyzed directly in Atlas.ti without prior transcription. Several quantitative measures of high clinical utility were used to measure outcomes for a single-system design approach. Combined with the process observation, participant feedback and a focus group a dense and trustworthy case description was achieved.

Faulkner, Sandra Lea, *Syracuse University*
Hello Kitty Goes to College: Poems about Harassment in the Academy

In this paper, we present a series of poems that fictionalize our own and our students' experiences and narratives of sexual harassment through the use of a cartoon character. The poems demonstrate administrative and fellow professors' reactions to the standpoints of women of color, untenured professors, and students that experience harassment in the academy. We argue that a fictional account is necessary to represent these experiences given the power structure of the academy. We use feminist and critical race theory to place the poems in the context of the harassment literature and to demonstrate how reactions to the presentation of standpoints are an important area to study for understanding how harassment is perpetuated and considered normal behavior in the university system.

Fayter, Rachel, *Wilfrid Laurier University*
Critical Reflections on Empowerment: Do Faith and Spirituality Contribute to the Process of Empowerment among Impoverished Consumer/Survivors?

Recent developments in the literature concerning the process of recovery from mental illness are closely related to the concept of empowerment, which entails a sense of personal control and choice, individual self-determination, democratic participation, and access to valued resources. The purpose of this paper is to highlight some empowering characteristics and impacts of a faith community and mental health outreach minister for impoverished people experiencing mental illness, and to determine whether this setting and role contribute to personal and economic empowerment. This paper is based on two qualitative exploratory research studies focusing on spiritual issues for impoverished mental health consumer/survivors. A critical analysis of empowerment themes indicates that participants felt personally empowered but lacked economic and political power or control. Areas for future research and implications for community action are discussed.

Fehrman, Dar Lee, *University of Wisconsin-Milwaukee*
Planting the Seeds for a New Social Movement: How Educators Can Teach Collective Social Action in Urban Schools

In this paper, I will discuss an ethnographic case study that utilizes a multi-instrument approach and focuses on efforts to teach social-activism skills to low-income urban youth as an intervention strategy during a required school-based social action program at an inner-city charter school. Since youth develop identities as activists by actually engaging in social-activism, urban educators need to move beyond a critical pedagogy and adopt activist identities themselves to spur youth to action. This paper discusses how urban schools and school-based social-action programs need to collaborate with other community-based activist organizations to build power through greater access to tangible resources, expertise, and social networks. Collective social-action theories and community/youth-organizing models are presented as possible templates for school-based programs.

Fenton, Nancy Elizabeth, *Brock University*
Conversation as Research Method: Shifting Depictions of Evidence, Shaping a New Research Politic

In this presentation, we revisit a paper we gave at last year's Congress entitled "Engaging Each Other in Creative Inquiry: Relationship as a Cornerstone for Conversation as Method in Qualitative Research" in order to inquire into the value of our depictions of evidence and our knowledge claims from a political stand point. In that paper, we based our co-constructed attempts to make

meaning in a rich and detailed personal exchange using diagrams, metaphors and daily journal entries. In this session, we want to explore the political consequences of our depictions and their centrality for providing evidence that is both meaningful and trustworthy. In this time of methodological shifts in qualitative research that invite/incite researchers to expand their repertoire of methods to come to see in new ways, we believe that the transformational possibilities of shifting depictions of evidence can help shape a new research politic.

Fernandez de Sanmamed, Maria Jose, *Institut Cátala de la Salut*
Calidad y lectura critica en Investigacion Cualitativa en Salud (ICS): Discusion de una propuesta integradora

See Calderón, Carlos

Fernández de Sanmamed, María José, *Institut Cátala de la Salut.*
Quality and critical appraisal in Qualitative Health Research (ICS): Discussion of an integrative proposal

See Calderón, Carlos

Ferry, Hugh, *University of Memphis*
Using qualitative research to inform the policy-making process

See Wright, Paul M.

Fidyk, Alexandra, *National-Louis University*
Strangers & Scapegoats: Addressing Difference through a Roma Narrative

"Strangers, gods and monsters," writes Richard Kearney (2003) "represent experiences of extremity which bring us to the edge. They subvert our established categories and challenge us to think again" (p. 3). In this presentation we consider the European Roma, a people who have been the most persistently discriminated against and yet excessively romanticized (Cooper, 2001), through this interpretation of "stranger." Through a weaving of narrative, fact and folk tale, we consider how the Roma - their identity, knowing and ways of being in the world - speak to us of how we are split between the conscious and unconscious, familiar and unfamiliar, same and other. We address questions of identity, alterity and explore possibilities of responding to the "problem" of the stranger in terms of philosophical understanding. In so doing, we hope to extend not only the discussion of difference in teaching and research but also in our response toward people, in particular the Roma, who have been denied rights, persecuted and discriminated.

Filmer, Alice A., *University of Illinois at Urbana-Champaign*
Graduate Writing Circles: Fostering the Foundations of Responsible Academic Citizenship,

This is going to be a roundtable type of panel presentation. See session abstract for description.

Finley, Susan, *Washington State University*
Whose truth? Omissions, Contradictions, Misappropriations, and Embellishments

Drawing on participatory action research in homeless tent communities, among street youths, and with homeless and very economically poor children and families, sheltered and unsheltered, this paper explores the ethics of truth-telling, explores truth-telling in performative and participatory research models, and interrogates power dynamics that define truths in participatory research communities. From my own published research, for the purpose of discussion of research ethics and power issues, I will present examples of times when I have chosen to omit information, made seeming contradictions, could be charged with misappropriations and, finally, I will explore narrative discourse, story-telling, fictionalization, colorful language and possible embellishments in my work. The discussion will also take up trustworthiness, accountability, and representations of multiple perspectives.

Finley, Susan, *Washington State University*
Methodological Rigor: Intellectual Rigor mortis?

This paper explores the crusade for methodological rigor and its impact on teaching and practicing qualitative methodologies. Topics include the politics and practices of higher education in training researchers, academic policing activities, academic freedom for student and faculty researchers, and quality standards for qualitative inquiry. The death of a graduate-level arts-based research class is explored, along with a story of resistance by working the system to include arts in teaching about research. Questions to be considered include: How does an academic resist establishment? What do qualitative researchers want from IRBs? [Or, what do I want from my IRB'] and, How can I be a successful advocate for marginalized populations (e.g., homeless children) when positioned as a qualitative researcher'

Finocan, Gillian,
Self Narratives on the Improvisational Stage of the Dream

See Knudson, Roger M

Finocan, Gillian M., *Miami University*
Performative Writing and Dreams

Both performative writing pieces and dreams speak the language of metaphor, image, and poetics. Dreams offer us windows into the imaginal and opportunities for the witnessing of, experiencing of, and learning from enactments in our imaginal fictions. Performative writing allows readers and/or audience members to vicariously experience scenes and to identify with the characters presented in the performative pieces. Through the evocative potential of dreams and performative writing, individuals are able to experience a knowing of what matters based on how the body feels and responds to the scenes. Dreams and performative writing also invite mysteriousness, possibility, puzzlement, and improvisation. This paper provides an argument and rationale for the use of performative writing when individuals are trying to work with, understand, and present experiences with dreams.

Finocan, Gillian M., *Miami University*
A Story of Empowerment: A Community Approach to Intimate Partner Violence Prevention

Intimate Partner Violence (IPV), which includes domestic violence and sexual assault, is a problem that members of a community may be aware of, but adults, youth, professionals, and already existing community coalition members often have multiple and conflicting perspectives. These different perspectives on the factors contributing to IPV and on appropriate prevention and intervention efforts produce tension within the community and create barriers to social change. Using knowledge of empowerment evaluation and PAR, strategies were developed to address these conflicts and to facilitate change. In order to ensure key voices in the community were heard and valued, community members were encouraged to take on the role of researchers. This paper presents the methodology that was employed by members of a Southwest Ohio community with a focus on how the strategies used addressed the tension and helped to build motivation for implementing sustainable change.

Fishman, Darwin Ben, *University of Maryland, College Park*
Given Meaning, Finding Participation: Black Youth's Political Socialization in the Washington, DC Metropolitan Area

It used to be common knowledge that political socialization occurred during youth and that youth learned some of their most important political lessons while in school. Most of the research done in the last forty years has been based on quantitative research and a racially (White) biased sample of youth. I decided to conduct an ethnographic research project on Black youth to be able examine some of the assumptions that the field of political socialization has been built upon. This project was based on observations and interviews in one African American History elective class for Juniors and Seniors in a public high school in the Washington, D.C. Metropolitan Area. I attempted to learn how much of their political activity might be considered traditional political activity (i.e., voting, political party affiliation) or non-traditional political activity (i.e., public protest, boycotts), or even if what they had described to me could be considered political in content, design, and/or execution.

Fitzgerald, Alannah Teresa Dysart, *Concordia University*
Evidence-based inquiry: poison or antidote to educational practice?

Evidence-based practice, at once both ill-defined and under-studied in the field of education, lends authority to claims that 'learning' is nothing more than its end-result: retention and long-term memory. Close at the heels of the health sciences, education has been trying to emulate clinical approaches in the measurement of learning outcomes through experimental and quasi-experimental research. Medical training, which gave us problem-based learning, is also coming under pressure to adopt more measurable methodological practices, namely, guided-instruction, which has been touted by evidence-based inquiry as the only reliable learning scaffold. In response to a recent analysis of the 'failure' of constructivist, discovery, problem-based, experiential, and inquiry-based instruction, this paper stops to ask if, in fact, these refuted approaches to teaching are dealing with the same learning objectives and learning taxonomies, and if there is any solid ground for a meaningful comparison between them and evidence-based practice.

Flaspohler, Paul D., *Miami University*
A Story of Empowerment: A Community Approach to Intimate Partner Violence Prevention

See Finocan, Gillian M.

Flores, David, *University of Michigan*
Negotiating the Anxiety of Fieldwork

none of the "how to" books on doing ethnographic research prepared me for the fear and anxiety that I experienced as a participant observer conducting fieldwork about day labor workers in Detroit, Michigan. In addition, I began my fieldwork believing that because of my own Mexican background and experience growing up in a poor neighborhood, I would be able to overcome the anxiety of doing fieldwork on Latino day labor workers. However, in this paper, I discuss the emotional complexities that I experienced doing participant observation in a poor urban neighborhood in southwest Detroit otherwise known as "Mexicantown." This paper uses diary entries rather than the NVivo coded "scientific data" that I have normally used as "official field notes". Although each ethnographer's experience is unique, I hope to touch on some of the everyday challenges of conducting participant observation.

Flores-Ángel, Mario-Alberto, *Universidad de Guadalajara*
Perspectivas Economicas del Turismo Religioso en el Municipio de Yahualica, Jalisco, Mexico

Los antecedentes de la mayoria de enclaves religiosos los cococemos a traves de la cultura popular, que expresa la creencia o devocion hacia algun santo varon o pia mujer, martir y/o aparicion, dando lugar a un centro de oracion a donde los peregrinos van a pedir favores, propagando el que ahi se estan haciendo milagros, pasando progresivamente de ser un sencillo espacio de oracion a un enclave religioso, transformando en muchas ocasiones, remotos caserios en pueblos economicamente dinamicos. Esta investigacion realiza un analisis historico comparativo de tres enclaves religiosos en municipios del Estado de Jalisco, Mexico, desde una perspectiva del turismo religioso. El objetivo principal de la presente indagacion, fue analizar la evolucion del fenomeno religioso en torno a la Virgen de San Juan de los Lagos, Santo Torobio en Jalostotitlan y el Señor del Encino en Yahualica, encontrando puntos en comun en sus origenes, manifestaciones, problematica y perspectivas.

Foss, Christina, *University of Oslo*
The invisible encroachments - ethical challenges in qualitative research interviews with elderly respondents

The aim of the presentation is to draw attention to ethical challenges in qualitative research interviews with elderly respondent. The presentation challenges the dominant assumption that qualitative methods are potentially not harmful, arguing that so-called "emphatic and sensitive" research frequently referred to in qualitative studies have its special ethical challenges and pitfalls. Intimacy and closeness can be aims in most qualitative research interviews. In line with this,

"daily conversation" has been described as an ideal research approach. However, what is considered private in a conversation today have changed tremendously, thus increasing the possibility that researcher and the elderly respondent might have quite different levels of self-disclosure. This change increases the risk of violating the elderly respondents' integrity. The issue addressed also demonstrates how strategies of power and different philosophical assumptions about human beings might come to play in a context of qualitative interviews.

Fournillier, Janice B, *Georgia State University*
Picture, Picture, no picture!

As an ethnographer working in the space that I call "home", I made the decision to use photography as the evidence of the kinds of activities that went into making mas (shortened form of the work masquerade) costumes for the annual Trinidad Carnival celebration. During my "home working" (Stewart, 1989) experience, one of my data sources was the 507 photographs of the mas makers at work/school and their final products. I was attempting to explore the learning/teaching practices at work in the making of the mas' costumes. This paper deals with the ethical and political issues that framed the use of this evidence and how the photographic field notes allowed for the process of remembering and recovering the activities, as well as representing the outcomes in a traditional dissertation paper framed within a western context. What space is there for acceptance of photographs as "trustworthy" evidence of learning/teaching practices, given the "conservative challenge" (Denzin & Giardina, 2006) that researchers face.

Fournillier, Janice B., *Georgia State University*
Plus ça change, plus c'est la même chose

In this per-formative ethnographic piece which will take the form of an internal monologue (stream of consciousness) using the Trinidadian dialect, I deal with the similarities between the two plantations: the one in which I studied and worked for most of my life and the one I now inhabit.

Fox, Ragan, *California State University, Long Beach*
Sober Drag Queens, Digital Forests, and Bloated "Lesbians": Performing Gay Identities Online

In the summer of 2005, Bluestein created Qpodder, an interactive, online (OL) community that connects men and women involved in the ever-growing world of digital performance. The website is a "social space" (Stone, 1991) insofar as it provides a place for queer podcasters and fans, or "Qpodders," to congregate and discuss issues relevant to the "Qpodding" community. Website features include a chat room, forum, and interactive blogs. Qpodder is also a "public space" (Rheingold, 1993), because it promotes an identifiable community of people bonded by similar interests. In this study, I examine the ways in which gay men utilize computer-mediated communication (CMC) as an "identity workshop" (Parks & Floyd, 1996) and source of play. I also study the ways in which gay podcasters performatively construct an oppositional, OL consciousness. Specifically, I utilize creative reporting techniques to illuminate performance strategies employed by Qpodders. I contextualize the theoretical and methodological frameworks of the study. I, then, consider how the performers replicate and manipulate space and geography in their audio productions. I conclude with an examination of how the men's online performance tactics empower gay men and their audience members.

Frankel, Paul,
Serendipity Social Research

See Munson, April Simpson

Frankham, Jo, *University of Manchester*
Reading the silences: Ex-pupil voices and exclusion from school

This work draws on research about relationships between teachers and young people who have been excluded from school. Here I focus on the experience of doing research in this area as a window on understanding better the complexities of these relationships. It is in the process of setting up a research project of this kind that many unanticipated and disarming occurrences are evident. I take the view that there is great potential here for learning about exclusion through reflexive consideration of these methodological "discomforts" (Pillow, 2003). This challenge was also echoed in the troubles I had with the accounts that were generated - data that was punctuated by silences, indirections, refusals and hesitations; as St Pierre (1997) describes it "data that escaped language" (179). I argue here that these discomforts, and the silences I have tried to explore, are highly relevant to work that other adults might do with those who have been excluded from school.

Freeman, Emily, *National Network on Environments and Women's Health*
Evidence-Based Medicine: Clarity and Consistancy in the Definition and Meaning Within the Medical Literature

Evidence-Based Medicine (EBM) has become the dominant paradigm used by physicians to guide treatment decision making in the clinical encounter. As discussed in the medical literature, this paradigm is typically described as consisting of three components: research evidence from RCT's, clinical circumstances and patient values. Much attention has focused on the evidence component of the paradigm in terms of attempts to improve the production, synthesis and transfer of research evidence to physicians in order to improve the take-up of this information in clinical practice. However, the definition and meaning of the EBM components and their relationship to one another are not unambiguously self-evident. .Using content analysis, this research project provides a systematic review of available medical literature focused on conceptualizing the "EBM paradigm" in order to explore the degree of consistency and clarity in the definition, meanings and relationship aassigned to the various paradigm components. The four major areas of interest in this literature review include: 1). the extent to which EBM is defined in the literature 2). the definition and meaning (s) attributed to the three main components of EBM, 3). the relationships defined in the literature among these comonents and 4) the extent of clarity and consistency in the use of these terms and their relationships across articles […]

Freeman, Melissa, *University of Georgia*
Montage: Engaging the Analytic Imagination

Montage, the technique of combining disparate images or elements to form an illusory or real unified whole, is explored as a means to engage the analytic imagination. Although talk of quality in qualitative research often focuses on the methods used, less considered are the ways in which the presentation of data shape and foster particular forms of engagement with meaning. According to philosophical hermeneutics, meaning is produced in the space where image and viewer and text and reader meet. This paper explores the strategies used in photographic essays and arts-based research that engage readers/viewers actively in the interpretive process. It concludes by considering the value of engaging the analytic imagination by fostering a response of active questioning versus one of passive reception to qualitative work.

Freeman, Melissa, *Univ of Georgia*
The Interdisciplinary Qualitative Studies Graduate Certificate Program at the University of Georgia

See Roulston, Kathryn

Fricke, Ruth Marilda, *UNIJUI*
Small big mistakes problems in the field work

The human actions get organized in the sense of reaching his marks with the biggest possibility of success, spending a reasonable effort. For that, they are put in front of the objectives and strategies previously defined. . Without this definition same they are developed randomly compromising the results. The investigator is careful when it begins a process of inquiry. They define the theme, the objectives, the hypotheses of direction and it looks for the interlocutors of the empirical field for his theoretical discussion building in this way the paradigms of reference for his inquiry. Soon as there is not neutrality, it is the objectivity that can guarantee this character of doing scientifically. Since it will collect objectivity to the inquiry avoiding to false results, this is the nature of this text. We board the small mistakes that are translated in great problems in the realization of the field work.

Fricke, Ruth Marilda, *UNIJUI*
Changes of paradigms in the evolution of the Brazilian taxes of fertility

There is a relation between the demographic characteristics and taxes of fertility. We value his evolution principally made a list with years of study, color or race, profits. The numerous family of the first halves of colonization gives up place you arrange whose ideal of fertility is restricted to the longing of having at most a son. From a qualitative inquiry on Quality of Vida carried out by sampling with 250 families of the urbane area of Ijuí (BR), it analysed the relation between these factors and the size of the family. It pointed out to itself this phenomenon so much in the evolution of the statistics of fertility in local, regional level and of country The decades of 60/70 constitute evolutive landmarks of the Brazilian society in different social parameters like the interference of the schooling in the growth of the curve of the number of children.

Fricke, Ruth Marilda, *UNIJUI-Universidade Regional do Noroeste do Estado do Rio Grande do Sul*
Masculine hegemony and feminine power in (des) construction

This article does a reflection on the current state of the woman in the Brazilian society. The presence of the woman is relevant for his insertion that provokes significant alterations in the current social frame principally in what it concerns the family, the labor market and the politician. This research makes a dialogue with ten women looking for his life story in the sense of opposite social papers. The family of today does not follow the same standard of the families of our grandmothers, not even of the families of our mothers, a reaction pursued to emphasize that the women were practicing paid activities They are, in fact, resulting changes a few of others. In this context, the statistics indicate a significant growth of women chiefs of family in Brazil. The reflexes of that are accompanied in the composition and social organization, inside and out of the familiar extent.

Fritz, Elzette, *University of Johannesburg*
Ethnographic narratives of teachers in a young democracy

See Smit, Brigitte

Fuehrer, Ann, *Miami University*
Unlabeled Sexual Experiences: Women's Stories

See Koelsch, Lori E

Fuentes Mayen, Eloisa, *Universidad Autonoma Metropolitana*
Nociones hermenéuticas en la investigación en diseño gráfico

El diseño grafico es una disciplina que se inserta dentro del campo de la comunicacion, por lo cual los productos que resultan de dicha actividad son mensajes visuales (en la mayoria de los casos). Por la cualidad de ser mensajes, rebasan el mero aspecto grafico y creativo, cuestion de la cual no son plenamente conscientes un gran numero de diseñadores graficos. Aunado a ello, las investigaciones que estudian el fenomeno de la imagen representada materialmente, ya sea en el ambito semiotico o hermeneutico, se enfocan en el arte y dejan a un lado la produccion del diseño grafico. Por ello el objetivo es rebasar el aspecto receptivo pasivo de la imagen grafica y entenderlo como un acto interpretativo que ejecuta el espectador ante dicha imagen y enfatizar que es particular a un determinado grupo. Una vez que ello suceda, los resultados seran expuestos para que el diseñador grafico sea consciente de dicho acto al momento de proponer una imagen grafica que pretenda solucionar un determinado problema de comunicacion. Por ello una metodologia de corte cualitativo, como lo es la hermeneutica nos permite entender a las imágenes gráficas como agentes activos en un proceso comunicativo y no como algo acabado, objetivo y universal. Los resultados obtenidos en dicha investigación permitieron entender a la imagen gráfica como discursos visuales que como tales dependen de un contexto y de un código para su interpretación.

Fuentes Mayen, Eloisa, *Universidad Autonoma Metropolitana*
Nociones hermeneuticas en el diseño grafico

El diseño grafico es una disciplina que se inserta dentro del campo de la comunicacion, por lo cual los productos que resultan de dicha actividad son mensajes visuales (en la mayoria de los casos). Por la cualidad de ser mensajes, rebasan el mero aspecto grafico y creativo, cuestion de la cual no son plenamente conscientes un gran numero de diseñadores graficos. Aunado a ello, las investigaciones que estudian el fenomeno de la imagen representada materialmente, ya sea en el ambito semiotico o hermeneutico, se enfocan en el arte y dejan a un lado la produccion del diseño grafico. Por ello el objetivo es rebasar el aspecto receptivo pasivo de la imagen grafica y entenderlo como un acto interpretativo que ejecuta el espectador ante dicha imagen y enfatizar que es particular a un determinado grupo. Una vez que ello suceda, los resultados seran expuestos para que el diseñador grafico sea consciente de dicho acto al momento de proponer una imagen grafica que pretenda solucionar un determinado problema de comunicacion. Por ello una metodologia de corte cualitativo, como lo es la hermeneutica que nos permite entender a las imagenes graficas como agentes activos en un proceso comunicativo y no como algo acabado, objetivo y universal. Los resultados obtenidos en dicha investigacion permitieron entender a la imagen grafica como discursos visuales que como tales dependen de un contexto y de un codigo para su interpretacion.

Fuentes, Xochitl, *U of Guadalajara*
A Critical Evaluation of Five-Year Teaching Qualitative Research Experience in the Health Field

See Mercado-Martinez, Francisco J.

Gafni, Amiram,
Evidence-Based Medicine: Clarity and Consistancy in the Definition and Meaning Within the Medical Literature

See Freeman, Emily

Gage, Jeffrey Dean, *City Campus, Christchurch Polytechnic Institute of Technology*
"Talk to me" Adapting the Interview Process to Meet the Needs of Low-Income Men in Mid-Missouri

In this paper I will describe a methodological challenge I encountered as a foreign student from New Zealand, undertaking PhD research with male participants in Mid-Missouri. In this constant comparative study, a relational dynamic was identified for which traditional interview techniques were largely ineffective with participants unaccustomed to telling their stories. Through a process of critical reflection about issues of race, class, and gender, new techniques for interviewing male participants were co-created, enabling men to engage more fully in meaningful reciprocal relationship. These techniques were a departure from current conventions for interviewing in research and challenged my own, and collegial assumptions about interview method, awareness of difference, and cross-cultural communication.

Gajjala, Radhika, *Bowling Green State University*
Racing and Queering the Interface: Producing global/local cyberselves

In this essay, we are concerned with social and cultural problems of producing, consuming, and using technology in various contexts. We therefore consider a research practice based in epistemologies of doing (Gajjala and Altman, 2006) in order explore the production of selves at the intersection of online/offline. Our effort is a multi-vocal cyberethnographic engagement that emphasizes the examination of how power works in multiply mediated contexts at the intersection of online and offline practices. This reveals how ideology, discourse, and material practice interweave in the production of global/local cyberselves. We employ performative writing to illustrate how techno-mediated environments engaged ethnographically allow us – each situated in her own specific socio-cultural personal context – to understand processes of production of identities at the computer interface. Therefore, some of what we do here strives to capture our habitus online which is created not only through our interaction with the environment but with the (in)visible code that serves as the framework for the interaction. As we struggle to individually articulate selves in these contexts, the coded interface permits, shapes, and disallows subject positions. As cyberfeminists, we negotiate the given technological infrastructures through attempts to subvert code and context in technical and social terms. Race, gender, sexuality, and other indicators of difference are made up of ongoing processes of meaning-making, performance, and enactment. For instance, racialization in technologically mediated global context is nuanced by how class, gender, geography, caste, colonization, and globalization intersect. Raced subjectivities thus get produced against the specific contextual backgrounds incorporating local and global economic and social processes. Further, while cyberspace is not a place (Enteen, 2006), it is a locus around which modes of social interaction, commercial interests, and other discursive and imaginative practices coalesce (Kolko, Nakamura, & Rodman, 2000). To explore such practices, we analyze specific ethnographic encounters emerging in the research and pedagogical activities of the courses we teach, participate, and observe.

Gajjala, Radhika, *Bowling Green State University*
Epistemologies of Doing: E-merging Selves Online

In this essay, we discuss the production of subjectivities at the intersection of local/global and online/offline environments through an engagement with the contexts ethnographically, to illustrate a methodology based in epistemologies of doing. We suggest that researchers studying the production of identity in techno-spaces must engage in the production of culture and subjectivity in the specific context while interacting with others doing the same in order to gain a nuanced understanding of how identities form and are performed in such socio-economic environments. Identities thus produced are central to the workings of community situated in specific social, economic and cultural practices and structures of power. Through examining practices that shape these identity formations within various technological environments, we can work towards developing theoretical frameworks that actively shift hierarchies of oppression.

Gajjala, Radhika, *Bowling Green State university*
The Politics Of Evidence In Practice: Unpacking Theory/Practice Binaries Through Critical Methodologies

The theory/practice binary implicitly articulates research as opposed to practice in a way that implicitly conflates theory and scholarship with expertise (where "expert" is considered to be hierarchically above the practitioner/activist since this researcher/expert somehow is considered to have a objective overall perspective on the issue). This type of framing of research allows us to enter research settings expecting to be distant and objective. However, I argue that research is relational and contextual. Therefore the theory/practice binary needs to be unpacked by examining the continuum of theory and practice as processual LEARNING. In engaging these issues, the paper draws on a critical autoethnography examining Eurocentric, academic representational practices at a UNESCO conference on Natural Dyes held in November 2006. I examine various continuums along theory/practice, rural practice/urban practice, complicity and resistance, concept and ideology using the conference and the various activities and encounters around the event.

Gajjala, Radhika, *Bowling Green State university*
Critical Ethnographerss role in the Community: Agents of Change and/or Collaborators

See Muñoz, Candice

Gale, Ken, *Plymouth*
Two Men Talking - a nomadic inquiry into collaborative writing

In this performative, autoethnographic paper we enquire into the experience of being two men talking. We work together on collaborative research ventures, mostly in an ebb and flow of writings that we exchange across the ether (Gale and Wyatt, 2006; Gale and Wyatt, 2008 forthcoming). We write with/to each other about writing, about our respective work, about love, about loss, about subjectivities. We are aware that in the intertextuality of this writing to each other we perform ourselves. Others enter our writing and influence these shared performances of our lives: our friends and families, people we work with, and writers like Deleuze, Bakhtin and Cixous. In this paper we ask: how is our relationship constituted? Do we call it friendship? How does writing and performing ourselves create this relationship? What - gendered, sexualised, racialised, age-d - subjectivities do we perform to/with each other'

Galindo, Fernando, *Universidad Mayor de San Simón*
International Association of Educators in Australia and South America

See Matthews, Julie

Gallo Cadavid, Luz Elena, *Universidad de Antioquia, Colombia*
El movimiento humano como cambio expresivo de la corporalidad

Tradicionalmente, el término 'movimiento' tiene una definición muy concreta en las ciencias naturales: en física, el movimiento es el desplazamiento de un cuerpo en el espacio con respecto al tiempo y a un punto de referencia; es un proceso objetivo en el que un punto de masa varía de lugar en un determinado

espacio de tiempo. Sin embargo, para comprender el concepto de movimiento humano desde una perspectiva cualitativa es necesario entender que hay una diferencia esencial entre el movimiento de las cosas y el movimiento del cuerpo fenomenal que es un movimiento fenomenalizado, pues "éste movimiento es un movimiento de un ser y no habría porque identificarse con un desplazamiento objetivo" (Barbaras, 1992). Se expone la forma ser-movido que es un movimiento mecánico exclusivo del cuerpo tenido (Körper), y la forma mover-se que es un movimiento vivido-fenomenológico del cuerpo sintiente, fungiente, viviente (Leib), expresivo de la corporalidad

Gandha, Tysza M., *University of Illinois at Urbana-Champaign*
Evaluator as Learner: Rethinking Role and Relation in Evaluation Inquiry

Research inquiry, including evaluation, is about learning. Evaluation processes and findings all aim at greater understanding of some evaluand and its context. On a higher level, evaluators also endeavor to develop a culture of evaluation so that learning may become ongoing. In both realms, evaluation activities are often understood as pedagogical, with evaluators in the cast of educators (Cronbach and Associates, 1980). While there is no question that evaluation inquiry is about learning, this paper rethinks the evaluator role and proposes that evaluators are as much learners as they are educators; we are equal participants in the learning context. This shift in stance is a critical response to the increasing cooption of evaluation by management and governance apparatus in the current era of accountability and performativity. I argue that without genuine relationships characterized by mutual openness and communication, the kind of solidarity that lends hope to social betterment is undermined.

Garcia, David G., *University of California Los Angeles*
Culture Clash Invades Miami: Oral Histories & Ethnography Center Stage

Utilizing a critical race theory (CRT) framework, this article compares the playwriting methods of the Chicano-Latino theater trio, Culture Clash, to a counterstorytelling methodology. The author uncovers the tenets of a critical race theater in the trio's site-specific ethnographic play, Radio Mambo: Culture Clash Invades Miami. He argues that this performance art consciously challenges social and racial injustice by illuminating the lives and histories of diverse urban communities. Grounded in a Chicana/o teatro rasquachi aesthetic, Culture Clash's theatrical ethnographies speak to a broad array of audiences about race, class, culture, gender, and identity.

Garcia, Paloma, *The University of Barcelona*
Drawing trajectories as a methodological tool for understanding adults learning sociocognitive processes

See Diez-Palomar, Javier

Garcia Quintanilla, Magda, *Universidad Autonoma de Nuevo Leon*
La Tecnologia Como Agente De Cambio Para La Enseñanza Y El Aprendizaje

Dra. Magda Garcia-Quintanilla Nos situamos en una concepcion de la Tecnologa educativa como una practica cultural bajo un paradigma que propone la eleccion, combinacion y utilizacion de mediaciones tecnologicas en forma reflexiva. Y queremos saber si en nuestras practicas escolares estamos

participando o no en situaciones de aprendizaje coincidentes con la cultura de los jovenes que de manera natural manejan la tecnologia en su vida cotidiana. Para lo cual se han realizado una serie de acciones como: tener una plataforma tecnologica propia donde docentes y alumnos puedan expresarse. Elaborar un catalogo sobre las aplicaciones pedagógicas efectuadas por los miembros de la comunidad educativa para conocer sus propuestas. Al mismo tiempo pretendemos establecer a traves de observaciones y entrevistas las categorias de analisis para mostrar las representaciones locales sobre la utilizacion y creacion de mediaciones tecnologicas en el campo educativo.

Garii, Barbara, *SUNY-Oswego*
Informing Mathematics Pedagogy: The Evidence of Lived Experience

As society becomes more technologically reliant, the underlying mathematical structures are hidden and explicit uses of mathematics become less visible. Yet K-8 school mathematics education attempts to balance practical mathematics (numeracy, mathematic literacy) with mathematical abstractions (mathematics as a tool for creation and speculation) by connecting mathematics to students' daily lives. If teachers do not recognize how mathematics influences the tasks of daily life, then the importance of mathematics as an academic subject may be questioned and mathematics education may be devalued. What do teachers recognize as "important mathematics?" How does the valuing of mathematical practices inform and influence what is taught in classrooms? Why does it matter? Ultimately, mathematics education must be informed by the changing role of mathematics in society. But what happens when the role of mathematics is unrecognized'

Garrett, Amanda L., *University of Nebraska-Lincoln*
Exploring the Roles of the Qualitative Researcher with Gay, Lesbian, Bisexual, and Transgender (GLBT) Populations

Qualitative researchers fill many roles and seek to accommodate many groups when conducting their studies. Researchers exploring topics with gay, lesbian, bisexual, and transgender populations face an absence of clear researcher roles and thus may be ill-prepared to assume these roles during the research process (Gorman, 2003). The purpose of this paper is to examine the unique issues associated with the researcher roles in qualitative inquiry with GLBT populations. Specific aspects of the researcher position will be examined including, researcher as instrument (reflexivity/positionality, authenticity/motivation, and insider/outsider perspectives), researcher as collaborator (learner and empowerer), and researcher as protector. Examples from the current GLBT literature and recommendations will be offered. Finally, the author will argue that researchers studying sexual minority populations must be attentive to the multifaceted, dynamic role of the investigator in order to conduct studies which are both sensitive and rigorous.

Geist Martin, Patricia, *San Diego State University*
Theres Something Your Need to Know: Male Professors Stories of Sexual Harassment

Sexual harassment is a pervasive social problem that has salient implications for individuals and organizations. The university has become a site of increased debate over policy and procedures as the experience of sexual harassment reaches all levels of the academic hierarchy. Although this topic has been researched thoroughly, few studies have explored sexual harassment through the voices of men. In this study, we examine sexual harassment from the perspective of four men who are tenured, full professors at a southwestern university. The four male voices describe distinctly different experiences that reveal the complexities of discourse, power, and resistance. Employing narrative analysis, we locate patterns of discourse that structure the emotions and identities that surround experiences of sexual harassment. We draw from a feminist postmodern theory to delineate how these identities and emotions are negotiated through the interplay of contradictory subject positions.

Geist-Martin, Patricia, *San Diego State University*
"Open Your Heart First of All": Narratives of Holistic Providers In Costa Rica

Research documents how the care that holistic providers represents the quality communication that patients often do not receive from their biomedical providers. However, research investigating the perspectives of holistic providers concerning the role they see themselves playing in the provision of health is limited. This research explores the narratives of holistic providers in Costa Rica to understand how they describe their communication with patients. Among other findings this research indicates that providers see themselves as facilitators, advisors, educators, and companions. In addition, providers describe their communication as an exploration of an anatomy of pain/suffering, including investigating the location, timing, length, intensity and overall rhythm of patients' conditions that leads them to seek the care of a holistic provider. Most holistic providers see their role as being careful or full of care and suggest that they have an obligation to open their heart first of all.

Geist-Martin, Patricia, *San Diego State University*
The Body Tells Time:Writing the Fragile Hold on the Past, Present, and Future

See Ellingson, Laura

Geleto, Adem Kedir, *Haramaya*
Factors Affecting Students' Academic Performance in Higher Education Institutions

Education is one of the critical sources to the alleviation of poverty. Higher education is one of the centers of excellence for producing human resources necessary for socioeconomic development of a country. The main objective of this study was to identify the factors that affect students' academic performance in higher learning institutions. Data were collected from 135 first degree fourth year students taken using stratified random sampling with proportional allocation and analyzed by the method of multiple linear regression. It was found that students performance is positively influenced by fathers level of education, high school performance (that is explained through ESLCE results), securing department of first choice, and the time to start preparing for examinations. Those students who start preparing for examinations only after the dates of examinations are scheduled were found to perform less than those who start reading from the beginning of classes or early after classes have begun. The findings also reveal that student's performance is negatively influenced by the economic status

of the father and age of the students. Implications of the findings and policy recommendations are also discussed in the paper.

Gemignani, Marco, *Duquesne University*
Politics of truth and evidence in textbooks of multicultural psychology and psychotherapy: A discourse analysis of the refugee case

As it happens in most fields of science, in psychology as well textbooks usually aim to present knowledge in an objective and impartial way. Adopting a constructionist, post-structural, and critical approach to science, this presentation underscores the inevitable positions of partiality and difference of every account. These positions become particularly salient in the case of textbooks that deal with cultural diversity and multiculturalism. As example and source of data, the author presents the results of a discourse analysis of the chapters on refugees that are part of the most common textbooks adopted by courses on multicultural psychology and psychotherapy in the USA. The exploration of the relationships between discourses and realities that are presented in those texts will highlight specific politics of truth and evidence in the psychological understanding of refugee, which are also expected to have a normalizing role in the development of the subjectivities of future professionals in the field.

Genat, Bill, *University of Melbourne*
Settler colonialism, the history wars and online primary sources: deconstructing administrative discourse concerning the "Natives"

Settler colonialism, the history wars and online primary sources: deconstructing administrative discourse concerning the "natives" A "Central Board to Watch over the Interests of Aborigines" was appointed in Victoria in south-east Australia in1860. Later to become the "Board for the Protection of Aborigines" in 1869, these administrative arrangements were the vanguard of settler colonial discourse regarding Indigenous peoples within Australia; discourses and representations that resonate through to the present. Contested discourses regarding Aboriginal - settler relations sit at the centre of the Australian history wars. This presentation describes the use of an online multimedia role play set within the first Aboriginal settlement in Victoria at Coranderrk between 1862 and 1882. Within the role play, post-graduate students enact six key characters of the period supported by primary historical sources: actual archival newspaper stories, letters, photographs and public statements. By "walking in their shoes" either as Kulin or their allies, or as officials of the administration, students engage with historical administrative discourse and its resonances in political discourse today.

Gendron, Sylvie, *Universidad de Montreal, Quebec, Canada.*
El rol del evaluador: instrumentando la participacion de actores en un proyecto de evaluacion participativa

See Urbina-Aguilar, Adriana

Genis, Asher, *Levinsky College of Education*
An Evaluation of the Teaching in a College of Education-A combination of structured Approach and a Narrative Approach

See Gilat, Yitzhak

Gilat, Yitzhak, *Levinsky College of Education*
An Evaluation of the Teaching in a College of Education-A combination of structured Approach and a Narrative Approach

An instrument for evaluation of the quality of teaching was developed in Levinsky College of Education. It copes with some of the limitations of existing instruments - such as bias of the results due to teachers' popularity - using two strategies: (1) A strong relation between the dimensions of evaluation and its context. We used statements taken from our pedagogical arena, including observations of excellent teachers, interviews, and documentation of teaching events. (2) Using mixed methods of structured quantitative evaluation with holistic evaluation of those statements. A factor analysis of the statements compiled from these sources yielded six factors: three related to interpersonal level, and three related to didactic and pedagogical level. A content analysis of the events described by the students validated the factorial structure. This instrument is now used to enhance efficacy of teachers by establishing a linkage between teachers' characteristics and their context of teaching.

Gildersleeve, R. Evely, *Iowa State University*
Power in the process: Locating and responding to power in critical inquiry

Reflective conversations about exercises of power in critical scholarship often assume a preeminent concern about how power is exercised by the researcher over the researched. Reflections on exercises of power stemming from the research process itself largely have been ignored. Questions about where power can be located preempt such considerations. In this paper, I question dominant ideologies about where power can be located and the autonomy of human subjects to exercise it. I ask, in what ways can inquiry, as a process, exercise power in the practices of its participants? Drawing on analytic memos from a critical, person-centered ethnography, I analyzed how exercises of power recursively subjected participants as responsive agents within the research process. I argue that a recursive understanding of power, as potentially exercised not only between human agents, but the process of research itself, can help constitute an emancipatory research design.

Gilgun, Jane Frances, *University of Minnesota*
Qualitative Methods and Theories of Change

Applied programs typically have overlooked the importance of documenting the conceptual bases of their activities and how program elements work together to contribute to outcomes. The conceptual bases and the processes and outcomes of program activities compose theories of change. Theories of change are important for several reasons, including contributions that effective programs can make to theory, policy, and practice. This paper views the conceptual bases of applied programs to be built upon four cornerstones of evidence-based practice. These cornerstones are practitioner expertise, what program users bring to the program, research and theory, and the personal and professional values of practitioners and their personal experience. Taking into account these four cornerstones makes for a more fuller accounting of program activities and conceptual bases. Observing how the four cornerstones contributes to the processes and outcomes of such programs contributes to more full theories of change. Qualitative methods can make major contributions to the construction of theo-

ries of change through their three main methods: interviews, observations, and document analysis. These methods provide multi-faceted views of programs and their activities and help surface significant ideas and processes that otherwise go unnoticed and unappreciated. With theories of change, elements of successful programs can be widely inspected, debated, and applied to local conditions. A program for children under age 10 and their families where the children have committed acts that would be chargeable as crimes if they were ten or older will provide the case material for this presentation and will illustrate key points.

Gill, Hartej, *University of British Columbia*
Im-person-ating identity in spaces of difference

Impersonating Identity in Spaces of Difference is an ALTERnative discourse of dis/ruption, decolonization, deconstruction....Writing on the b/orders of theories, disciplines, genres, cultures...this re/search weaves together personal, familial, and societal stories of silence and silencings. By subverting conventional academic texts and hegemonic frameworks of Canadian "MultiCULTural" institutions and Canadian "MultiCULTural" society, this subaltern re/search claims a space for marginalized voices. Conventional ways of knowing, being, becoming are generatively disRupted in order to create awareness of the continuing legacies of colonialism, modernity, patriarchy...and to highlight the urgent need to provide genuine spaces of "belonging" that inclusively honour and respect the gifts of all individuals. Drawing on "difference" in multiCulturalism, language, voice, and identity, this performative work travels in and out of questions of absence, "hybridity," foreignness, loss, diplacement, marginalization, patriarchy, colonialism, modernity....In this powerful and liberating form of non-traditional in/quiry, meaning-making takes precedence over conventional stylistic or pre-established structures and acknowledges personal "ethnic" experience as a valuable form of reliable "academic" knowledge. This tran-disciplinary, transformative, transcultural...in/quiry disRupts traditional hegemonic narratives and challenges the conventional notions of re/search and writing through its form and content. Through the braided weaving of English, French, Punjabi, personal stories, familial narrratives, prose, letters, e-mails, cross-cultural conversations, visual imagery, historical documents, "subtexts," "surtexts," "intertexts," collaborative texts...undermine and upset hegemonic linguistic norms. Fiction, fantasy, HIStory, herstory, theirstories, memory...are juxtaposed through mixed non-linear genres and codes in protest of violent acts of com(form)ity, exclusion and censorship. Stories of India and Canada find themselves interwoven unexpectedly, betraying the lies and the truths of patriarchy, colonialism, modernity, multiCULTuralism, transCULTuralisms...disrupting clean, linear readings of writing and of research. This experiment with nonstructure and typography attempts to actively decolonize, deconstruct/re-construct imposed academic and social identities in a more meaningful ways and provide readers with a sense of living in the "transculturality of the "diasporic in-between."

Gimenez, Joaquim, *The University of Barcelona*
Drawing trajectories as a methodological tool for understanding adults learning sociocognitive processes

See Diez-Palomar, Javier

Gingras, Jacqui R., *Ryerson University*
This Could Be: The Possibility of Autoethnographic Fiction

"In a flash I understand/ how poems are unlike photographs/ the one saying This could be/ the other This was." - Adrienne Rich. In "Unkept," I offer my research story as a fictive strategy with autoethnographic potential, a process that initiates knowing self through Others. Along with "poetic truths," I anticipate the possibility for counterstories to emerge as readers engage with the text. "Autofiction" arouses translation of co-participants' practical wisdom into a political text; a promise of what could be. Along with creating tension by challenging dominant methodological perspectives, autofiction provokes shifts in writers and readers to consider their subjectivity as fluid and dynamic, one of several antecedents for relational and social transformation. Scrutinizing autofiction for elements of reality opens scholars to a method assemblage of disruptive capacity. This is the capacity for change. This is the possibility of autoethnographic fiction.

Glover, Troy Daniel, *University of Waterloo*
Narratives of Dignity, Hope, and Transcendence: Gilda's Club as Treatment of Choice for People Living with Cancer

See Parry, Diana Catharine

Godinho, Sally, *The University of Melbourne*
Eight Treasure Soup: Voice, Perspective and Evidence in a Collaborative Project

This paper narrates the development of a project developed by four researchers with differing approaches to qualitative research. The project was intended to examine the value of a school-based pedagogy and curriculum course for pre-service education students. What emerged from this collaboration was the accommodation of our significant differences about what constitutes 'evidence.' We begin with an account of the project itself, detail the process of assembly of evidence and end with the way it was reassembled as a research narrative. The research team come from diverse traditions in qualitative research fields including program evaluation, empirical research and narrative inquiry. Drawing on Lather's (2006) paradigm mapping, this paper describes one example of educational research moving in different directions with the intention of eliciting more interesting and useful ways of knowing.

Goldsmith, Joy V, *Young Harris College*
The quagmire of life-long relationships in ethnographic inquiry: Researching from the position of a sister and a daughter

This piece shares the challenges that both of us continue to encounter as we work together to locate our voices and positionality in a joint ethnographic research agenda. Our shared conviction rests in our own family experiences with chronic and terminal illness. One of us researches and writes from the perspective of living a death of metastatic cancer with a sister while the other of us survives the daily struggle of multiple sclerosis with her mother. In this project we have the opportunity to describe points of ethical perplexity that are heightened as a result of the precious connection we share with our setting and participants.

Goldsmith, Joy V., *Young Harris College*
Not breaking bad news: "I'm so sorry Katherine's numbers were low"

This work uses my recent, elective, and unsuccessful journey of invitro fertilization to look at a moment of talk in which important news is evaded by medical practitioners. I compare and show a connection between this event to the larger and more important issue of talk that occurs between medical fellows and a dying patient in an end-of-life training hospital in Texas, utilizing the widely employed SPIKES Model for delivering bad medical news. I discuss the notion that doctors, patients, and their families are complicit in producing the "scripts" which contribute to the American way of dealing with bad health news, loss, and impending death. I employ the theoretical support of Hines, Babrow, Badzek, and Moss (2001) and the forms of problematic integration they explore in the context of health communication. Autoethnography, narrative analysis, and performance studies are methodological tools I use to explore the passages of talk in this work.

Gómez-Sánchez, Eduardo, *University of Valladolid (Spain)*
Bouncing between the dark and bright sides: Can technology help qualitative research?

See Jorrín-Abellán, Iván M.

Gonick, Marnina, *Penn State University*
Collective biography and the practice of writing

In this paper, I use collective biography, a methodological tool in post-structuralist research to explore stories about the practice of writing and learning to write produced in the context of an undergraduate Women's Studies class. I focus particular attention on a series of stories written by one of the students who identified herself as having severe "writer's block." In her stories and in our collective analysis of her stories, the student makes some provocative links between writing, gendered identity and class. I argue that the use of collective biography offered the group a space in which to reflexively examine our ethical practices as researchers and writers and to come to new understandings of how we might constitute ourselves and each other differently.

González Tovar, María J, *Universidad de Guadalajara*
Licenciada en Economía

La valorizacion del trabajo masculino: el caso de los conductores de transporte publico. Este resumen se desprende del proyecto de investigacion: Trabajo femenino: "El caso de las conductoras de transporte publico de la Zona Metropolitana de Guadalajara". Siendo el objetivo: Analizar las relaciones de genero en actividades economicas que se consideran tradicionalmente masculinas; si la relacion entre los conductores y las conductoras se dan entre iguales, para abordar este objeto de estudio se tomo como base los relatos de las conductoras los cuales nos expresan la valorización de actividades tradicionalmente masculinas.

González Tovar, María J, *Universidad de Guadalajara*
Licenciada en Economía

La valorizacion del trabajo masculino: el caso de los conductores de transporte publico. Este resumen se desprende del proyecto de investigacion: Trabajo femenino: "El caso de las conductoras de transporte publico de la Zona Metropolitana de Guadalajara". Siendo el objetivo: Analizar las relaciones de genero en actividades economicas que se consideran tradicionalmente masculinas; si la relacion entre los conductores y las conductoras se dan entre iguales, para abordar este objeto de estudio se tomo como base los relatos de las conductoras los cuales nos expresan la valorización de actividades tradicionalmente masculinas.

Gonzalez Tovar, Maria Juana, *Universidad de Guadalajara*
Licenciada en Economia

La valorizacion del trabajo masculino: el caso de los conductores de transporte publico. Este resumen se desprende del proyecto de investigacion: Trabajo femenino: "El caso de las conductoras de transporte publico de la Zona Metropolitana de Guadalajara". Siendo el objetivo: Analizar las relaciones de genero en actividades economicas que se consideran tradicionalmente masculinas; si la relacion entre los conductores y las conductoras se dan entre iguales, para abordar este objeto de estudio se tomo como base los relatos de las conductoras los cuales nos expresan la valorización de actividades tradicionalmente masculinas.

Gonzalez y Gonzalez, Elsa M., *Texas A&M University*
Decolonizing Methodologies Further: Authorial Intentions, Reader Response, and the Uses of Qualitative Research

During our continuous search for emerging decolonizing methodologies, we encountered a repeated sympathy around the use of bilingual texts for the presentation of research carried out in cross-cultural and cross-language contexts. Authors of this kind of work expressed the need for the opening of academic spaces for the presentation and publication of such research. However, it was not totally clear for us what were the intentions and expectations of the authors of these bilingual texts, nor has it clear been what the intended role of the reader might be, as well as his/her response to this kind of text. The responses from monolingual versus bilingual readers may differ considering the nature of language, understanding this as a way of thinking, and a form of life (Fish, 1980). As texts are "decolonized", we suggest companion case studies to document/explore the catalytic and tactical effects (Guba & Lincoln, 1989) -on both authors and readers'as well as the uses to which such text are directed.

Gonzalez y Gonzalez, Elsa M., *Texas A&M University*
Decolonizing Evidence: The Politics of Bilingual Data

See Lincoln, Yvonna S.

Gonzalez, Jamie, *University of Nebraska - Lincoln*
Reaching the Domestic Violence Victim in Qualitative Research

Domestic violence against women is a phenomenon that continues to plague American society, permeating racial, ethnic, and class lines. Given the prevalence of this problem, more qualitative research is needed to explore this issue in order

to generate a better understanding of the perspectives and predicaments these women, especially women of color, find themselves. However, it is extremely difficult to do qualitative research with this population for a variety of reasons. In this paper, the author presents a series of qualitative guidelines and strategies that are grounded in counseling psychology literature but translate well into a qualitative approach.

Goode, Jackie, *University of Nottingham*
Going back to school: stories of learning, teaching and growing up

In the UK perennial media coverage of school exam results lead to accusations of the 'dumbing down' of standards on the one hand, and claims defending the hard work and honourable achievements of both teachers and pupils, on the other. Recently, in relation to the teaching of English, Andrew Motion, the poet laureate has made a contribution to debates about the curriculum, by raising questions about the place of creativity, imagination and how to provide an inspiring curriculum. This is a performance autoethnography that explores inspiration in learning and teaching. It tells stories that pick up and follow some threads from an earlier Qualitative Inquiry story (Goode, 2006), and by drawing upon contemporaneous diary extracts from the author's 1960s school-days, it introduces, and acknowledges the significance of an inspirational character who had remained hidden there.

Goodwin, David R, *Missouri State University*
Teacher Self-Actualization, Inquiry, and Beneficence

The general topic of the talk is fundamental holistic investigation into school teacher self-actualizing processes. What is the meaning of becoming more fully realized as a person in teaching? What is the unity? Drawing on in-depth portraits about the essence of teacher growth, the talk will focus on a single existing interview-based portrait of Beverly (Goodwin, 1999, 2005), supported by a recent follow-up interview, where actualizing growth and inquiry (introspective and in the form of classroom action research) came together to support a unified sense of beneficence and life fulfillment. Following a brief sketch of the issue (deepening understanding of subjective aspects in self-actualizing growth) and of the in-depth qualitative methodology (Witz, Goodwin, Hart, & Thomas, 2001), I will present detailed examples to illustrate Beverly's actualizing process (reworking herself from the inside-out), the integrating role her classroom action research played long term, and beneficence in teaching. "The self [as] the essential being of the individual" (Moustakes, 1956, p. 271) and implications for the education of children will be discussed.

Goodwin, Sheilia Rae, *Indiana University*
Historical Research: Can we ever really know the "truth"?

An underlying premise of quantitative research is that with enough measurements we can find the "truth". How does this apply to historical research? While one of the weaknesses of historical research can be the element of perspective'historical data is written by someone, generally an educated person, commonly male and middle to upper class'there are ways to assure a more accurate portrayal of the past. While we can never truly duplicate past events, it is possible to provide an acceptable representation of these events. Borrowing the

concept of triangulation of data, it is possible to identify, analyze and represent interactions and relations from the past; through cross-validation of sources, a more accurate account of events in the past can be attained while avoiding the pitfalls of either a strict quantitative statistical analysis or documentary history.

Gotto, George Swift, *University of Kansas*
The politics of evidence: How do we define "evidence based practice?" and what is the best way to disseminate it?

See Brotherson, MaryJane

Gould, Mary Kathryn, *Marshall University*
Perceptions of Preceptor Training in the Dietetic Supervised Practice Experience

Preceptors play an integral part in the education of dietetic students, yet few are formally trained for their roles. Moreover, the role of the preceptor is often misinterpreted. Because administrators of dietetic internships would benefit from knowing the perceptions of preceptor training from internships currently providing it, a collective case study involving three university-based programs was conducted. Data collected included observations of naturally occurring behavior, document reviews, and semi-structured interviews with program directors, preceptors, and interns. The study revealed that formal preceptor training is implemented to clarify the role of the preceptor in terms of educating the dietetic student and promoting lifelong learning. Preceptors participating in training viewed it as a benefit for role clarification and a way to enhance the consistency of supervised education within individual programs. The data will provide valuable information to internship directors who may wish to initiate formal training or improve programs that currently exist.

Gowen, Cindy, *University of Bristol*
Getting a Marriage License

This is an auto ethnographic account of the struggle and joy surrounding a same sex marriage that took place in San Francisco in 2004. This paper provides a snapshot of a lesbian family, a view into the process of getting a same-sex marriage license, and a perspective into the culture, social and political issues of the time. One of the aims of this paper is to put so many faces to the issue of same-sex marriage that it helps our society/culture recognize that this type of discrimination is very real and affects many people.

Gowen, Cindy Ann, *Bristol*
power relations, educational practices and the subversive processes of doing collective biography within the academy: an incomplete story

This paper wanders around the landscapes inhabited by a group of doctoral students and staff (both women and men) as they attended a collective biography workshop together, ostensibly unpacking discourses of gender and power. The multi-dimensional, multi-gendered and multi-storied territories that we inhabited together took us from childhood memories through the awareness of gender boundaries, fierce adolescent rivalries and intense loyalties performed in relation to each other and then spat us out, reeling, to continue online. Our process of telling and re-telling and writing and re-writing stories together owed as much to the witnessing practices and definitional ceremonies of narrative

therapy it did to the processes of doing collective biography and although our stories were intensely gendered, it was, in the moment, the discourses and power relations within the academy that seemed most powerfully interrogated/ disrupted/ deconstructed. But this is a partial account of an unexpectedly compelling work in progress and we do not know quite where it is taking us.

Granados, José- Arturo, *Universidad Autónoma Metropolitana - Xochimilco*
Identidad homosexual y resistencia: La experiencia de la homofobia como impulso

La alteridad sexual se configura en un proceso de construccion social del otro en el que la homosexualidad es primero anormalizada y posteriormente estigmatizada, tal proceso se traduce en practicas excluyentes y discriminatorias hacia los homosexuales. El mecanismo con el que socializan la alteridad y la otredad homosexual es la homofobia, esta hace referencia a un conjunto de significados y practicas que rechazan la homosexualidad. Mediante entrevistas a profundidad, el presente trabajo muestra la experiencia de la homofobia en jovenes gays de una universidad de la Ciudad de Mexico, su impacto en el proceso de identidad social que asumen, sus expectativas en relacion al ejercicio de su sexualidad y la conformacion de un colectivo como resultado de un proceso de resignificacion de su identidad sexual. La identidad alterada organiza resistencias al orden social y muestra lo que significa ser gay en Mexico sus limitaciones y sus potencialidades.

Grandes, Gonzalo, *Servicio Vasco de Salud*
Estudio cualitativo de la interrelacion entre Atencion Primaria (AP) y Especializada en la atencion a los pacientes diagnosticados de depresion

See Calderon, Carlos

Grandes, Gonzalo, *Osakidetza-basque Health Service*
Qualitative study of the relation between Primary and Specialized Health Care with regard to the management of depressed patients

See Calderón, Carlos

Grant, Jill, *University of Northern British Columbia*
Making structures visible: Theory use, validity, and transferability in qualitative research

This paper takes up the discussion of the use of theory in social work research, exploring the contention that the use of theory makes visible social structures and their impacts. By comparing two separate analyses of the same data'one explicitly theory-driven and the other an attempt at more grounded analysis'we consider how social structures and their effects were, indeed, more visible when an explicit theoretical perspective was used. In addition, we argue that the use of theory contributes to critical [or what Lather (1994) calls consequential] validity and provides a context for potential transferability of results. Lather, P. (1994). Fertile obsession: Validity after poststructuralism. In A.Gitlin (Ed.), Power and method: Political activism and educational research (pp. 36-60). New York: Routledge.

Grant, Jill, *University of Northern British Columbia*
Collaborative Research as Subversive Practice? Can we challenge structures through collaboration?

This paper will explore the process of a collaborative research project comparing two models of mental health supported housing. Reporting on the reflections of academic researchers, a community researcher and service user researchers, we ask whether collaborative research can be an effective method to challenge oppressive structures. Framed through the lens of structuration theory (Giddens, 1984), we examine the institutional, organizational and attitudinal challenges we have faced and consider whether the collaborative relationships constructed through our research have the potential to contribute to subversive practice. Giddens, A. (1984). Constitution of society: Outline of the theory of structuration.Cambridge: Polity Press.

Grant, Karen R., *University of Manitoba*
Qualitative Evidence and the Politics of Indicators: Women's Assessments of Quality Health Care

See Jackson, Beth E.

Grattan, Kelly, *Indiana University of Pennsylvania*
What's the Evidence for Learning? Professor and Students Share Alternative Representations of Learning in Doctoral Qualitative Methods Class

See Crane, Betsy

Green, Denise O., *University of Nebraska-Lincoln*
Exploring the Roles of the Qualitative Researcher with Gay, Lesbian, Bisexual, and Transgender (GLBT) Populations

See Garrett, Amanda L.

Greenhalgh-Spencer, Heather, *University of Utah*
Audience and the Reading of the "White Expert"

This paper uses performativity theories to explore the question of audience as it relates to reading the performance of "white expert." The "white expert" is one whose words play them out to be someone with certain knowledges about racism; someone using those knowledges to work against racism and inequality. Yet, the "white expert" is also bodily/performatively positioned as an accessory to racism and inequality. When audiencing a text, the audience/reader is influenced by both the play of the words and the play of the body. There are times when the body's performance of whiteness upstages the word's performance of expert. This paper seeks to understand when and how the performance of "white body" upstages the performance of "expert body". What are the implications of audience/reader focus particularly when the field employs research practices that attempt to neuter body performances and, instead, focus the audience/reader's attention on word performances?

Grimes, Diane Susan, *Syracuse University*
Hello Kitty Goes to College: Poems about Harassment in the Academy

See Faulkner, Sandra Lea

Grube, Vicky, *Appalachian State University*
Gullivers Travels

This qualitative research locates the narrative as producing meaning through self- reflection. I find myself writing stories in response to my feelings, blurred experiences, and ambiguities (Richardson, 1994). I look to literary models to describe my experiences and like many travelers engaged in an odyssey, become the subject of my research. Some would find this qualitative method settled in postmodern venue- locating myself as the knower and the teller. I prefer to position this inquiry in a humanist ethnography, a methodology that is a slice of life; I learn about others through learning about myself.

Grube, Vicky, *Appalachian State University*
In the Company of Others

This study uses portraiture methodology to look at three preschool children at the paint easel. The researcher, also the art teacher, is watchful of the children's feelings, perspectives and experiences, analyzing her data through the writing. The researcher sees children co constructing knowledge, negotiating truth, and redefining themselves, while their relationships deepen. Buber and Husserl's reflections, concerning our search for an identical other, are layered in anecdotal episodes of the three children. Emergent themes of repetition, intersubjectivity and decision making, seemingly connected, converge in the conclusion. In the Company of Others illustrates the hybridity of culture as a natural occurance of looking for the Other.

Gubrium, Erika K., *(American Association of University Professors)*
Exploring the Possibilities of Collaborative Activism From the Social Constructionist Perspective

Social constructionist research offers possibilities of extensive collaboration between researcher and study participants, and thus the potential for co-transformation and community based change. Within this research context the boundary between researcher and "subject" is breached, and the purpose of research becomes the co-construction of knowledge and action, rather than a researcher-driven discovery of truth (Maguire, 1987; Reinharz, 1992). Ideally, research participants negotiate the research design, interview agenda, and analytical insights. As a result, the negotiation during the research process can provide researchers and participants with unanticipated areas of inquiry and scholarship that promotes individual or collective action (Gergen, 2001). However, scholars engaging in collaborative activism face various obstacles that can threaten academic freedom and minimize the possibility of conducting transformative research within the public education sector e.g., increasing IRB regulations (AAUP, 2006). The purpose of this presentation is to explore strategies for addressing these obstacles.

Gubrium, Erika K., *(American Association of University Professors)*
Orienting to Complexity as Procedure and Praxis

This paper reflects upon the methodological space generated by my experiences as a professional union organizer and as a doctoral student completing my dissertation on the participation of seven retired African American schoolteachers in the 1968 statewide teacher walkout in Florida. The methodological space

centered on the emergent dialectical relationship between the social constructionist and critical theory I was learning as I conducted my research and reflections on the strategies that I followed as an organizer. As an individual with feet simultaneously in worlds of theory and practice, I found that scholarly discussions about issues such as "identity," "praxis," and "representation" seeped into my union organizing work. In turn, my organizing work made the theoretical concepts I was learning in the classroom all the more meaningful. These positions enabled me to reflexively approach and acknowledge how my experiences and assumptions affected this particular research project.

Guilian, Lesa M., *California Institute of Integral Studies*
Emerging Theory as a Result of Qualitative Case Study

In 2001, I created a twenty-six session training program to assist the transformative process of women in transition. Using qualitative case study and thick description to discuss and analyze the experience of twenty-six women residents of one drug and alcohol facility as they participated in this program, emerged a descriptive model with six elements necessary for the practical application of transformative learning theory. In this paper/session I will discuss: Issues involved in deciding to use qualitative case study verses other qualitative or quantitative methods; Elements of this qualitative case study (participant-observation, survey, multiple interviews, participant self-reflective findings); Value of thick narrative description in telling the stories of research participants; Importance of self-reflective practices for the researcher; Emerging theory as a result of qualitative analysis.

Guiliano, Jennifer Elizabeth, *University of Illinois at Urbana-Champaign*
Chasing Objectivity: Sport, Auto-ethnography, and Indian Mascots

Historians are often forced to decide between the strict disciplinary pedagogy that encourages distance from one's subject in order to maintain objectivity through the utilization of archival research and writing politically-charged history where subjectivity becomes a central theme. This paper charts one graduate student's experience researching her dissertation. Utilizing archival research experiences at Stanford University, the University of North Dakota, Miami University, Alcorn State University, and the University of Illinois, I explore the subjective-objective barrier and the ways in which charting the history of Indian mascots revealed narratives of privilege with highly personal consequences.

Guillemin, Marilys, *Melbourne*
Trust and vulnerability in the researcher-participant relationship

See Heggen, Kristin

Guiney Yallop, John J., *The University of Western Ontario*
Poetic evidence from emotional landscapes: A queer way to do research

Through poetry I journey through the emotional landscape of my lived experiences. This journey includes stops in childhood, adolescence, and adulthood. Some queer points-of-interest are found in moments as elementary and secondary school student, as university student, as teacher, and as graduate student. The itinerary includes guided tours of identities and communities and of finding voice in poetry. This presentation will be a reading of four to five poems writ-

ten for the purpose of my PhD Dissertation "OUT of place: A poetic journey through the emotional landscape of a gay person's identities within/without communities." The poems in this presentation are both autobiographical and fictionalized creations of my imagination, borrowed pieces of events, places, and people sewn together into a patchwork much like one of the quilts my mother used to make. Participants are invited to listen, to connect, and to respond.

Gunzenhauser, Michael G, *University of Pittsburgh*
Compelling Relations: A Moral Epistemology of Qualitative Evidence

What would it mean to place ethics at the center of our discussions of scientific evidence? I propose that a turn to relation and relational ethics provides a promising direction and grounds for fruitful discussion about quality in qualitative research. Arising from complex, embodied, and multiple relations with research subjects, I argue, researchers may have the opportunity to elide conventional distinctions between ethics and epistemology and ground qualitative work. This is particularly relevant for critical ethnography, but all forms of qualitative research are relevant here. Drawing from Lorraine Code, Michel Foucault, Gayatri Spivak, and David Couzens Hoy, I place relation at the center of discussions of quality - the researcher-researched relation, but other relations as well, including author-reader, and reader-researched. I propose ultimately that any discussion of truth, evidence, or quality in qualitative research must attend to the quality of relations (multiply understood) that are fostered by the research.

Gust, Scott, *Bowling Green State University*
Performing Tainted Evidence: Evaluation, Assessment, and What I Hear from my Students about Our Classroom

Evidence of my teaching effectiveness comes to me in many ways: formal institutional (quantitative and qualitative) evaluations, peer assessments written by colleagues, and stories that I hear about my own teaching from learners and other teachers. The contents of these various items of evidence are often so disparate it is difficult for me to imagine they are all about the same person, let alone me. In this performance, I will commingle these various forms of evidence in an effort to find connections, explore nuances, and interrogate the politics of assessing teaching effectiveness.

H.Tafaghodtari, Marzieh, *Ottawa*
Beyond Commensurate Knowledge Claims: Becoming Creative and Rhizomatic

This paper draws from the work of Green and Caracelli (2003) in thinking about the interface between philosophy and methodology in mixed methods practice. Green and Caracelli provoke us with the call for wondering "whether or not epistemological and philosophical assumptions can be sensibly and defensibly mixed in inquiry practice" (p. 95). The paper explores this possibility through a new conceptualization of social inquiry which is creative and rhizomatic. Creative inquiry, according to Rorty (1989), is one in which poetic, scientific, and philosophical are all sources of imaginative narratives, all "hierarchical on the basis of imaginative potency rather than truth" (Donovan, 2005, p. 1). Rhizomatic inquiry (Deleuze, 1987) offers a model of thought that grows from a multitude of uncertain relations, which cannot be described within the confinements of commensurate knowledge claims. Building on Rorty and Deleuze, therefore, this paper seeks to provide a space for transgressive research in social sciences. References Delueze, G. (1995). Negotiations. NY: Columbia University Press. Deleuze, G. (1990). The logic of senses. NY: Columbia University Press. Deleuze G. & Guattari, F. (1987). A thousand plateaus: Capitalism and Schizophrenia. Minnesota: University of Minnesota Press. Donovan, C. (2005). Postmodern counternarratives: Irony and audience in the novels of Paul Auster, Don DeLillo, Charles Johnson, and Tim O'Brien. NY: Routledge. Green, J. & Caracelli, V. (2003). Making paradigmatic sense of mixed methods practice. In A. Tashakkori & C. Teddlie (Eds.) Handbook of mixed methods in social and behavioural research, (pp. 91-110). Thousand Oaks, CA: Sage Rorty, R. (1989). Contingency, irony and solidarity. New York: Cambridge University Press. Rorty, R. (1979). Philosophy and the mirror of nature. Princeton, NJ: Princeton University Press. Semetsky, I. (2003). Deleuze's new image of thought or Dewy revisited. Educational Philosophy and Theory, 35, 1, 17-30.

Hackett, P. Tom, *Columbus State University*
Recareering as tenure track faculty: The collaborative learning community

See Saltiel, Iris M

Haines, Rebecca J., *University of British Columbua*
Smoke, In My Eyes - Qualitative Methods & the Inclusion of Smokers in Tobacco & Health Research

The major focus of my paper is to address my personal experience as a current/former tobacco user in health research and to begin to map out some possibilities for the meaningful inclusion of smokers within the tobacco and health research and through the use of qualitative, visual, and dialogic methodologies. This presentation also provides an overview of "Smoke, In My Eyes," a participant-driven photographic research project conducted with female smokers aged 16 to 19 in Toronto, Canada. Drawing from Bourdieu, this research critically theorizes young women's smoking as a practice informed by the nature and structure of their social location or habitus. Through the application of concepts including of collective lifestyles, cultural capital, and symbolic violence, a Bourdieusian perspective is put forth as an innovative model for thinking sociologically about the reasons for young women's tobacco use, to counter the predominant and pathologizing approaches used by medical and psychological models. To conclude, I argue that engaging young smokers in research requires creativity, patience, flexibility, and a continual need for "adult" researchers to be reflexive about enabling research practices that are girl- or youth-centred.

Hall, Desiree,
"We Are Resilient", Using Youth-Led Qualitative Research as a Strategy for Activism

See Samuel, Judith E

Hall, Tom, *Cardiff*
Movement as object, movement as method, movement as 'truth': narratives of youth and change in transforming communities

This paper draws on collaborative research with young people in contexts of social and economic transformation. The research enacts an engagement with, and through, movement, and in this paper we explore the ways in which such an engagement can be used to explore notions of outcome and evidence. Empirically, the research attends to narratives of biography and place. We have sought to couple young people's accounts of personal transition - of growing up and older - with accounts of changing place and space; to which end, the research has been conducted in 'regenerating' communities undergoing significant material transformation. Using motion as a method, conducting interviews on the move through local spaces, has provided an intriguing means of bringing these two movements — biographic and material — together, and has afforded us a more nuanced perspective on the 'success' or otherwise — the proof and 'truth' — of processes of personal and community growth and change.

Halley, Jean, *Wagner College*
Blood ties: Stories of family, stories of meat

In my paper, I tell two indelibly bound stories. One is that of the United States beef industry. The history of this industry as it developed and industrialized in the nineteenth and twentieth centuries is as fascinating as my own. What happens in the production of beef, and how it has changed over time reveals complicated truths in my personal history. I investigate the lives of the cows, how they once were, and how they now are bred, raised and slaughtered in the making of meat. The other story is that of my family who were Wyoming cattle ranchers. As a girl in my patriarchal family, I was never very close to the concrete work of the ranching. Yet as much as gender, beef ranching permeated all of our lives, females included. In my book, I will explore the connections between the beef industry that made my grandfather a powerful and wealthy man, and our family where he was also very powerful, and where he was also very violent.

Halley, Jean, *Wagner College*
Boundaries of touch: Parenting and adult-child intimacy

My paper explores conflicting childrearing advice, and the ideologies that underlie prescriptions about when, where and how to touch children. Using self-help books on childrearing, popular scientific thought, media representations and political discourse, I examine the ambiguities of ideologies of adult-child touch, and the ways in which these ideologies are bound up with larger cultural issues. By "ideologies of touch" I mean ways of thinking about adult-child physical contact, and when this is interpreted as good or bad, helpful or harmful to children. Here, the term "ideology" refers to taken-for-granted practices and normalizing belief systems. I shed light on why touch is sometimes understood to be fundamentally necessary to human well being, and at other times potentially deeply harmful. I argue that ideologies of adult-child touch are part of larger patterns of social "power," that reveal and reproduce mainstream conceptions of gender, sexuality, race and class.

Halse, Christine Margaret, *University of Western Sydney*
Ethics Review as Discourse

This paper traces the emergence of an institutional discourse of ethical research that constitutes an epistemological shift in what ethical research is taken to be and how ethical researchers are configured. This new regime of truth has shifted research ethics from a way of thinking about research into a system of governmentality, and has morphed research ethics into an administrative act of data collection to detect and prevent the possibility of risk of ethical problems and breaches. There is a double paradox in this new identity. While it erases the possibility of adherence to the ethical principle of 'respect for others', it opens up the possibility of seditious counter discourses that can liberate research ethics from the tyranny of the institutional discourse and its accompanying technologies and governing practices.

Haltinner, Kristin Marie, *American University*
The Minuteman Militia and the Production of United States National[jingo]ism

Since September 11th, 2001, there have been heightened levels of xenophobia within US society. In the midst of this emerging fear an organization, the Minuteman Civil Defense Corps, was established. This research investigates how the Minuteman project produces the notion of 'nationalism' through the use of textual analysis. This is done through both ethnomethodological (Garfinkle) and poststructural textual analyses (Foucault, Derrida) of the documents posted by the Minutemen on their website, www.minutemanhq.com. Taken together the emerging patterns produce a discursive formation of what it means to be American: through invoking discourses surrounding patriotism (and creating an image of the Minutemen as patriotic), the discourse surrounding the role of the government (and the current government as ineffective), and discourses on race (including an image of the immigrants as uncontrollable), the Minuteman website establishes a notion of what an ideal citizenry looks like. The notion of nation produced by the Minuteman website has implications for contemporary US society. National discussions, such as those presented by the Minutemen, effectively call for a defensive, fascist government: one that limits outside influence and has strong power over its citizens and global interactions. The encouragement of such a government, in a time of heightened fear, could have dangerous implications for the future of US civil liberties.

Haltinner, Kristin Marie, *American*
Challenges in Organizing Social Movements: Privilege and Resistance in the Living Wage Campaign at Green College

The living wage movement, developing in the 1990's, is new effort for equitable wages, characterized by vast coalition building and novel movement actions. The possibilities and dangers of coalition building and using new tactics for change have been widely studied in social movement literature. This research attempts to examine the challenges, as they are understood by students, in forming a living wage campaign at a college or university. Through analyzing interviews with student participants, through the paradigms of ethnomethodology and poststructural discourse analysis, several patterns emerged: the privilege of students, the vulnerability of workers, and student resistance to privilege. Students called on larger discourses of race and capitalism to understand their rela-

tion to other students, workers, and the administration. Such discourses shaped and limited the activists' talk about the campaign as well as their actions.

Hammock, Amy C., *University of Michigan*
Challenges of Negotiating Power in Multiple Field Sites Simultaneously

Although theorists often extol the analytical benefits of comparative ethnographic research, there is less written about the methodological intricacies of entering and participating in multiple field sites simultaneously. In my year-long research at two after-school programs for adolescent peer educators, I found that the emotional work required to negotiate between contexts was an unexpected challenge in the process of data collection. My positionality as a European American university researcher situated me in particular (and different) relationships of power with each program, requiring particular (and different) interactions between myself and the participants at each research site. Drawing on field notes of 250 hours of participant observation and 35 interviews with participants in both programs, I describe how my relationship with each program and its participants was affected differently by race, education, and location. I then examine the strategies I used to acknowledge and negotiate these relationships.

Hanley, Una Margaret, *Manchester Metrpolitan University*
Called into Being

Called into teaching In the UK, Diana, Princess of Wales, is still news eight years after her sudden death. Interpellated into the fairy-tale princess she astonished us by not living happily ever after. As the media princess, public images of her perpetuated the myth of Diana as mother, empress, woman of charitable works ? but also showgirl and victim. An image of so many parts create a puzzle. Interpellated into teaching, students tend to have a strong sense of vocation and foster a 'fairy-tale' image of teacher as provider of magic in difficult circumstances. While Hollywood has contributed to this image, the fantasies for teaching are difficult to ignore for both policy maker and practitioner although the 'reality' of classrooms soon affects the latter. Adopting a poststructuralist framework, this paper examines the phenomenon of interpellation through image and text as students and recently qualified teachers struggle to make sense of the paradoxes in teaching.

Harris, Gennie S., *George Fox University*
Poverty and Education: Critiquing the Performance

This session is designed for those in teacher education who are beginning to critically examine the many discourses about poverty and education. Performance ethnographers view "all social beings as performers" (Alexander, 2005, p. 414). How do we perform the teaching of poverty and education? What does this mean for children in schools' Three MAT students and their professor will perform a Reader's Theatre about their experiences engaging in discourses about poverty in education. We believe that "culture travels in the stories, practices, and desires of those who engage it" (Alexander, p. 411). In teacher education, we tell stories that impact greatly how children in poverty are perceived by and taught by future teachers. We believe it is critical to examine how professors

are performing teaching about poverty and how this impacts how our student teachers are performing as teachers of those in poverty.

Hart, Jennifer L, *University of Missouri-Columbia*
"Production-based" tenure and qualitative researchers as "producers"

See Placier, Peggy L

Hart, Rona, *Tel Aviv University*
Ethical Concerns or Politically Correctness? Assessing Potential Damage in Publishing Qualitative Research

In this reflective account I review several qualitative studies in which I was involved, where the question whether to publish or conceal certain findings arose, and efforts were made to assess potential harm to respondents resulting from the publication of research reports. The presentation opens with a general discussion of the researchers dual commitment to the production of knowledge and the protection of respondents from harm. In the main section, several types of potentially harmful outcomes resulting from the publication of research findings shall be presented and probed. The closing section explores three emerging issues: (1) The political environment within which research is conducted and its impact on decisions to publish (or hide) research findings. (2) The blurred boundaries between findings that display respondents in unflattering situations, and research publications that inflict harm. (3) The implications of damage induced through the conduct of research, to the research enterprise.

Harte, Helene Arbouet, *University Of Cincinnati*
Identifying engagement in children with autism in the home setting

This paper is an overview of an ongoing study involving the use of photovoice to identify engagement with children with autism in the home setting. One goal of working with children with autism is to increase independence and encourage engagement. Learning independence is important for children with disabilities because it may promote independent performance necessary for success as an adult. Defining engagement and identifying what it looks like in the home setting may help parents and educators to facilitate this independence. Several themes are being explored. First there is an examination of what parents are already doing and reaffirming the validity of parent report, the role of parent voice and the power of parents. Second there is the communicative competence as demonstrated in the home setting. Third, is an opportunity to build on childrens interests in order to motivate them. Finally we can help build home school connections.

Hasford, Julian, *Wilfrid Laurier University*
Narratives of Black Canadian Empowerment: Perceptions and Paradoxes

Empowerment has become an influential concept and value-orientation in community research and intervention. Research has shown that empowerment is a multi-level construct that varies according to context, and holds different meanings for different populations. The purpose of this study was to clarify the concept of empowerment within the Black Canadian context, by exploring empowered Black Canadians' beliefs about the processes of personal and community empowerment. Through qualitative interviews with ten empowered

Black Canadian men, we investigated the following research questions: What is the meaning of empowerment to Black Canadians? What are Black Canadians' beliefs about the barriers and facilitators of empowerment? What values are reflected in Black Canadians' narratives about empowering action? Narrative analysis of participant responses suggested a variety of themes, including empowerment as freedom from white domination; the tension between symbolic and economic empowerment; the importance of political empowerment; and individualism and collectivism as complementary values for action. Areas for further research and implications for action are discussed.

Hasinoff, Amy Adele, *University of Illinois at Urbana-Champaign*
The racialization of teen sexuality in the news

The mass media coverage of teens and oral sex has been so widespread that by 2002, Oprah could confidently declare on her popular talk show, "Theres an oral sex epidemic going on in junior high schools across the country." I interrogate the representation of teen oral sex using the evidence of textual analysis of news reports, documentaries, and daytime talk shows. Relying on queer theory for my analysis, I find that the productive discourse of teen oral sex does cultural work to uphold the privilege and power of whiteness, upper class position, and heteronormativity. I suggest a new model for the understanding and representation of teen sexuality that better positions teens to access sexual health and education resources.

Hasinoff, Amy Adele, *University of Illinois at Urbana-Champaign*
"What about your reputation?": An autoethnographic exploration of teens, sexuality, and mass media

When my mother read an article I had written in the student newspaper that was sexually explicit, she asked me with sincere concern, "What about your reputation?" In this 5-minute video, I extrapolate out from this specific personal experience to contemporary and historical examples of the regulation of teen sexuality, the panic over the perceived role of media influence on teen sexuality, and the race, class, and gender hierarchies that such discourses maintain. The piece is a deliberately awkward collage of clips that is disrupted and hopefully disruptive, employing formal elements to resist narrative closure or oversimplification. Ultimately, the video attempts to reimagine teen sexualities without the weight of reputations.

Haskell, David Ian, *University of Illinois at Urbana Champaign*
Stealing Home? Negotiating Citizenship at the World Baseball Classic

In March 2006, Major League Baseball hosted its inaugural World Baseball Classic, set against a U.S. cultural backdrop of anti-immigration protests, debates over border policing, and widespread criticism of U.S. neo-imperialist presence in the Middle East. Devised primarily for commercial market expansion, the international tournament stirred significant controversy in the sporting world and transnational politics, raising questions particularly around issues of citizenship and national identity. For example, how do international athletic competition, spectatorship and commentary feed discourses of hyper-nationalism? How do athletes function as sites of cultural tension and evidence of the virtues of nationalist self-expression? How do narrations of non-U.S. athletes

reinforce U.S. politics of ethnic difference in its conception of citizenship? This paper examines negotiations of citizenship and national pride in discourses surrounding the World Baseball Classic, suggesting that the narration of non-U.S. athletes as virtuously patriotic encourages consolidation of U.S. citizenship in exclusionary nativist terms.

Hastings, R.N., *Southern Illinois University Carbondale*
Brick Wallz n Wishin Wellz: Me Man Memoria

Drawing on the works of Bryant Alexander and D. Soyini Madison, surrounding the employment of critical ethnography in the area of performance, this piece of performative writing offers a bird's eye view of how the geopolitical climate of one's environment influences the direction of ones performative identity. Using Françoise Lionnet as a method for analyzing the social environment of the literary works of Black Thinkers, this performance piece plays with metaphor as a means of celebrating cultural subjectivity.

Hastings, R. N., *Southern Illinois University Carbondale*
The Performative Revolt: Black Diasporic Performances as Cultural Reclamation, Resistance and Revolution

Using performative writing as a platform of analysis, "The Performative Revolt: Black Diasporic Performances as Cultural Reclamation, Resistance and Revolution" engages the political climate of race and class in the aftermath of Hurricane Katrina. Through a methodological montage of autoethnography, revolutionary poetry and drama, this performative essay explores Hurricane Katrina as a mini-diaspora within the larger African Diaspora. It calls for the inclusion of the body as an enfleshed site of knowledge within postcolonial discourse and forwards the notion of body borders as visual manifestations of systematic forms of exclusion. Additionally, it suggests that performances of the flesh can engage in the performativity of revolt against the politics of citationality as both a means of definition and defense, as well as a space for consciousness raising and coalition building.

Hauge, Solveig, *University of Oslo*
The Loneliness and Ageing Project: An overview

See Kirkevold, Marit

Hay, Trevor, *The University of Melbourne*
Crafting narratives, writing lives: Maintaining researcher identity in a large nationally-funded Australian qualitative study

See White, Julie

Hay, Trevor, *The University of Melbourne*
Eight Treasure Soup: Voice, Perspective and Evidence in a Collaborative Project

See Godinho, Sally

Hayes, Sharon, *University of Florida*
Exclusion of evidence and the concept of "non-evidence"

See Koro-Ljungberg, Mirka Elina

Hayes, Sharon, *University of Florida*
Exploring the Possibilities of Collaborative Activism From the Social Constructionist Perspective

See Gubrium, Erika K.

Hayes, Sharon B., *University of Florida*
Considering Qualitative Research Questions from Epistemological and Methodological Perspectives

Many qualitative research questions are distanced from the operational definitions of qualitative research and/or the epistemological and theoretical assumptions associated with various forms of qualitative inquiry. In order to problematize this "qualitative" positioning, my presentation utilizes examples from a purposeful sample of journal articles across disciplines. I noted that the use of qualitative inquiry was often signified in overly broad statements of the studies' purposes, rather than framed through specific research questions. Also noteworthy was the finding that when research questions were specified, they were epistemologically vague. As a result, I conclude that qualitative researchers must be rigorously trained in designing research questions that take into account the epistemological and methodological specificity and particularity associated with various qualitative inquiries.

Heald, Susan, *University of Manitoba*
Meeting and Challenging the Demands of 'Science' in Central American Agriculture

I am about to deliver a 5-day workshop in Nicaragua called "Qualitative Methodologies for Investigating Community Knowledge, Power and Gender." On the one hand, my critiques of "development" and my assertions of the need for transnational solidarity and local initiatives instead of imposed "solutions" lead me to want to present versions of qualitative methods which are easily recognized as "research" and immediately practical to my southern colleagues. On the other hand, my commitment to post-positivism and post-structuralism, as well as my experience in Central America, lead me to believe that the unsettling of power/knowledge relations in the form of, at least, recognizing the partial and contingent nature of "truth" and the exclusions precipitated by positivist methodaltry, are vital to projects of liberation, autonomy and post-colonialism. Using qualitative methods and autoethnography, I explore my own working through of this conundrum in the process of preparing and delivering this workshop.

Hebert, Terri R, *University of Central Arkansas*
The Impact of State-Mandated, High-Stakes Testing on Fifth Grade Science Teachers Instructional Practices

Methods utilized by school districts to measure student academic achievement has found an established place within western society. However, seldom do individuals engage classroom teachers in a meaningful dialogue about the prose and cons of high stakes, state mandated testing. This study is designed to investigate the impact of the Texas Assessment of Knowledge and Skills test upon three fifth grade science teachers' instructional practices. Utilizing the portraiture methodology, data were collected that provided a rich texture of the fifth grade classes within the elementary school setting. Through close observations,

formal and informal interviews, and attention to the teachers' reflective work, the woven tapestry emerged in conjunction with their voices. The participating school, nestled within a large East Texas school district, was selected because of consistently high test scores, while the teachers were selected for their creative approach to teaching and their recognized abilities within a science classroom.

Heggen, Kristin, *Oslo*
Trust and vulnerability in the researcher-participant relationship

There is an assumption that good qualitative research is premised on a sense of trust between the researcher and participant. Our aim is to understand how this sense of trust is negotiated in the research relationship. We draw on our joint experiences as qualitative researchers in Norway and Australia and highlight the common ethical tensions we have experienced. The relationship is a vulnerable one on the part of both researcher and participant. Codes of research ethics fail to address these tensions and vulnerabilities, and are not helpful in providing guidance on how to address them when encountered in the field. We analyse the ethical tensions of this relationship using the concepts of the 'zone of the untouchable' proposed by the Danish philosopher, Knut Logstrup. We also draw on the concept of 'ethical mindfulness' and apply this to a health research context.

Henne, Richard B, *Indiana University*
Implications of qualitative inquiry as discursive turn

Methodologies, paradigms, and theoretical perspectives, while inherent to research, reflect how they are positioned in larger research practices and contexts. Such positioning is not prescribed by the content of research aims but is socially constructed. Being researchers involves seeing evidence as bound up in practice and privileged ways of knowing as authorized ways of doing. Engaging research reflexively therefore necessitates understanding the positionality of researchers, institutions, hegemonies, and politics. This includes debates within disciplines (e.g., "scientifically-based research," "rigorous" methods), synchronic and diachronic trajectories of privilege, implications for navigating paradigm-divided departments in research and service, and research quality in terms of a false dichotomy between content and methods. In this paper, we examine discourses through which qualitative research is positioned with implications for training, practice, and development.

Hennessy, Kristen, *Duquesne University*
The Denial of the Prevalence of Incest in White Families and the Perpetuation of the Myth of the Black Rapist: A Critical Race Theory Perspective

Beginning with Freud himself, psychotherapists have joined western society in the dance of alternately believing and denying claims of incest. This dance of alternating reactions to incest has been particularly frenzied in regards to the lives of white bourgeois women. Using critical race theory, I document the history of the myth of the black rapist. I argue that denying the prevalence of incest in white families perpetuates this myth. The refutation of recollections of white incest furthers the myth of the black rapist by asserting that the white men are not the 'kind of' men who abuse. White women's experiences of abuse are denied and their abusers protected, while black men are seen as those who must

be restrained from committing rape. Black women are positioned between the two, both victims of sexual violence and wary of the co-optation of female victimization for racist ideals. The implications for these social dynamics are vast. Careful examination of the complicated interactions between sexism and racism as they interact around responses to incest demonstrates the common ground between them; it reminds us that feminism and anti-racism can ideally bolster one another. This paper also serves as a reminder that the narratives endorsed by psychologists have vast social and political implications. In structuring my argument, I will begin with the work of Angela Davis, tracing the myth of the black rapist before highlighting mainstream feminism's complicity. I will review western psychology's historical reactions to incest, paying particular attention to the recent emergence of the False Memory Syndrome Foundation. I will turn to the organization's literature to highlight these dynamics lurking beneath the surface of their rhetoric. Drawing on critical race theory, I conclude that the denial of incest in white families furthers the faulty notion that black men are particularly likely to commit rape.

Hennessy, Kristen, *Duquesne University*
Musings on the Motivations Behind the Exclusion of Qualitative Research from Neuropsychology

Qualitative researchers have long explored the ways in which funding agencies have made it difficult for qualitative researchers to receive funding. However, in addition to these external pressures, there is frequently internal pressure in subfields to exclude qualitative research. In this paper, I explore the ways in which neuropsychology professionals themselves are resistant to - perhaps even fearful of - qualitative research. In particular, I emphasize the politics of evidence from within the field, using my experiences training on a neuropsychology unit to begin speculation regarding the motivation behind avoiding qualitative research. I open by articulating the internal pressures that serve to exclude qualitative research from neuropsychology. The bulk of the paper explores the identity of the neuropsychologist and the threat to that identity that qualitative research is seen to pose. Finally, I explore the possible ethical and clinical implications of excluding qualitative research from neuropsychology.

Hennink, Monique Marcelle, *Emory University*
Teaching 'evidence-making': critical issues and strategies

One of the challenges in teaching qualitative data analysis is to identify effective strategies to demonstrate the process of seeing and making 'evidence' from textual data. Often this process or activity is referred to as the 'creative leap', which suggests an unsystematic or non-scientific act in the data analysis process, than what is actually employed by qualitative social scientists. There exists a great deal of experiential knowledge about the process of making 'evidence' amongst seasoned textual data analysts, however, this often remains implicit and undefined. This presentation aims to provoke critical thinking on the challenges and possible strategies for making explicit to students the implicit processes for making research 'evidence' used by experienced analysts. In addition, how an analyst sees 'evidence' may be influenced by their cultural or epistemological background.

Hennink, Monique Marcelle, *Emory University*
Memos and Evidence-Making: Teaching qualitative analysis through memo-writing exercises

See Andes, Karen Louise

Herrmann, Andrew, *USF*
Ragged Edges in the Fractured Future

This paper is the result of our ethnographic research at the Second International Congress of Qualitative Inquiry. Originally confined to exploring narrative inquiry, it developed to include not only our narrative experiences of the conference, but our personal and political struggles as academics, as members of different generations with varying viewpoints, and as writers. Although we hold various worldviews, we developed dialogic relationships as we struggled to write together, yet maintain our own voices. It turns out - as we realized as the project evolved - that this project was not about autoethnography or personal narrative. These may have been the methods, but the subject is our different interpretive political lenses.

Hess, Jacob Z., *University of Illinois at Urbana-Champaign*
Utilizing Liberal and Conservative Narratives to Promote Dialogue

See Todd, Nathan R.

Hesse-Biber, Sharlene, *Boston College*
Not Black Enough/Not White Enough: An Exploratory Study of the Lived Experiences of African American Women Attending Predominately White Colleges

Findings from an exploratory study of African American females who attend predominately white colleges in the North East position respondents as bumping up against a series of identity conundrums depending on their degree of "perceived belonging" to white and black communities prior to college. In particular, class differences mediate their degree of racial identity. Those African American women growing up in middle class/upper middle class families are more exposed to white majority norms and values that may serve to influence their "perceived belonging" and identification with a particular racial group. We examine the specific racial identity dilemmas and choices three groups of women confront during their college years based on their "perceived belonging" to a racial community prior to coming to college. Group one, which consists of women raised in primarily white communities where their sense of being "different" was a non-issue, confront a college environment where they negotiate a racialized identity for the first time, one that is neither "white enough": (skin too dark to sun-bathe with friends, body too big to wear trendy "white" attire, and appearance too black to meet parents of a white boyfriend'or "black enough": (their skin is too light; language and dress "too white," and music and social engagement selection decidedly not "black)." Women in Group two, who racially self-identify as black prior to college, find that the negative stereotyping by the white majority they experience within college, strongly aligns them socially and politically with the black campus community. Those Black women who do not strongly identify with the black community (e.g. those having white boyfriends; those who socialize with white friends) are perceived as outsiders--

"too white," and without allegiance to their racial group. Group three, women whose racial identity is aligned with a community of diversity prior to college, are less likely to identify with any specific racial group, but are able to negotiate and select from a range of peer groups based more on their compatibility and general values and interests. For those women, their racial identity is seen as just one of many different aspects of who they are.

Hewitt, Nicole M., *Indiana University of Pennsylvania*
What's the Evidence for Learning? Professor and Students Share Alternative Representations of Learning in Doctoral Qualitative Methods Class

See Crane, Betsy

Hirshfield, Laura Ellen, *University of Michigan*
Friendship and Intimacy in Interviewing: At what point does empathy become exploitative?

Feminist researchers have long questioned positivist ideals of objectivity and detachment in qualitative research, instead attempting to create friendships and intimacy with their subjects in order to ensure a fuller, more complete picture of their subjects' lives. Other feminists, most notably Judith Stacey, argue that due to power differentials, this close bond formed between researcher and subject may instead be exploitative and ultimately cause more damage to the participants than other, less intrusive methods. As a graduate student conducting 36 semi-structured interviews with fellow graduate students, I was in a unique position to produce a sense of comfort and relaxation through the use of empathy and references to shared experiences and/or networks. In this paper, I explore my use of these methods, their effectiveness and their long-term consequences, in an attempt to address questions of power, intimacy and exploitation in feminist research.

Hiscock, Julia, *Manchester*
Walking Alongside: Shadowing as an approach to exploring the fleeting, the fragmented, the seemingly trivial and the taken-for-granted

Research using shadowing is most commonly found in organisational settings. There has been very little work on the use of shadowing with individuals in private settings. This paper will reflect on the challenges and potential of research using the shadowing of people in their personal, daily lives outside of organisational settings. Challenges include difficulties of access, data management, relationship management and 'going native'. Shadowing offers potential to access geographical and interpersonal areas and situations otherwise inaccessible, to gather multi-dimensional, micro-level data which combines external observation with participants' interpretation and commentary. Shadowing can also provide data on the miniscule, easily overlooked, rarely recalled and almost imperceptible details of daily life which can constitute important social patterns and systems. This discussion is placed within the context of a study which will use shadowing to explore the ways in which peoples' social networks - their friends, neighbours, colleagues - become involved in their attempts to take care of their own health.

Hoeck, Bente, *Aarhus University*
Meta-synthesis - can qualitative research survive being synthesized?

It is difficult to disagree with the overall purpose of evidence-based practice (EBP), and therefore to be against EBP as such. However the ideology of evidence-based practice and especially the evidence hierarchy prevents research based on qualitative methodology to inform health care professionals. My argument is that this actually puts patients at risk. Therefore it is important to finds ways to make qualitative evidence an equal type of evidence in EBP. Meta-synthesis has been suggested as one way to do exactly that, but what does synthesis do to qualitative research? Is it at all possible to synthesize qualitative research and if so how should it be done? Is it just another trap to fall into in trying to walk in line with the current health care context of EBP or does it have potential to get qualitative evidence into health care practices? My presentation will discuss some of the current questions in the debate and give some hints on how to answer some of these questions.

Hoffman, Joann L., *Fielding Graduate University*
Strange bedfellows: The use of art and data and data in art

Performance ethnography (Denzin 2003) uses performance as a remedy to increase participation and dialogue in inquiry. Application of this method in evaluation utilization increased ownership and emotional connection with data and results. This presentation takes the form of a dialogue between two social science researchers. Through dialogue and case study they will present a project in which one researcher used poetry and storytelling to explore the use of self in human service delivery and another who commissioned a dance company to perform data from an after school program evaluation. Through this dialogue researchers will create a space of possibility for the use of data outside traditional and more positivist centered approaches. Presenters will discuss and share strategies for the use of performance to provide alternatives to positivist and quantitative dictates. Performance based strategies increase the ability of the data to speak and act in ways that can more fully capture programmatic experience.

Hogendorp, Melanie, *University of Illlinois at Urbana-Champaign*
Lobbying for higher education: How college students influence state policy

Higher education,s obligation to advance the public good is inherent in its collective mission (Altbach, Gumport, Johnstone, 1991; Gumport, 2001; Ramaley, 1996). In the current neo-liberalism environment, driven by commercialization and other forces of globalization, higher education's role has shifted away from its role in serving the public good. Pressures such as declining shares of public funding and shrinking public confidence call for major changes in educational traditions, inevitably leading to the notion that the future of higher education can no longer be taken for granted. Student lobbying associations among many other advocacy groups have emerged within the last few decades to address these issues. However, their effectiveness has gone understudied. The purpose of this evaluation will be to study the effects of college students lobbying on influencing higher education policy made at the state level. With the Minnesota State University Student Association as the main unit under study, this evaluation will employ quantitative and qualitative methodologies. This

study will contribute to the fields of educational policy and evaluation through its analysis of the effect of various state arrangements and political processes on public policy.

Holbrook, Teri, *University of Georgia*
Resistant cases: A look at power, representation, and the label known as learning disabled

The author questions the reliance on worded representation and in a call for communication designs that consider diverse learners, argues that continued dependence on worded representation can favor dominant languages and ways of knowing that exclude people with certain disabilities. Practicing her work in a hypermedia environment that employs words, image, sound, and movement, she examines how worded representation disciplines and makes "cases" (Foucault, 1977) out of families with learning disabilities. Working with interviews with parents and teachers of children with learning disabilities, she and the study participants co-constructed worded tellings of instances in which parents and teachers acted as "knots of resistance" (Foucault, 1978) against normalizing forces that sought to define and discipline themselves and their children/students with learning disabilities. These tellings constituted data from which she constructed a series of visual "case studies," sculptural bricolage (Levi-Strauss, 1966) that deconstruct the concept of "case" and the cultural practice of making "cases" out of families with learning disabilities.

Holdsworth, Clare, *Liverpool*
Something will come good one day: A mother's account of living and smoking

See Robinson, Jude

Hole, Rachelle Deanne, *University of British Columbia*
Methodological implications of cross-language research: The crisis of representation intensified

Representation, voice, and authority have emerged as important methodological issues to be wrestled with throughout the research process. How does conducting research across languages influence these important methodological concerns? Recently, I, a hearing researcher, completed a study exploring how three culturally Deaf women perceived the influence of hearing loss as they constructed identities. All three women identified themselves as members of the Deaf culture and chose to use sign language during the research interviews. Thus, two languages (American Sign Language and English) and numerous modes of communicating (e.g., sign in English word order, printed English) were used throughout the study. In this presentation, I discuss how working across languages and cultures intensified issues of representation, voice, and authority throughout the research process. Also, I discuss how implementing a collaborative narrative method presented both resources and limitations when endeavouring to address/minimize concerns with representation, authority, and voice.

Holman Jones, Stacy, *University of South Florida*
Crimes Against Experience

Scott proposes that literary approaches offer us one way to read how identities are discursively constituted and understood as and of "experience." She encourages us to read for 'and write'how histories (personal, political and social) are constructed and constructive. This essay will use literary works and approaches to focus on how difference, knowledge production, and witnessing produce identity as "not something that was always already there simply waiting to be expressed, not something that will always exist in the form it was given" (p. 792). In particular, I will consider my own experience as a mother alongside Julia Kristeva's essay "Sabat Mater," which contrasts Catholic understandings of motherhood and femininity with her own experience of maternity, and Minne Bruce Pratt's poetry collection Crime Against Nature, which confronts the loss of Pratt's children following her coming out as a lesbian.

Holmes, Dave, *University of Ottawa*
Toward a Politics of "Evidence" in the Health Sciences

See Murray, Stuart J.

Holmes, Dave, *University of Ottawa*
The Politics of Evidence on "Domestic Terrorists": Obesity Discourses and their Effects

See Rail, Genevieve

Holmes, Rachel, *Manchester Metropolitan University*
What counts as evidence when examining notions of naughtiness

The paper is located around a research project where the central aim is to understand the processes by which 4 - 5 year-old children begin to develop an identity as 'naughty' within school. The paper struggles to disturb how we construct our own stories about 'naughtiness' as we observe children's classroom behaviours. We ask difficult questions around what we might 'see' as 'evidence', as well as how we might curate, censor and share our 'evidence' with each other. We consider how these moments of curation and translation might become a "... montage? a method of editing cinematic images, where several different images are superimposed onto one another ... (Denzin and Lincoln, 2003: 6). The paper moves on to consider how some aspects of these entangled 'cinematic images' may become constituted as 'sanitised' evidence with which to engage in conversations with teachers around emerging notions of naughtiness in the classroom. References Denzin, N. K. and Lincoln, Y.S. (2003). The Landscape of Qualitative Research. London: Sage.

Holum, Lene Christin, *Oslo*
Informant triangulation as a way of heightening the validity in a project working on implementation of "Individual Plans"(IP) on youths with serious and long term psychological disorders

I discuss if informant triangulation is a way of heightening validity in a qualitative research project on IP, a method anchored in legislation to coordinate measures around persons in need of long-term and complex health services. IP is intended to increase the quality of life and client participation, and it is based on clients' own goals and resources. I interviewed leaders, representatives of user-organisations, patients and their personal coordinators. The research question is under which condition IP functions as intended and which professional and

organisational factors promote or hamper IP function, both on a system and individual level.

Hordatt Gentles, Carol Christine, *University of the West Indies, Mona, Jamaica*
The Ethical and Methodological Dilemmas of a Not-So-Native Postcolonial Ethnographer

Critical qualitative research is experiencing paradigm shifts in response to ethical tensions about representation. Contributors to this dialogue are concerned with changing the boundaries of scholarship to include ethnic epistemologies and racialized discourses (Ladson - Billings, 2003). In this presentation, I bring the perspective of the postcolonial Caribbean researcher to the table. I recount and theorize my story of confronting the colonizer / colonized tensions that developed as I worked as a foreign doctoral student from a North American university doing research in my own Jamaican setting. These were tensions re Self-Location, political and ethical tensions re Representation of Self, and tensions re research design and reporting. By telling this story I invite my audience to share with me in constructing a critical understanding of these methodological and ethical dilemmas and their implications for the trustworthiness of postcolonial research.

Horejes, Thomas Patrick, *Arizona State University*
The (Mis)interpretation of Disability: Why Quantitative Research Does Not Work in American Politics

In America, there are widespread historical, cultural, epistemological, and ontological research conducted about the problems associated with racism, sexism, classism, and other types of prejudice; however, there is paucity on disablism. There has been insufficient research on disablism and typically, it has been researched as a health, economic, technical, or safety issue rather than prejudice. This literature review focuses on aesthetic, ontological, epistemological, and ethical questions raised in research methods towards the politics of disability. More importantly, the paper will investigate the types of knowledge and paradigms that construct disability policy stemmed from the ostensible research methods on disability. The viewpoint of research methodology in constructing an identity politics of disability has continued to be rooted in a narrow medical paradigm and continues to perpetuate prejudice (unintended) towards people with disabilities. Lastly, this paper will suggest possible research strategies that would promote a positive and diverse approach and discipline of human understanding towards people with disabilities in America.

Horner, Pilar, *University of Michigan*
Exploring Sexually Liminal Employment for Women and Work

Using data collected from 20 in-depth interviews and participant observations, this work seeks to explore issues of how current women and work trends function in home sex toy party sales. Women interviewed come from the low-wage, low-advancement work force. These women confront barriers of social morality in the form of secularized religiosity, prejudice, and judgment. I offer that these women combine the potential for high economic gain with empowerment of self through sexuality to transcend the constraints of low-wage work. I will consider the two major constraints that affect women in the workforce

of occupation-establishment segregation (Petersen and Morgan, 1995) and the effect of motherhood (Budig and England, 2001; Di Leonardo 1988; Hochschild, 1989) on these women's lives and work. This research initially demonstrates the vital importance to explore the silenced spaces of women in the low-wage labor market who turn to socially liminal spaces of employment.

Hornsby-Minor, Evette, *St. Lawrence University*
Black Motherdaughter : A Black Woman's autoethnographic performance

This autoethnographic performance explores the conflict of the Black Mother as both daughter and mother. The great unwritten story remains the story of the mother herself, told in her own voice" (Hirsch, 1990, p. 415) Mothers and daughters have deep connections. It is this deep connection and the multifaceted nature that exists between Black mothers and their daughters that, in the process of my writing, performing and research, I have both examined and reflected upon. Their/our love and conflict is long and binding like the gnarly, tangled roots of an old oak tree that has been entrenched in the earth for many, many years. The Black daughter and her mother have ties that bind'sometimes this bond is fraught with quiet, crazy pain.

Hsieh, Ivy Haoyin, *University of Florida*
Exclusion of evidence and the concept of "non-evidence"

See Koro-Ljungberg, Mirka Elina

Hsieh, Sophie Yahui, *Ming Chuan University*
The voice of patients within an acute care setting: a case study

The study explores the management of patient complaints at a private hospital in Taiwan. The case study aims to identify factors which influence the response of the hospital to complaints and whether it incorporates information derived from complaints in its quality efforts. The study was conducted in two stages. The first stage was a cross-institutional comparison of quality management systems between a hospital in Britain and a hospital in Taiwan. The study explored how these hospitals managed complaints and whether they took such feedback into account in reviewing priority of services. The second stage included a detailed case study of the hospital in Taiwan. The study was based on primary data obtained through personal interviews, questionnaire surveys, an analysis of relevant secondary data and documents, and direct observation. At the core of the methodology, this study applied the Critical Incident Technique (CIT), using a questionnaire and direct observation to investigate the organisational response to patient complaints.

Huang, Wanju, *University of Illinois at Urbana-Champaign*
Uncovering the spirit/image of whole child education and a teacher's inner being

Miller (2005) argues that education is to "nurture the development of the whole person [including] the intellectual, emotional, physical, social, aesthetic, and spiritual" (p. 2). Noddings (2005) points out that "we must allow teachers and students to interact as whole persons" (p. 13). What does "teachers and students interact as whole persons" look like? How does the teacher become so that his or her interaction with the child is an interaction between two whole persons' This study is based on in-depth interviews and classroom observa-

tions of a primary school teacher in Taiwan gives a portrait of how she and her students interact as whole persons and she unfolded in her teaching. The paper discusses four pervasive qualities in this teacher, love, vitality, free spirit, and inner strength, and several elements of the teacher's perception of the nature of the child as a whole.

Huggins, Richard Timothy, *Oxford Brookes University*
The technology and artefacts of everyday social control - monitoring criminal and anti-social behaviour in media cultures

This paper will explore the everyday application and experience of technology through an analysis of the use of new and old media in terms of the surveillance and the management and control of crime, disorder and "anti-social behaviour". The paper will provide an analysis of what might be called the ""artefacts" (CCTV images, web-sites and digital reproduction of emergency calls and so on) of presentation and representation of individuals and groups in a variety of media forms and systems to explore one of the ways in which technology manifests as everyday experience and contributes to the popular imaginary of networks of control and surveillance. The paper will conclude by arguing that the analysis of such "artefacts" of social control, the implicit "Othering" of the technologies of surveillance and the everyday experiences of such technologies and processes are best researched and analysed from a qualitative perspective and will explore the implications for research design and method.

Hughes, Judy Ann, *University of Northern British Columbia*
Authenticity, credibility, and truth in writing/reading women's narrative of violence: If I tell the story, how will you hear it?

Researchers present women's narratives of intimate partner violence so that women's voices can be heard and to generate recommendations for progressive practices and policies. Criteria to determine the truthfulness of such accounts often focuses on procedures followed by researchers, such as member checking. These strategies suggest that women's stories can be authentically verified and displayed for readers. The paper presents an alternative means of establishing credibility, which challenges researchers to think about the ways in which their findings can be socially transformative through considering how those who read women's accounts can be altered by the experience of 'hearing.' Through this method, authenticity shifts from examining the content of women's accounts to questioning the experience of reading. Are readers of abused women's narratives compelled to intimately feel the events and moments as retold through these voices and to recognize the difficulties, challenges, and courage inherent within these stories'

Hughes, Michelle Rose, *Arizona State University*
Critical Qualitative Research and the Notion of Sustainable Livelihood

Social ecology and ecofeminist theories have criticized notions of development in communities where the people and environment have been exploited by industrial and capitalistic systems of domination. The notion of sustainable livelihood, rather than development or sustainable development, advocates for the sustaining of communities based on the cultural strengths of the people and the environment in which they live. Social movements based on sustainability

have fought to resist capitalism, industrialism, bio and intellectual piracy, technologies which create health hazards and strip the environment of maintaining its resources naturally, and patriarchal domination of women, children, culture, and the environment. This paper attempts to create qualitative research questions and methodologies (based on notions of sustainability) which challenge systems of domination and center on community and culture

Humerfelt, Kristin, *University of Stavanger*
Developing Innovative Social Work Knowledge; a collaborative research project between a Municipal Social Welfare Service Agency and a University in Norway

This practice research oriented paper is based on an ongoing collaborative research project in western Norway. The collaboration is between a Municipal Social Welfare Service Agency and the University of Stavanger and is based on the research project entitled: Individual plan- a useful tool in social work to help social service users with drugs and/or alcohol addiction? The focus of this paper is the methodological process in the collaborative work of reaching the goal of innovative knowledge to improve practice. The methodological process is presented in stages. The partnership between the practitioners and scientists is emphasized as an equal and mutual relation. The knowledge of experience and science are considered of equal value, although they are unique. It stresses the importance of the partners' consciousness in the dialogue between them: in the complementary and the dependency that lies between the two types of knowledge. The research process' imminent proximity to the practitioners' lifeworld, real-context and real-social-work-cases is seen as the core to improve practitioners' use of research-based knowledge and to reduce the gap between practice and theory. In northern Europe this kind of action research is called practice research. Practice research is defined as fertile design for developing innovative knowledge. The challenge with practice research is how to organize and stimulate the partnership to enable it to develop a creative culture that develops innovative knowledge. My idea is that the service users perspective is important, and a missing link in the partnership between practitioners and scientist, in order of develop and create innovative knowledge.

Humphreys, Michael, *University of Nottingham*
Why did Derrida like Ornette Coleman? Free Improvisations on a Qualitative Research Theme

See Learmonth, Mark

Hundley, Melanie, *University of Georgia*
Medium, movement, and representation: Hypertext in the research process

What can hypertext make possible for the representation of research data or findings? Like Morgan (2000), the author believes that while print is a product, "hypertext is necessarily a reader's performance, an event" (p. 131). Research as event or performance challenges the traditional linear representation of research findings. Building in the possibility of multiple lines of interpretation can alter the representation of data as well as the analysis of it. The multiple possibilities of representation using hypertext offer options to layer crucial reading experiences in ways that print texts do not offer. Data that transgress the research categories can be included. Contradictory data can be juxtaposed. Hypertext

allows for either or neither to be privileged. What becomes accessible to the reader is more inclusive'researcher's log, interview transcripts, documents, artifacts, and primary sources. Working with the texts of interviews with hypertext authors, the author constructs a series of proposed data renderings to investigate how hypertext constructs and deconstructs the representation of data.

Hunt, Geoffrey, *Institute for Scientific Analysis*
Studying and understanding youth cultures, clubs and drugs:

In conducting qualitative research on the relationships between young people's involvement in the electronic music dance scene within the San Francisco Bay area and their illicit drug use, we soon discovered that two separate but pertinent bodies of knowledge existed within the literature - drug epidemiological research and sociological or cultural studies. These two approaches have remained largely separate. Whilst remaining firmly planted in sociological, anthropological and cultural studies' research traditions, our work within the drug and alcohol arenas means that we are obliged to keep track of developments in our own disciplines as well as in the relevant epidemiological research. Against this background this paper examines the main research interests and themes that exist within these two bodies of literature. We hope to contrast both the issues examined, the types of data collected, the methodologies adopted, the theoretical underpinnings that operate and the different conceptualizations of young people themselves.

Hurst, Carol Grace, *Virginia Commonwealth University*
The EPA in My Backyard: An Auto-Ethnography of Poisoned Earth

Narrative, pictures, and poetry will be used in this presentation to tell a personal story of home and contaminated land. One family's story reveals dilemmas of pesticide residuals in small town America. Arsenic and lead laced play spaces are dangerous for children and other living things. This autoethnographic inquiry examines themes of land use and misuse and environmental costs and choices. The presentation chronicles one mother's journey through ignorant bliss to community action, traversing the intimate domain of tested friendships, neighborly hysteria, and merciful government intervention. This inquiry seeks deeper understanding of individual and corporate commitments and resistances to owning our environmental nightmares. It faces questions of inherited legacies, ethics of land ownership, and how to do the dirty work of parenting on a polluted planet.

Hurst, Carol Grace, *Virginia Commonwealth University*
Encouraging and Discouraging Breastfeeding: Relational Odysseys Concerning Mothers' Milk

This paper grows out of a mixed method study of breastfeeding and low income mothers. "Outliers" in the data often represent special cases, interesting stories that need to be told. Not linear and not typical, the outlier story may inform as well as the "mean" story in a quantitative analysis. Based on interviews with a sub-set of mothers from the larger study of 180 participants, this paper focuses on exceptional cases of breastfeeding success or failure. Mothers' express how they chose to feed their babies for their own reasons in the context of their relationships and constraints of values, information, and physical limits.

Interpreted through a Symbolic Interactionist lens, these special cases illuminate experiences of sisterhood, disappointment, and triumph in making meaning for the Self. The outlying stories reveal both paradoxes of and possibilities for transforming professional approaches to breastfeeding promotion.

Husband, Terry, *The Ohio State University*
Always Black, Always Male: Race/Cultural Recollection and the Qualitative Researcher

Denzin and Lincoln (2003) maintain that the researcher's present location/position (social, cultural, racial, political, gendered, etc.) within the world shapes the researcher's thoughts and actions in research. This raises a critical question: In what ways do the researcher's memories of past racial/cultural experiences influence, inform, and direct the research process as a whole and the researcher in particular? As an African-American male teacher/researcher, racial/cultural memories have and continue to have a strong influence on my identity as well as my research practices. This paper examines specific ways that racial/cultural memories have and continue to influence the methodologies I employ, the questions I pose, and my overall identity as teacher/researcher. I will present this paper in the form of autobiographical narrative of several salient memories within my life that continue to ground and orient my present day decisions as a researcher.

Husting, Ginna, *Boise State University*
Critical Hagiographies: Virginia Woolf's sociological performance narrative

In a "Gender Sociology" course, I included Virginia Woolf's anti-war essay "3 Guineas." The reading came on the heels of Salon.com's release of Abu Ghraib torture photos. Woolf confronted me with a form of scholarship I disdained. Woolf constructs a circumlocutionary, 1st person narrative crafted in response to 3 letters. She anchors it through 9 textual references to (missing) photos of the Spanish Civil War. Her intertextuality & narrative evocation of absent photos ironically undermine the assumption that "seeing violence" will create critiques of war. Tracking Woolf for students, & rendering contemporary violence visible with torture photos, inducted me into the power of performance texts & the ambiguities/ambivalences of visual presence/absence. This epiphany becomes a thematic touchstone for exploring the sociological in unexpected places & forms. For Woolf, like Anzaldua, straddling insider/outsider borders, playing with presence/absence & using anger/irony in 1st-person story telling allow us to disrupt hegemonic meaning systems & imagine alternatives.

Ibarra-Espinosa, Leonardo, *Universidad Autonoma Metropolitana-Xochimilco*
Historia Oral, Trabajo Y Jubilación: Memorias De La Exclusión Obligada

Navegar, conditio sine qua non de fluir en calma y tempestad, en la palabra de hombres y mujeres que han sido excluidos, en espacio y tiempo del trabajo asalariado es apasionante. Trayectorias de vida, representaciones, experiencias, practicas, ritos y mitos; senderos extraños, encarnaciones reconditas del sujeto conductor jubilado del metro de la Cd. de Mexico. La riqueza de la oralidad, via la historia oral, invoca y convoca al pasado, al presente y al porvenir, donde el rescate y re-conocimiento de la memoria singular y colectiva es un pasaje al acto capaz de crear espacios autopoyeticos, criticos y reflexivos, donde el jubilado

y yo mismo nos atrevamos a explorar nuevos procesos que funden una mirada alterna a la ya visualizada. Al sentir, escuchar y observar de forma solidaria continuidades y rupturas que configuran su ser en el mundo, la construccion y conservacion de espacios de resistencia politica y social sera una realidad que nos llevara a puertos donde la equidad, la justicia y el reconocimiento sea la moneda de cambio.

Ide, Kanako, *University of Illinois at Urbana-Champaign*
A Case Study: Hidden Curriculum in Ballet Lessons

This research is a case study to analyze hidden curriculum in ballet lessons. It is a study to explore what a particular ballet master teaches more than simply instructs ballet techniques. Official curricula of ballet lessons are to acquire traditional ballet techniques and to learn its well-established styles. On the other hand, ballet lessons are also required to promote dancers' explorations to the art at the same time. How does the ballet teacher try to balance teaching ballet techniques and promoting creativity through ballet lessons? What does the ballet teacher teach besides ballet techniques? What do dancers learn besides ballet techniques? How do dancers and the teacher influence each other to develop their aesthetic worlds? I will explore these questions through class observations and interviews with dancers and the ballet teacher.

IESHIMA, Akihiko, *Kyoto University*
Role of the fictitious story in adolescent personality development: How do young people read Japanese comics?

This paper focused on how young people narrate their experience on MANGA (=Japanese comic books which have a wide variety of storylines and include many attractive characters).In Japan, MANGA are widely popularized and are being experienced by a lot of children. In addition, there are many Japanese who keep reading MANGA after they have grown up. Therefore, there seem to be some relations between Japanese personality development and MANGA. My concerns were the role of manga in personality development and the relations between the narrative of MANGA and one's narrative of self. Twenty Japanese university students who were grown up with MANGA were interviewed. They identified themselves with fictional characters. They narrated their life story relating to the stories of manga. These findings suggest that one's personal narrative is reconstructed based on various storylines of fictional stories.

Ignacio, Emily Noelle, *University of Washington*
Narratives as Jazz: The Sonic Dimensions of Tellership

Since a narrative analysis is a particularly helpful genre for representing and interpreting identities in their multiple guises and different contexts (Riessman, 2002), we chose this method for our explorations of ethnic identity of Balkan and Filipino immigrants and. Various elements – sequentiality of events, tellability, tellership, embeddedness, and moral stance – mark the richness of narratives in that each dimension can be differently realized. Narrators are confronted, Ochs and Capps assert, with an urge to tell a stable, linear reconstruction of the past that ties events together and the desire to convey the complexities, ambiguities and paradoxes of the actual life events. Narratives emerge as a social activity, as a negotiated interaction between the teller and the interpreter, a dimension that Ochs and Capps (2001) call "tellership". To understand and analyze these narratives, however, the narrator has to listen very carefully not only to the words used by the narrator, but the pauses, silences, cadences, pitches, and tones of the narrator's story. In addition, the interviewers must pay attention to how his or her questions, sentences for clarification, the tones used, and time-sequence of this "call and response" between the narrator and interviewer plays into the narrative. This paper is thus concerned with the "sonic" dimensions of "tellership" and its effects on the narrative and analysis of the narrative. That is, narratives are never singularly constructed nor singularly analyzed "after-the-fact", but instead, as a are co-constructed and partially co-analyzed by interviewee and interviewer at the time of the interview.

Ilves, Kadi, *Tartu*
Analyzing the children's interpretations of the role of punishment in child rearing

In my recent research I focused on analysis of children's interpretative repertoires. I used the data (131 essays) of an essay contest for children from grade five to nine (aged 10-16). The Ministry of Social Affairs of Estonian Republic organized the contest. The topic of essays was Punishment - a necessary upbringing method or violence? The subject of analysis was the content of the interpretative repertoires, also the grammatical and rhetorical means used in them. It turned out that represented were repertoires characteristic of adult and children culture. Prevalent where adult repertoires: "The dream of every parent is to raise a proper citizen", "Punishment is certainly a (very) important upbringing method" and "Good children, they grow without a rod". The children's own repertoires were more hidden in presented essays. While composing and choosing the repertoires children wanted to please the adults assessing the essays. In this the performative function of the essays emerged.

Invernizzi, Marcia A., *University of Virginia*
The nature of print exposure in high-poverty elementary schools

See Booker, Keonya C.

Isaac, Carol, *University of Florida*
Exclusion of evidence and the concept of "non-evidence"

See Koro-Ljungberg, Mirka Elina

Isaac, Carol A., *University of Florida*
Evidence to practice & practice to evidence: An exploration of the circular in evidence-based medicine

The purpose of this presentation is to highlight the ways evidence-based medicine (EBM) normalizes and regulates (Foucault) knowledge/power production. Sackett et al (2000) defined EBM as an integration of best research evidence, clinical expertise, and patient values. However, Guyatt et all (2002) places clinical observation and experience last in the evidence hierarchy with the randomized controlled trial held as the standard for clinical intervention. Drawing on the literature and past managerial experience, this presentation describes how the hierarchical model is usurped by the circular, rejecting the predominant

modernist practice in EBM. Foucault (1976) suggests that individuals do not hold power but are vehicles of power which circulates within organizational discourse. The hierarchical discourse of medical knowledge produces polarities creating opposition rather than mixture between researcher, clinician, and patient. However, resistance persists as long as dominance persists, and the less powerful find innumerable and creative ways to resist the predominating discourse.

Isaac, Carol A., *University of Florida*
Women Leaders: The Social World of Healthcare

Women have historically always played a subservient role in medicine, especially as nurses and technicians, taking orders from the "male" physician. The everyday world in healthcare is shaped around a "rigid hierarchy of authority and power," and women "learn to normalize their experiences of mistreatment and abuse" (Hinze, 2004, p. 103). Women in leadership have a unique situated knowledge because the administrative authorial voice has been largely white male. Thus in organizations, the masculine predominates the feminine. These concrete, socially and historically located institutional practices (Foucault's "technologies of the self") construct our identities. In this study, I interviewed ten women deans from a southeastern university, and compared the texts of those within with those outside the healthcare system. Using Clarke's (2005) situational analysis with a feminist poststructuralist perspective, I mapped the narrative discourse of these women leaders, attempting to better understand the multidimensional qualities of power in academic healthcare institutions.

Isaza-Restrepo, Andres, *Universidad del Rosario*
Dialogo Entre Sistemas De Conocimiento

Dos medicos enfrentamos la dificultad del dialogo entre diferentes disciplinas, al trabajar en investigacion en educacion donde predomina el paradigma de la investigacion cualitativa (IC), y en investigacion clinica, donde prevalece el paradigma positivista. La ciencia clasica fragmenta la realidad para analizarla, y pretende controlar el sesgo y el azar por medio de elaborados modelos estadisticos; la IC se ocupa de estudiar la estructura de complejas interacciones dinamicas que involucran aspectos psicologicos y sociales, donde reconoce la importancia del contexto y de la percepcion humana de la experiencia. Hay contraposiciones epistemologicas entre el paradigma positivista que pretende la objetividad por medio del rigor cientifico, y el de las ciencias sociales que concibe la realidad como un producto inter-subjetivo, construido por la mente humana en procesos dinamicos en el tiempo. La diferencia entre estos marcos epistemologicos determina diferentes metodologias. ¿Estas diferencias implican oposicion?, ¿complementariedad?, ¿Cómo desarrollar procesos de integración entre ellas'

Ivashkevich, Olga V, *University of Illinois at Urbana-Champaign*
Two Preadolescent Girls Use Drawing to Confront Their Female Identities

This presentation discusses a hermeneutic inquiry into the lived culture of two 10 year old girls, who get together for drawing and talk in which they explore the ideas of the female body, fashion, popularity, and friendship. Several of their encounters are portrayed as battlegrounds of meaning making, where preadolescent girls try to gain control over their sexuality, challenge the boundaries of the "perfect" body, and reveal the male gaze. Researchers involvement in these

encounters is also examined as co-creating the research evidence and motivating participants dialogue.

Jackson, Alecia, *Appalachian State University*
Desiring Silence

In this paper, I conceptualize the productive relationship between desire and silence. I use Jacques Derrida's language theory and Judith Butler's philosophical writings on desire to imagine a space in which silence and desire produce one another. The inextricability of desire and silence ushers in a new way of "hearing" qualitative data and transforms silence from an empty void to a means of inhabiting desire, of inhabiting a territory of the avoidable. I move toward this concept of desiring silence through a careful reading of my interviews with southern women narrating their lives. How these women desired to be recognized by their Others produced remnants and excesses of speech, in the shape of silences, as they spoke of their lives. Of further consideration in this paper is what emerges in the absent presence of silence - how we who listen might locate and interpret data differently by getting lost in the labyrinth of desiring silence.

Jackson, Alecia Youngblood, *Appalachian State University*
Rhizovocality Revisited

Rhizovocality is a deconstructive concept previously put forth by the author that works the limits of voice as evidence in qualitative research. Rhizovocality highlights the irruptive, disruptive, yet interconnected nature of positioned voices (including the researcher's) that are discursively formed and that are historically and socially determined. Rhizovocality compels researchers to listen for texture and subtlety within and among discordant, muted, and harmonious voices, including their own. In this paper, the author puts rhizovocality to work in a deconstruction of "response data" (St. Pierre, 1997) produced by her participants in an interview study with Southern women. The author's analysis opens up what counts as voice, a reconceptualization that is revealed through more textured, inclusive readings of evidence.

Jackson, Beth E., *York University*
Qualitative Evidence and the Politics of Indicators: Women's Assessments of Quality Health Care

Conventional health care quality assessments are based on quantitative data from surveys and administrative records. Aligned with dominant knowledge-production practices in public health, this evidence has robust credibility. But to provide responsible assessments of quality, we must be critical about 'what counts' as evidence. For example, while it seems obvious that assessments should take into account gender, sexuality, racialization and other social locations that affect access to, experiences of, and outcomes of care, most do not. We have carried out a qualitative study of how women in Canada define quality care. We contend a gender-based equity analysis of structures, processes and outcomes of care, informed by qualitative data, can enhance the accountability of quality assessments and the policies that issue from them. These data and analysis illuminate the complex interplay of structural conditions and particular experiences that produce 'quality' in health care. However, questions remain

about how qualitative data can inform policy decisions - can we develop 'qualitative indicators' of quality care for complex constituencies of women'

Jackson, Melanie Njeri, *Virginia Commonwealth*
Confessions of a Cancer Renegade: Personal Narrative as Critique of the Science of Science

As an African American woman political scientist who has conducted research on health disparities with colleagues in medical anthropology, psychology, social work, and public health, I have found helpful the critiques and insights of medical science provided by our respective disciplines. We recognize and criticize the conceptual and methodological biases of biomedical science that impact how we understand and treat illness and disease. This paper discusses the dilemmas of decision-making created by cancer diagnoses for us critics when we face the choice of accepting or rejecting recognized protocols. Exactly what criteria, standards, and choices make sense? What are the strengths and limitations of various paradigms? Who and what do we trust? What is evidence of a reasonable choice? How important, transferable, or generalizable is what we learn from isolated decisions to challenge the "best science"? What is the value of doing so'

Jacobs, Cindi, *UMass-Lowell*
The Qualitative Research Network: Working Cross-Campus to Support Qualitative Researchers at the University of Massachusetts-Lowell

See Davidson, Judith A

Jager, Kathleen Burns, *Michigan State University*
The health of the therapist: Why do we sit and think that mental health is only located in our heads?

See McElroy, John M.

Jager, Kathleen Burns, *Michigan State University*
Exploring evidence of the community in family therapist training: Punctuating who we are

See Bak, Jennifer Marie

Jamil, Omar Bashir, *DePaul University*
How They Knew: Contexts of Awareness of Sexual Identity for GBQ Male Youth

Anecdotal accounts of gay identity development in the media support notions that sexual orientation is often triggered by gender atypical behaviors, sexual abuse, or through learning such behavior by viewing gay-oriented material. Research on sexual identity development, however, also fails to identify the specific contexts of sexual identity awareness. The current study investigated the identity development process for 20 African American and Latino gay/bisexual/questioning (GBQ) male youth (aged 15 - 23) living in the Chicago metropolitan area. Youth were interviewed using a semi-structured interview which assessed the timing of important ethnic and sexual identity development milestones. Findings indicated that youth were made aware of their sexuality solely through

finding themselves attracted to other males, with no participants endorsing awareness through indicators suggested by the media and lay opinion. Implications will be discussed as it concerns the sexual identity development process, as well as stereotypes and heterosexism against GBQ men.

Janisch, Roy Frank, *Pittsburg State University*
Economic Development and Gaming on a Rural Reservation: The Case of the Sisseton-Wahpeton Oyate

Race relations are the primary focus on the social relationships between groups that are influenced by prejudice and beliefs about race. However, 'race' is inextricably linked to numerous other social conditions extant to the community under review. The following survey and analysis examines a number of these variable influencing racial relations in South Dakota, specifically; the Sisseton-Wahpeton Oyate (SWO). In it, I examine the legal framework developed, implemented, and enforced under the Indian Gaming Regulatory Act (IGRA), in which the SWO was 'grandfathered' and I move on to how the media focus on large capital earnings casinos, which skews the reality of Indian gaming in rural areas. Finally, I utilize individual interviews of leaders and community members within the context of tribal (Indian) government to tell their story of Indian gaming on the reservation, how it has developed and what economic development activities have occurred within the community.

Jarillo, Edgar, *Universidad Autónoma Metropolitana - Xochimilco*
Knowledge And Professional Career Understanding Through Introducing First Year University Students Into Qualitative Thinking

See Chapela, María-del-Consuelo

Jarillo-Soto, Edgar, *Universidad Autonoma Metropolitana Xochimilco*
La Confrontacion De La Sexualidad Entre El Medico Y La Comunidad

See Salinas-Urbina, Addis Abeba

Jarillo-Soto, Edgar, *Universidad Autónoma Metropolitana Xochimilco*
Sexual Meanings, Two Worlds: Physician And Patients

See Salinas-Urbina, AddisAbeba

Jean-Charles, Alex, *University of Illinois at Urbana-Champaign*
Conversation about Technology: A Video Presentation

Technology is paradoxical. The same technology that is used to control and cause pain can also be used to liberate and cause happiness. In this video, I depict the human condition of the created technological world. I question the nature of technology as masculine, the role of women, and the impact technology has on hope. As Alfred Nobel once said, "Hope is natures veil for hiding truths nakedness". Using the works of Hannah Arendt and Luce Irigaray, I illustrate the condition of the human quest for everlasting pleasure and freedom. Control is human rejection to hope, and it has become the human technology that leads to truth. This project argues against that truth which historically has led the world through totalitarianism and violence. Lastly, I use videography as

an artistic tool to present my view, and undergraduate student views of modern technology. As Rev. Jesse Jackson said, "keep hope alive!"

Jean-Charles, Alex, *University of Illinois at Urbana-Champaign*

International Association of Educators in North America and Organization

The vice presidents, Alex Jean-Charles and Eryca Neville will report the activities of the standing committees of the association in US.

Jenkins, Mercilee, *San Francisco State Univ*
Physical Traces of Race: The Fabulous Ruins of Detroit

This excerpt is a duet about race in Detroit in the 1960s inspired by an oral history interview with an African American man and an autoethnography of a white woman who grew up in the same neighborhood.

Jezewski, Mary Ann, *University of Buffalo*
Family Surrogate Decision-making in Advanced Cancer - Preliminary Findings

See Meeker, Mary Ann

Johnson, Margaret, *National Louis University*
Naturalizing Digital Immigrants: How Educators Are Responding to Rapidly Changing Digital Literacies

This study will examine practicing K-12 educators' perceptions, knowledge and use of participatory Web 2.0 media formats such as blogs, wikis and social networks. The study will focus on educators' perceptions of the importance of skills related to digital literacies to their roles as educated professionals as well as the importance of digital literacies in student learning. The study will also describe ways in which educators are addressing negative and positive community attitudes related to digital media formats, including issues of control vs. freedom. Following initial interviews and a self-assessment survey, participants will select from a menu of online activities to learn more about and participate in one or more of these interactive digital media formats. Follow-up interviews and blog entries will provide opportunities for participants to reflect on any modifications to their perceptions, knowledge and anticipated use of these formats following their study experiences.

Johnston-Parsons, Marilyn, *University of Illinois at Urbana-Champaign*
Self-Study Conversations with Students of Color: Multiple Theoretical Positionings to Interpret and Raise Critical Questions

This paper discusses an interpretive self-study/action research of two professors and a doctoral student who talked for 5 years with the students of color in a teacher education program. Each year we asked the students of color to meet apart from the white students, to be our cultural consultants, and to talk with us about our teaching and their experiences related to issues of diversity and social justice in this one-year M.Ed. teacher education program. We use different theoretical lenses--sociocultural, post-colonial and critical theories--to interpret our learning as a way of analyzing the possibilities of different insights and critiques of our research. We also problematize both this strategic maneuvering of our theoretical lenses and the ways in which this theorizing separates us from the more collaborative experiences we had with the students during the research

process. We also discuss issues related to our research methods that involved doing research on ourselves, a self-study, and yet our participants were students in our courses who were invited to be critical about our teaching and the M.Ed. Program.

Jones, Liz, *Manchester Metropolitan University*
What counts as evidence when examining notions of naughtiness

See Holmes, Rachel

Jones, Violet Johnson, *The University of Texas at El Paso*
Talking Black About The Border: Black Educators And The Immigration Debate

In this qualitative study, the author conducted interviews, focus groups, and surveys to determine the attitude of black educators towards the recent immigration debate. This paper focuses on several salient issues that emerged during this study. First, the author conducts a review of public sentiments issued by prominent black scholars in the United States, most who support the conservative reform and express antipathy for a lack of compassion towards undocumented immigrants. The second focuses on the comments submitted by survey and interview participants most of whom view the issues in terms of a race and commercially-based government agenda. The final section focuses on the author's experiences as a black college professor at a university along the U.S./Mexico border. The author uses poststructural and postcolonial theories to demonstrate ways in which the border exhibits aspects of a new "Jim Crow" site. The author finally issues a call for black educators and other researchers to become informed and act on this issue.

Jones, Violet Johnson, *The University of Texas at El Paso*
Whiteness and My Literary Imagination

This theoretical paper discusses how the author's research with high school and college student revealed her use of Eurocentric discourse in ways that ventriliquated whiteness and threatened to subjugate the representation of research participants. During several studies involving both African-American and Mexican-origin students the author became aware of ways in which she reproduced rationalist discourse and wrote with the spectre of theoretical whiteness looking over her shoulder. She reveals how the white rationalist is a part of her subjectivity, how she threatens every word the author writes, every (re)presentation she gives, and every analysis she conducts. This acculturated assimilated part of the author's psyche tells her that first and foremost she must write to a white audience even though the folks she writes about are black and brown (Morrison, 1992a). Finally, the author discusses ways she has attempted to extricate the white imagination from her subjective approach to research.

Jorrín-Abellán, Iván M., *University of Valladolid (Spain)*
Bouncing between the dark and bright sides: Can technology help qualitative research?

During the last four years a qualitative analysis of a case study in higher education have been carried out. An undergraduate course based on the principles of Computer Supported Collaborative Learning (CSCL) was designed, implemented and evaluated. The process was developed by a community of practice,

formed by many researchers coming from the ICT and education fields. All of them belong to the GSIC-EMIC (Intelligent & Cooperative Systems Research Group)-(Education, Media, informatics and culture) transdisciplinary group. The case provided many "tasty" partial results that were used to develop and improve three ad hoc supporting tools: Quest, Samsa and Iloca. In this paper we offer a set of reflections about how the aforementioned tools were fed by the ethnographical analysis followed, helping to overcome problems of flexibility and contextualization that are typical of the generic supporting tools generally used in the evaluation of higher education innovations.

Jorrín-Abellán, Iván Manuel, *University of Valladolid*
What the eye doesn´t see: An Inquiry (cowiki-) based learning case study

In this paper we present a case study in an undergraduate ICT course at the College of Education in the University of Valladolid (Spain). Two different but complementary approaches have been put in practice in the design of the course. Firstly, it is based on the principles of the Computer Supported Collaborative Learning (CSCL)field, using technologies to support the collaborative learning process. On the other hand, it follows an Inquiry based Learning methodology. This special mixture offers a "tasty dish" we have called "Inquiry (cowiki-) based learning". The whole process was designed, implemented and evaluated by a transdisciplinary community of practice formed by many researchers coming from the ICT and education fields. This paper emphasizes the value of studying CSCL scenarios by using qualitative methods, showing evidence about participatory models of inquiry.

Jürgensen, Kirsten Schultz-Larsen, *Copenhagen University*
New strategies in falls prevention

See Evron, Lotte

Kacen, Lea, *Ben Gurion University*
Ethical Issues in Intercultural Qualitative Research

Researching a cultural community different from one's own entails significant ethical issues, like: who owns the data? Does the researcher have the right to interpret and give a voice to a group different then his/her? Can he/she really estimate the contribution or damage caused by publishing the research report? What is more important: the study's scientific significance or the benefit to the community? I will discuss these questions by demonstrating a dilemma I faced when I studied the phenomenon of spousal violence among immigrants from Ethiopia in Israel. One of the participants, whom I asked to read my report before publishing it objected my use of the term "violence" because he felt that it could damage the good name of his entire community. In order to find the right way to publish the report I went through a long process including consultation with an old Ethiopian leader (Shmagala).

Kahveci, Nihat Gurel, *University of Illinois at Urbana-Champaign*
The Portrayal of Native Americans in a sample secondary school textbook

The purpose of this study is to examine representation of Native Americans in a sample history textbook by choosing related passages and illustrations with Native Americans. The study utilizes qualitative content analysis techniques to

examine narrative and illustrations of the text. In a broad definition, content analysis is defined "any technique for making inferences by objectively and systematically identifying specified characteristics of messages" (Holsti, 1969). By content analyze method; the content, illustrations, language, words and their underlying assumptions within the related passages with Native Americans were examined. The passages were analyzed in terms of relevancy on concepts, dates (historical timeline), facts, causes& effects, and conclusions. Both positive and negative images placed in the textbook about Native Americans will be highlighted in the presentation.

Kahveci, Nihat Gurel, *Unversity of Illinois*
Sixth grade Elementary Students' Perception of the Teaching Profession: A Qualitative Case Study

This study explores 6th grade elementary school students' perceptions about teaching profession. Data were collected from 10 6th grade students in an inner city school, Istanbul, Turkey. 10 students were interviewed using semi-structured interviews. Study showed that students have positive ideas about their teachers, and most of them accept their teachers as role-models. Their perceptions of teaching profession is a noble profession, and meaningful. On the other hand, study's results also indicated that teaching as a profession was not perceived as a job which could satisfy students' future life expectations since teaching was not seen as a career that provides economic stability.

Kahveci, Nihat Gurel, *University of Illinois at Urbana-Champaign*
Methodological Issues in an Interview Study

This study focuses on some methodological concerns such as issues on designing and conducting an interview, how an interviewer prepare interview questions to elicit data necessary for such analysis, what is the researcher's position in interviews, while exploring Turkish students' perceptions about their adaptation experiences at a Midwestern University. Data collection in this study is based on in-depth interviews with two Turkish graduate students. This study aims to explore methodological issues in an interview study while eliciting and exploring participants' perceptions about their adaptation experiences. Findings of the study provide suggestions about interviewer's role, how to prepare and conduct an interview, what issues may affect an interview such as subjectivity, social status, gender etc.

Kahveci, Nihat Gurel, *University of Illinois at Urbana-Champaign*
Strategic Planning in the International Association of Educators

See Eryaman, Mustafa Yunus

Kalmbach Phillips, Donna, *George Fox University*
Preservice Teacher Education from and with the Posts

We use a poststructural feminisms theoretical framework for research, but, we asked, "What might it mean and to use this as a framework for teaching preservice teacher education literacy methods courses?" Ellsworth explores "pedagogy not in relation to knowledge as a thing made but to knowledge in the making" (p.2). The focus of our research project is to explore such pedagogy and the potential of a literacy method's classroom to be "transitional space." Using

methods such as altered books, Chapbooks, and curriculum deconstruction, we provide opportunity for preservice teachers to discover and creatively work and play at their own limits. In analyzing the data from these student-created projects, we inquire: Does such a pedagogical approach facilitate transitional space? Do such methodologies support textured, layered, and critical thinking by preservice teachers? What appears to influence and to interrupt such thinking processes? Results will be presented as a case-study reader's theater.

Karis, Terri, *University of Wisconsin-Stout*
How Do White Students Learn About Race? What's Going on When Students Move from Emotional Reactivity Toward Racial Understanding

How do white students learn about race? Using a methodology of systematic self-observation students were invited to journal about their experience of "racial moments." Data analysis focused on exploring the process of what's going on when students move from emotional reactivity toward racial understanding. Findings include the following: The process of learning involved noticing thoughts, feelings and assumptions; engaging in a process of questioning; staying with the process even in the face of uncomfortable feelings; opening to not-knowing; and often not coming to a place of resolution, but entering more deeply into further reflection and questioning. Metacognitive awareness of thoughts and feelings and new information about the normative dominance of whiteness supported the process of moving from unconscious racialized worldviews toward consciously using race as an interpretative lens.

Karnieli, Mira, *Oranim, College of Education*
Who is the owner of this story? When personal agendas interfere with research

The study of life histories plays a significant role in enhancing knowledge in the educational field specifically in multicultural societies. However, some informants maintain hidden personal or cultural interests, thus presenting the researcher with difficult professional dilemmas that might affect the final research report. Such dilemmas are the subject of the present work. In order to learn more about women as school principals I interviewed an ultra-orthodox Jewish woman. During the fieldwork and while analyzing and interpreting the data her husband tried persistently to introduce his own perceptions and conceptions regarding religiosity and values. This intervention raised ethical and professional dilemmas, such as: does the involvement of the informant, or his/her kin, during the validation of the data limit the researcher's interpretation? What are the researcher obligations to the informant and his/her kin? Can the involvement of the interviewee during the validation process impede the trustworthiness of the data'

Karnieli-Miller, Orit, *University of Haifa*
Authorship or partnership? Researcher- participant relationship in qualitative research: Examining the power balance/imbalance and its meaning

The participant-researcher relationship is a complex one due to their respective significant roles. Participants and researchers develop a mutual intense involvement: the first, due to the examination of his\her personal experiences, and the latter due to his\her in-depth study of the others experience, and the aspiration to understand it. The researcher is the philosopher, collector of data, analyzer, writer, and publisher. Both collaborate in the final creation. This high level of involvement and the perception of qualitative research as an egalitarian co-production of knowledge, generate ethical and moral dilemmas that are the focus of this presentation. We will exemplify how the different roles are manifested in various qualitative designs/traditions; address the developmental nature of the relationship, focusing on balance of power; examine the question of ownership; and present ethical recommendations. This is an intriguing lecture that will stimulate other researchers to take his/her own conclusions back to the field.

Karnieli-Miller, Orit, *University of Haifa*
Creating shared meanings: The use of multi-method multi-perspective triangulation

The qualitative-phenomenological worldview focuses on understanding in context. Yet, most studies continue to use the individual as the unit of analysis which is often contextualized. Recent efforts are directed to creative combinations of diverse sources of data collection and different informants points of view. This approach focuses on dyads/triads who provide data on the same encounter. The goal of the present talk is to demonstrate the advantages of using multiple methods (participant observation and interviews) and multiple individual data sources (participants in the encounter). This will be demonstrated using data from a study focusing on breaking bad news in healthcare, which includes 17 observations of the encounters and in-depth interviews with all participants: adolescents, parents and physicians (47 interviews). This will exemplify how triangulation from different sources of data extends the level of understanding of the event and the motives underlying it. The advantages of this combination will be addressed while demonstrating its complexity.

Kaufmann, Jodi Jan, *Georgia State University*
Palinodes, Hypertext and Representation

Writing and photographs represent differently. Writing is cumulative, linear, and at once expansive and reductive; photographs are composite, multivariate, and at once linear and nonlinear (MacDougall, 2006). To bridge the tension between these modes of representation, Pink has suggested using hypertext as a means to critically reflect on the way arguments are constructed (Pink, 2004). In attempting to rethink how he used photographs to construct the "real", Prosser wrote a palinode, a take two that realizes what was lost in the original, for it is in finding that which is lost, that which exceeds the bounds of signification, that we find a further glimpse into the real (Prosser, 2005). In the following, I present a hypertext, constructed from written and photographic data from a study examining the re/production of gender, as a palinode. In this palinodial hypertext, each text is read through every other text (Deleuze & Guattari, 1987), circling back in/through representations in order to consciously seek that which was lost in my original representation of this data.

Kawashima, Daisuke, *Kyoto University*
Narratives of a Reunion with Loved Ones

Religion has provided several narratives of afterlife emphasizing Heaven and Pure Land, and they have long been used for moderating the fears of death.

Especially, a narrative of a reunion with loved ones in Pure Land (Kue Isho) constitutes to fascinate elderly Japanese. This research focused on the narrative functions of coupling the deceased with the living. First, semi-structured interviews were conducted with elderly Buddhist monks, using the interview guide (Kawashima, 2003). Subsequently, the narratives were transcribed and coded to study the multiple meanings presented in these data more thoroughly. Then, five assemblages of meanings were identified by using the Kawakita Jiro (KJ) method. The multiple relationships between the deceased, the living, and their own selves were then illustrated. As a result, several participants adopted the narratives of a reunion with loved ones in Pure Land (Kue Isho) to couple their own selves with the deceased indifferent ways.

Kay, Linda, *Concordia University*
Being the "I" witness: Ethical complexities and contextual sensitivities when investigating community trauma

See Connolly, Kate

Keats, Patrice Alison, *Simon Fraser University*
Visual Methodology in the Study of Photojournalists Shooting Trauma and Disaster

The viewpoint of photojournalists leads us visually into knowing something about an experience we may never have imagined or known before. We depend on their striking images to look into, and understand, a world outside of our own. This paper looks at the impact on photojournalists of shooting trauma or disaster photography. Through visual documentation, they record their vision of, sometimes unimaginable, stories of human suffering. What is it like for them to look through the lens, frame the trauma, and record the pain? In this study, the researcher joins the photojournalist in exploring their photographs to elicit stories of their experiences, occupational practices, and psychological impacts of photographing trauma. Using visual methodology for this study raised questions about the art of photography as a necessary deed, the role of the object of the photograph as the central puzzle to understand, and the responsibility of the producer of the image as the creator of the reality of trauma experience for those looking on.

Keifer-Boyd, Karen T., *The Pennsylvania State University*
Feminist Perspectives in Cross-cultural Collaboration

Cross-cultural collaboration, actor-network theory, dialogic research design, new mediated forms of communication (i.e., blogs, wikis, open source FreeMind, co-creation of an interactive virtual learning community), and feminist research practices such as reciprocal reflexivity that is mutually-educative are keystones of a current and long-term research project between a Finnish art teacher in Helsinki and myself from the U.S. living in Finland for the fall semester 2006 as a Fulbright scholar. The focus of the presentation concerns critical reflections on how I set into motion rapport and investment in research as a collaborative process across cultures, time, and geographical distance.

Kendall, Lori, *University of Illinois at Urbana-Champaign*
A Manifesto Against the Follow-Up Interview

One of the most common approaches to mixing qualitative and quantitative methods is the supplementation of a large-scale survey with a smaller set of in-depth "follow-up" interviews, often in the interest of methodological "triangulation." Yet the deductive, hypothesis-driven logic of most quantitative surveys does not make for a good fit with the underlying inductive logic of qualitative interviews. Using examples from well-respected and oft-cited research projects, I will illustrate five problems with the follow-up interview: 1. Treatment of interviewees as homogeneous research subjects with whom the achievement of understanding is unproblematic. 2. Violation of the research logic of qualitative interviews through deriving categories of analysis from the survey. 3. Constraints of reporting two different kinds of data, resulting in inadequate reporting of interview data. 4. The appearance of interview excerpts merely as anecdotal "color." 5. Results: rather than strengthening the study, the use of qualitative interview data tends to both hide and exacerbate weaknesses of the primary survey method.

Kennedy, Katherine, *Carthage College*
A toddler's use of humor to explore, interpret, and negotiate her familial environment

See Cameron, Elisabeth Leslie

Kershaw, Emma Jane, *San Diego State University*
"Sharing [stories] With You Guys": Medical Students Reflect Upon a Hospice Rotation

Students in their third year at the UCSD Medical School are required to participate in a rotation at the San Diego Hospice. The final stage of this training requires them to create a "Reflection Project", or a creative piece that represents their experience during the hospice rotation and shows meaning for them as they negotiate this difficult aspect of their training. During this inquiry, I observed medical students present these projects during the last class of the "hospice rotation". Utilizing narrative, participant observation, and visual representation, I analyzed students' presentations and found patterns in the ways students chose to express themselves as well as in how they connected to the assignment. In this study, I present five students' narratives and connect them to a Communicative Model of Reflection (CMOR). I draw upon dialectical theory as a means of indicating how students learn to communicate about loss, balance, and intensely personal interaction with patients.

Kidd, Jacquie Dianne, *University of Auckland*
Whirling in colour: motifs and mess in stories of mental illness

In my PhD research with nurses who have experienced mental illness, I struggled to honour the nurses' voices while re-presenting their stories in the academic tradition. Thematic analysis turned emotionally rich, deeply coloured autoethnographies into black and white travesties that invited me to focus on the inherent drama in order to keep my work interesting. Instead, I visualised the stories as coloured, mobile, triple stranded entities comprising events, emotions, and the mess of the nurses' inner and outer worlds. Honouring the triple

strand view throughout the analysis lead to the emergence of 'motif' — a structured way of presenting patterns in the stories through art, fiction/poetry and thick description. This presentation offers an account of the triple strand view and the way in which motifs were able to convey the essence of the nurses' stories within the academic frame.

Kidd, Jacquie Dianne, *University of Auckland*
Running on empty: emotional exhaustion, symbolic violence and 'institutional depression' in nurses

Mental illness is a metaphor that conveys inner uncertainty and pain. Nurses' stories of their own mental illness contain muted stories of workplace bullying and symbolic violence, and illustrate the vulnerability of life at the nurse-patient hyphen. Further, the stories hint at the lengths to which the nursing profession will go to silence these nurses who threaten to expose the pervasive sense of sadness and anger that afflicts the nursing profession in New Zealand. This presentation offers early findings from my autoethnographical PhD research with nurses who have had mental illness, and invites the audience to enter the world of a nurse with a mental illness.

Kien, Grant, *University of Illinois at Urbana-Champaign*
International Connectivity The Way It Is Supposed To Be: Beijing New Year 2006

This paper is an ethnographic documentation of wirelessly enabled mobility in the context of globalization, following the cell phone and wireless laptop through various incarnations of social networks from within contemporary China, to finally deliver their user back at the doorstep of 'reality' - disconnection on the street level.

Kierans, Ciara, *The University of Liverpool*
Understanding Narrative Forms: Interpreting 'the silence at the heart of the discourse' of contemporary Irish sickness and suffering

Drawing on patient narratives of kidney disease in Ireland, this paper examines the spoken and unspoken ways in which history, cultural meaning and social context are drawn upon to make sense of suffering. Because suffering in Ireland has such distinct historical referents, these accounts should not be treated as isolated biographical fragments, but as embedded forms of 'doing' sickness that integrate pathology, social obligation, cultural norm and historical process. Sickness in Ireland is not simply something one suffers from, but a repertoire of resources and techniques that are required by the experience of suffering as an Irish person. This paper will uncover 'the conventions of storytelling' which help relate past to present and individual to society, and which remain, for the most part, hidden, implicit features of the domain of ordinary, everyday public and private discourse in Ireland. In so doing, it will explore how individual experiences evidence a history.

Kim, Eunyoung, *University of Illinois at Urbana-Champaign*
Constructivist Grounded Theory: An Alternative Approach To the Study of International Students' Identity Development

College students' increasing transnational mobility warrants study of their psychosocial and cultural adjustment to new environments. Despite a plethora of literature on American college student identity development, theory building about international students' psychosocial development during their cross-cultural transition into U.S. postsecondary institutions has been scarce. Using constructivist grounded theory, this paper focuses on the patterns and characteristics of identity development during international undergraduate students' psychosocial adjustment to new surroundings. Three themes emerge from the study: (a) acceptance of body, appearance, and gender; (b) sense of self in a social, historical, and cross-cultural context; and (c) personal stability based on integration into a new environment. The paper discusses the challenge of maintaining a balance between constructing a conceptual model through interpretation of participants' accounts and keeping statements and meanings intact. The paper concludes that studying overseas is an experience of gaining global perspective by undergoing a series of cross-cultural adjustments.

Kim, Hyunsu, *Pennsylvania State University*
Art as communication: A study of art making process in an early childhood classroom

Art is a tool of communication for children as sharing experiences and thoughts, and socializing. The primary reason of this research is to obtain new perspectives on children's artistic processes. This research proposes to examine how children communicate and interact with each other through art, as focusing on their art making process. It intended to explore how they create, communicate, and interact their meaning. Specifically, I intend to focus on children's art making process itself rather than study of developmental perspectives. Based on extensive and long-term observation in the selected classroom, I will use discourse analysis to decode children's picture. In conclusion, it will discuss how art has been used in children's understanding about social beliefs.

Kim, Hyunsu, *Penn State University*
Examination of Visual Methodologies in the Field of Art Education

See Kim, Minam

Kim, Minam, *Pennsylvania State University*
Socio-cultural Meaning of Korean Children's Drawing within a Context

Contemporary social scientists consider humans as social beings who internalize cultural values socially defined and attempt to understand a specific group culture in order to understand individuals behavior. Therefore, in order to understand childrens drawing behavior, it is important to investigate what is communicated about drawing in a specific cultural context. Based on social agreement about drawing, the style and meaning of childrens drawings can be socialized through diverse and continuing interactions with socializers such as teachers, parents, and peers. Korean elementary students have attachment especially to learning advanced expressive techniques for landscapes using water colors. Why do they understand the meaning of drawing in this way and what

role do socializers play in the process of childrens internalization in Korean culture? This case study based on extended observation and interviews in Korean elementary school will help us to see childrens drawing as a product of sociocultural interactions.

Kim, Minam, *Pennsylvania State University*
Examination of Visual Methodologies in the Field of Art Education

"We still do not know exactly what pictures are, what their relation to language is, how they operate on observers and on the world, how their history is to be understood, and what is to be done with or about them. (Mitchell, W, J.T. 1994, p.3)" This research proposes how to analyze visual images in children's pictures in use of visual methodologies. Over the past a few decades, there have been several studies of the visual. However, it needs to establish solid methodologies to study the visual itself when we talk about children's drawings. This presentation is intended to search the way to study visual materials in students' pictures. References Mitchell, W.J.T. (1994) Picture Theory: Essays on Verbal and Visual Representation. Chicago: Chicago University Press.

Kim, Soojung, *University of Incheon*
Media Discourses on Asian Women`s International Marriage: The Korean Case

This paper focuses on how international marriages among Asians have been represented by the Korean media. Due to globalization, the so-called ethnoscape has changed, and thus has challenged its pre-existing assumptions of ethnicity or racial identity within the boundaries of the nation-state. The recent diaspora of Asian women into Korea through international marriages has reflected how globalization has proceeded at a regional or local level. This paper attempts to analyze Korean media discourses on the Asian female diaspora. It will analyze what kind of generic forms TV dramas and other shows have employed to represent international marriages and how they have portrayed the subjectivities of the Asian female diaspora. It will also discuss how this representation has been contested by the realities' of their international marriages. By examining how the Korean mainstream media have dealt with the conflicting issues of the Asian female diaspora, this paper intends to look critically at how local discursive practices have substantiated the changing ethnoscape.

Kim, Young Joo, *Ulsan University*
Content analysis of web data about health problems for Korean immigrant women in the USA

This study analyzed the content of a web site designed for Korean immigrant women in the US, seeking to understand how women deal with health problems relating to themselves, and their families, outside the traditional medical community. Analysis was given to both questions asked and to the responses given on the web site. The most common subjects (in order of frequency) related to which types of drugs to use; getting information on symptoms, in order to develop home-based remedies; questions on obstetrics and gynecology, a complicated and sensitive subject, easier to discuss on the web-based community; information on children's health problems; good food as a recommendation of the best way to a healthy life; information on the cheapest family insurance. These concerns highlight the difficulties faced by recent immigrant families, when trying to adapt to environmental changes and stress. The coping strategies revealed can also help to focus on the health issues of real significance to this minority population group, and may serve to guide future health-care initiatives.

Kirkevold, Marit, *University of Oslo*
The Loneliness and Ageing Project: An overview

This paper provides an overview of the first stage of the "Loneliness and Ageing" Project. The aim of this international study is to provide understandings of loneliness that can inform support and service provision targeting older people managing loneliness. The objectives are: Identify and describe older people's and service providers' perceptions and understandings of loneliness; Use this in-depth knowledge to inform the development of solutions to assist older people to manage loneliness; Work with support/service providers and older people to implement, evaluate and refine the identified solutions; Develop and disseminate recommendations designed to promote wide uptake of the identified solutions at the individual, organisational, professional, educational and policy levels. This paper seeks to share the lessons learnt to date, stimulate critical debate, invite others to share their own experience of international research and encourage others to explore opportunities for international networking.

Kirkevold, Marit, *Oslo*
Analysis of videomaterial - looking closer at microprocesses

See Bjørk, Ida Torunn

Kline, Yvonne Michelle, *University of South Florida*
I'm Not "Sick": A Narrative Inquisition of Postmodern Theory

In this paper, I use narrative as a method of inquiry to investigate my academic preoccupation with postmodern theories. I frequently receive criticism from others for over-analyzing life and theorizing the minuscule details of my existence. Could such criticism be warranted? Can one over-theorize life to the point where one becomes so engulfed in theories that one detaches oneself from one's own life story? I find theory, particularly the postmodern theories, to be a safe place. If I find the right theory, I can discuss my life, my feelings, and my thoughts without directly entering myself into the discussion. What am I afraid of finding underneath the theory? What am I hiding? I address these questions through a narrative exploration of my relationship with my father and my experience with psychotherapy.

Kline, Yvonne Michelle, *University of South Florida*
(Gulp!) Now I Have to Tell My "True" Story: Autoethnographically Exploring (Post?) Suicidal Guilt

On several occasions, I have attempted suicide. Frequently, when I was not attempting to kill myself, I was pondering the act of ending my own life. Now that I am studying narratives written by and about individuals who are dying from terminal illnesses, I feel guilty for my past suicidal thoughts and actions. I wanted to explore this post-suicidal guilt when I sat down to write this paper. I had every intention of sharing my story of post-suicidal guilt through a narrative about my experience of reading illness and loss narratives. Nevertheless, my story had a different agenda. My story still deals with my suicidal guilt, but

my story wanted to say more about me and my lived experience (or, perhaps I should say, "living" experience). Thus, I have decided to let my story tell its tale.

Klopper, Hester, *North-West University*
Context as determinant for research decisions

Smith (in Denzin & Lincoln, 1994) states that context refers to the particular conditions that prevail in any society at any moment in time. This is a broader view of context and not limited to the context of a study, and we need to recognize that the context serve as determinant for the researcher's research decisions. In planning an international study on loneliness of older persons we endorse the fact that as humans we are embedded in the socio-cultural context that we were born and socialised in. As qualitative researchers we also acknowledge that research on humans is complex as people are part of multiple contexts which consist of multiple layers with multiple dimensions. The purpose of this paper is to describe how the context as determinant influenced our decisions and how research findings should always be contextualised to understand the nuanced meanings.

Klopper, Hester, *North-West University*
Qualitative research of lived experiences: who is judging the evidence?

See Roos, Vera

Knafl, Kathleen A., *Oregon Health Sciences University*
Circumstances of Evidence, Evidence of Circumstances

See Ayres, Lioness

Knafl, Kathleen A., *Oregon Health Sciences University*
Re-Modeling Evidence: A New Approach for Evaluating Evidence for Practice

See Tripp-Reimer, Toni

Knight, Wanda Bridges, *Penn State*
Examining the Water: Confessional Tropes and Turbulent Dilemmas

The fish is the last creature to notice water. Whiteness and racial privilege to a White person is like water to a fish. White folks don't necessarily notice their Whiteness, and they sometimes take Whiteness for granted. In a White dominated society, White people do not have to think about being White. It is only when they are forced to examine the water (Whiteness and racial privilege) do they begin to look at it differently. Drawing on a series of interviews with others of a different race, White students in an undergraduate art education course notice that the water in which they swim is quite different from that of nonwhites. This presentation focuses on qualitative inquiry using personal narratives and reflections by White students about coming to terms with Whiteness and White privilege through mapping their racial identities in relationship to someone of a different race.

Knudson, Roger, *Miami University (Ohio)*
Dream Perception and Oneiric Meaning Making

See Monson, Paul

Knudson, Roger M, *Miami University (Ohio)*
Self Narratives on the Improvisational Stage of the Dream

In a previous paper (Knudson, Adame, & Finocan, 2006) we argued that the study of the ongoing significance of significant dreams necessarily goes beyond quantitative methods for analyzing dream content to qualitative study of how the dream experience influences the dreamer's meaning-making processes. A case study was presented to illustrate how the significant dream may serve as a catalyst for repositioning the dreamer's self narrative relative to a cultural master narrative. In this paper we expand on this argument by drawing on Barclay's (1994) suggestion that improvisational acts serve to reform a remembered self in an on-going way. The dream is one stage for playful improvisations in which the narrative self of the dreamer may be re-positioned, re-narrated, transformed. References Barclay, C. R. (1994). Composing protoselves through improvisation. In U. Neisser, & R. Fivush (Eds.) The remembering self: Construction and accuracy in the self-narrative. (pp. 55 - 77). New York: Cambridge University Press. Knudson, R. M., Adame, A. L., & Finocan, G. M. (2006). Significant dreams: Repositioning the self narrative. Dreaming,16, 215 - 222.

Knudson, Roger M, *Miami University (Ohio)*
Re-Visioning Recovery: How the Psychiatric Survivor Movement is Redefining Recovery from Psychological Distress

See Adame, Alexandra L

Knudson, Roger M., *Miami University (Ohio)*
Performative Writing and Dreams

See Finocan, Gillian M.

Koc, Mustafa, *Suleyman Demirel University*
Investigating Turkish Youth's Negotiation With Global Cultural Flows Within the Cybercafés

This paper draws on an ethnographic investigation of cybercafé use in Turkey and implications for the formations of cultural identity and socialization of Turkish youth within the emerging global and visual youth culture. The data were gathered through participant observations and field notes. Three cybercafés in an Anatolian city were over a period of two months. Detailed information was collected in the following areas: physical environment, services and activities, technical aspects, user characteristics and usage patterns. Besides, special attention was given to any appropriation of Western or hybrid cultural forms and expressions to capture the aesthetic sensibility or cultural signifiers. Overall, the findings indicate that global distribution of media, images, and ideas over the Internet may possibly create a homogenous consumer and Western-based culture. Nevertheless, the evidence also supports, albeit weakly, the alternative hypothesis arguing that local people reshape the global media and cultural exchanges according to their meaning-making system.

Koelsch, Lori E, *Miami University*
Unlabeled Sexual Experiences: Women's Stories

Sexual assault researchers commonly find that nearly half of the women who meet the criteria for rape do not label their experiences as such. The purpose of this study is to learn about and critically examine the rape/sexual assault discourses women are encountering and using in order to understand their sexual experiences. Throughout this study, women who meet the common research/legal definition of rape but do not define their experiences as rape will be interviewed. Interviews will initially be individually analyzed using the Listening Guide and then "quilted" together as part of a larger narrative. This method has been chosen in order to both learn from and critically present participants' stories as part of larger cultural discourses. Participants will then be asked to meet together in order to discuss the final document created by each individual text. Included in this discussion will be the personal and political effects of identifying as a rape victim/survivor.

Kohn, Nathaniel, *University of Georgia*
Desire Among Platform Agnostics

Recently, we stumbled across the term "platform agnostics." Newsweek uses it to refer to people who don't care where they see a movie/tv program/music video - it is all the same to them. They are noncommittal about preferring a movie theatre screen, an ipod screen, or a cell phone screen. They are disinterested in forms, structures and delivery systems. There is a similar disinterest among contemporary writers and directors, the producers of culture. Perhaps the same holds true in other fields as well, like education. We sense among us new primitives, struggling to invent a new kind of innocence, artists, students and others whose nascent sophistication lies somewhere outside familiar discursive formations, people like us who find in desire a way to dream again, to perform things differently. This paper messes with these puzzles, not so much trying to solve them, but simply working to move the pieces around in illuminating ways.

Koksal, Dincay, *Canakkale Onsekiz Mart University, Turkey*
A Qualitative Evaluation of Strategic Plan of College of Education on Teacher Education for 2007-2010

The main purpose of this qualitative evaluation study is to examine the strategic plan of the College of Education on teacher education for 2007-2010. The presenter, the dean of the College of Education in COMU, will analyze the global and local factors that impact on development, organization and implementation of the strategic plan of the College for Teacher Education. In this qualitative study, the presenter also will talk about the limitations of the strategic plan and how the members of the college reacted against the previous strategic plans and reform projects on teacher education.

Konrad, Shelley Cohen, *University of New England*
The value of mentorship for parents of seriously ill and dying children

A benefit of phenomenological inquiry is the emergence of unintended themes that lend insight into the lives of those who share common experiences. This workshop presents findings from a qualitative study that asked twelve mothers of young children with life-limiting illnesses about the qualities of care they sought from health care professionals. Mothers' accounts addressed not only what they wanted from professional caregivers but also unexpectedly emphasized the meaningfulness of mentorship from others whose "shared sameness" offered invaluable and enduring support. Suggestions to parents by parents also included appreciating the small things in life and advocacy on behalf of their children's best interests. Including parents as consultants and facilitators to professional practice, policy development and parent-to-parent programs is recommended as a natural outgrowth of mentorship.

Koro-Ljungberg, Mirka, *University of Florida*
Exploring the Possibilities of Collaborative Activism From the Social Constructionist Perspective

See Gubrium, Erika K.

Koro-Ljungberg, Mirka Elina, *University of Florida*
Exclusion of evidence and the concept of "non-evidence"

In this presentation we discuss the discursive and political exclusions of evidence and their consequences, including the creation of "non-evidence" that is based on systematic and governmentally promoted logic and methodology. This problem with evidence has been addressed by Lagemann (2000), who argued that the evidence, which is currently preferred, is produced within individual, technical, and instrumental discourses. When historical and philosophical evidence is considered insufficient, the roles of reflection, intuition, and culturally owned and operated knowledges, which guide many qualitative studies, are endangered. According to St. Pierre (2006), this exclusion is unethical. The exclusive beneficence and privilege associated with certain types of evidence leads not only toward the reductionism of research, but also toward devaluing those researches who rely on "non-evidence." We conclude that without a systematic analysis of what is considered "non-evidence" at the individual and discursive level, evidence in educational research might appear to be unified, agreeable, and simply defined, and thus easily controlled.

Koro-Ljungberg, Mirka Elina, *University of Florida*
The social construction of mental illness stigma

This presentation seeks to investigate the socially constructed meanings of mental health stigma as well as their influences on the help-seeking process. We draw examples from focus groups, conducted in the qualitative core of our longitudinal study investigating the help-seeking and treatment trajectories of a large community sample of teenagers with attention deficit hyperactivity disorder (ADHD) in the Southeastern U.S. We apply parts of Fairclough and Gee's discourse analysis in order to analyze the construction and functioning of stigma including labeling, discrimination, and social reinforcement. More specifically, we use data triangulation to investigate three facets of the complex stigma phenomenon, 1) courtesy stigma (analyzed in 3 parent groups), 2) self stigma (2 teen groups), and 3) public stigma (1 teacher group), and how these different facets influence help-seeking decisions. We conclude by discussing implications for qualitative researchers and for health care providers.

Kovacs, Pam, *Virginia Commonwealth University*
Bracketing Human Subjectivity: Grounded Theory

This approach, within the post-positivist tradition, looks at reflexivity as a means of controlling the subjective dimension of inquiry while acquiring the positive aspects of qualitative methods. Bracketing as a strategy will be discussed in the context of both classical grounded theory and the newer, more interpretive approaches using grounded theory designs. The use and misuse of bracketing will be explored as well as the cost and benefits of this type of reflexivity for human inquiry.

Kovacs, Pamela Johnson, *Virginia Commonwealth University*
Valuing the In-between: The Subjective-objective Dialogue

Using our research on the learning process in social work field education, we will explore the dialogues between internality/externality and subjectivity/objectivity in knowledge building. Our methodology itself was a parallel process to the one under study. Understanding this dialogic process can result in operationalization of what it is to be a "reflective practitioner" engaged in critical thinking. This becomes particularly important to understand in a discipline such as social work where knowledge use and knowledge development are in constant interaction. The question is: What about valuing a research approach that focuses more on the process of the constant dialogue between subjectivity and objectivity, rather than on the differential value and/or validity of the positions themselves'

Kubo, Kazuyo, *University of Illinois at Urbana Champaign*
Transcending race?: the role of adoption agencies in transnational adoption and the dilemma of multiculturalism

This paper unpacks multiculturalism by examining how race and racism are incorporated within its discourse when families are created through transnational adoption. Using data from interviews with staff members of adoption agencies, participant observation of agency-sponsored training sessions, and interviews with adoptive parents, the paper shows how adoption agencies promote adopting children from overseas. Adoptive parents, most of them white, are taught to embrace different cultures as the premise of multiculturalism. Yet, when agencies teach parents to recognize racism as a social problem in the United States, it triggers a dilemma. The paper concludes with a discussion of how family formation through transnational/racial adoption brings color awareness into multiculturalism in the United States.

Kuntz, Aaron M., *University of Massachusetts Amherst*
Faculty Work: Material constraints, spatial possibilities

What is the work of the academy? How do we as actors within tertiary education both perpetuate and resist enculturated notions of academic work? This paper examines the specter of faculty work as it relates to material space. As individuals move within university spaces they replay normative power relations, signifying their relative positions within an academic hierarchy. Central to this paper are questions of how the material worlds in which we operate constrain or enable our activities as faculty and students. With a yearlong qualitative study on faculty work in the social sciences as a backdrop, this paper argues

for materialist methodologies that take into consideration the ways in which elements of power are articulated and reinscribed in the physical world. Utilizing a critical qualitative frame, this paper centers an investigative lens on the very offices we inhabit, the hallways we walk, and the academic buildings that contain our institutionalized academic identities.

Kwon, Soo Ah, *University of Illinois at Urbana-Champaign*
Ethnography for whom?

This paper addresses the impacts and gains of politically and socially committed scholarship. Reflecting upon my dual role as an activist and ethnographer of a pan-ethnic Asian and Pacific Islander youth activist organization in California for four-years, I interrogate the notion of solidarity in research to serve academic needs. Often activist research carried out with full approval of their "research subjects" is shrouded with euphoric social justice discourse of power transformations and social impact. But what actual political gains are achieved in the process? Who benefits? What use is my ethnography to the organization anyways? My aim is to engage in a dialogue about the relationship between institutional imperatives and activist obligations; the dual role as researcher and activist in ethnography; and the impact and relevance for various audiences'academic, community, and general public.

Lagana-Riordan, Christine, *University of Texas at Austin*
Providing insight into accountability using concept analytic procedures

See Aguilar, Jemel

Lake, Hillary, *University of Oregon*
The Value of One (or Two) in Qualitative Research

The value of one versus the value of many is a key issue in determining whether a qualitative or quantitative approach is better for answering a particular research question. This paper discusses several theoretical and methodological perspectives to formulate an argument for the value of one person as a "unit of analysis" in qualitative research. The argument focuses on research in media and communication studies, particularly those in which professional practices aspire to objective representation of information. Of special interest are inherent challenges to the validity of interpretive and collaborative ethnographic methods, while drawing on reportage and document analysis. At stake is who authors the resulting report: those studied, the researcher, or both? The paper focuses on the need to bring contemporary discussions of who is actually learning what from whom into media and communication methodology.

Landrum, Ann
Qualitative analysis of effect of comprehensive integrated early childhood curriculum on acquisition of pre-literacy skills

See Cable, Lori S

Lane, Carol, *University of Memphis*
Memories of the future: Performing and imagining a politics of possibility in the evolving faces of those aging

In the next decade, a large number of people will retire. What might be the politics of possibility in qualitative research to address the production of experiences of the aging? In this performance I highlight memories of the future as experienced by the aging who are soon to retire. Through this embodied performance I aim to unsettle, interrogate, and re-frame traditional qualitative research methods to construct knowledge about aging, retirement, and quality of life by blurring boundaries of race, class, and gender. Drawing on the folk epistemologies of the aging in the U.S., I offer multiple re/actions to engage the audience while exploring issues of rigor, merit, trustworthiness in qualitative research when constructing knowledge about aging. Through performing memories of the future, my goal is to inscribe my utopian dream (Denzin, 2003) shaped by a need to flatten social structures of hierarchy to position a politics of freedom in aging research.

Lanthier, Stephanie, *Queens University*
On-Line Research, Human Subjects, and the Blunt Instrument of Ethics Review Boards: Jurisdiction, Responsibility and Ethics

See Lewis, Magda

Larke, Patricia James, *Texas A&M University*
A case study of African American educators in Texas before and after desegregation: A counter-narrative

See Standish, Hilary Anne

Larson, Elizabeth A, *University of Wisconsin–Madison*
The leisure experience of mothers of children with autism and children with chronic medical conditions

See Almohalha, Lucieny

Larson, Elizabeth A., *University of Wisconsin–Madison*
The dissolution of positive illusions: Caregivers (re)presentation of a competent self

Taylor and Brown (1988) believe a majority of us prescribe to psychologically-healthy enduring patterns of bias. These "positive illusions" including perceiving ourselves to doing better than the average person, and having an exaggerated perception of control in our lives and unrealistic optimism. The advent of child's disability in a family profoundly alters these positive biases due to the unpredictable challenges and life alterations that this caregiving presents. This paper will describe how caregivers' reconstructed their sense of competence in caregiving, sense of control and optimism in line with a more "realistic" sense of their world. Findings from a secondary-analysis of transcripts of forty-eight caregivers of children with high-demand disabilities will illustrate both positive and negative variations in their recreated sense of competence, control and optimism. Specifically, findings will illustrate the differences between those who describe recovering a competent sense of self versus those who continue to struggle.

Larusdottir, Steinunn Helga, *Iceland University of Education*
Values and Moral dilemmas of Educational Leaders in Iceland

Women are now more than 50% of Icelandic headteachers. This increase in number has primarily taken place in the past ten years. These women are successors of men who have shaped the role of headship from the beginning of formal schooling. Pararell to the growing number of women, the role of headteachers in Iceland and more widely has changed. These changes may affect men and the newly appointed women leaders differently. This paper draws on qualitative research and report on the values and ethical dilemmas of 10 Icelandic headteachers. The research explores their values and how they impact upon their actions, especially when encountering moral dilemmas. Particular attention is paid to the interplay between leadership, values and gender. Result shows that gender impacts on the headteachers in various ways as they attempt to act as a mediators between competing values of stakeholders while coming to terms with their own.

Larusdttir, Steinunn Helga, *Iceland University of Education*
A Gender Inclusive Leadership Research: What does it take? Where does it lead?

The concept gender was only included in leadership research in the last decade of the 20th century. Before this time claims to knowledge about leadership were predominantly made on the bases of research done by men on men. However, despite the growing body of research literature about women educational leaders, most mainstream university textbooks on educational administration continue to be gender blind. Gender remains more added on than integrated into the research literature as well as in practice. This paper draws on doctoral research and describes an attempt to include gender in a qualitative research on the values and ethical dilemmas of 10 headteachers in Icelandic basic schools. The paper shows the researcher´s struggle while the research design evolves from being a study on leadership and values with gender as an additional lens to becoming a more integrated component of the study.

Lashua, Brett, *Cardiff*
Movement as object, movement as method, movement as 'truth': narratives of youth and change in transforming communities

See Hall, Tom

Laurita, Cristina, *Duquesne University*
"Qualitative Research and Subjectivity"

In this paper, I argue that we need to critically appraise and formulate viable alternatives to natural science, medical model approaches to psychology, as well as humanistic and Marxist paradigms. Within such approaches, subjectivity often either has no place at all or is confused with a focus on the individual as a whole ego. Subjectivity as the nodal point within which such interwoven threads as the individual, social, cultural, and political are joined together can serve as the ground from which to counter social hegemony and oppressive research practices. That is, we must look at the ways mainstream scientifically-based

psychology and humanistic and Marxist paradigms occlude subjectivity, and we must acknowledge the consequences of those particular ways of creating blind spots, for both the research and practice of psychology. Finally, I argue that in order for qualitative research to be ethical, in terms of its process and its formulation of evidence, it must take into account subjectivity, of the researcher as well as the researched.

Laurita, Cristina, *Duquesne University*
"Creating a Tornado: Time Compression and the Evidence of Momentum and Transformation in a Case of Lacanian Psychoanalysis"

This paper utilizes the qualitative methodology of a case study in order to examine what constitutes evidence of momentum and transformation towards cure. The clinical techniques I used during my work with the patient were designed to create change by compressing around a point of central emptiness that held his drug addiction and his past traumas in place. My argument is that the (good) Lacanian analyst is like a tornado or a particle accelerator, generating momentum towards cure. Further, neither the analytic process not its results can be adequately assessed by empirical, quantitative, or manual-based measures. In fact, relying on such measures would introduce a power dynamic whereby the patient's subjectivity would be foreclosed and analytic efficacy would effectively be eliminated. Instead, we must examine alternative ways of assessing a clinical approach that brings about transformation and cure only by becoming tailored to the radical particularity of the patient. Finally, I will address the broader stakes of why a qualitative approach to clinical work must be matched with a qualitative approach to measuring evidence of its efficacy.

Lawson, Erma, *University of North Texas*
Transforming Qualitative Evidence into Social Justice Advocacy: Hurricane Katrina and Its Aftermath

Hurricane Katrina, a category 5 Hurricane caused catastrophic damage, resulting in 1,417 deaths. The inadequate and slow response by national, state, and private agencies evoked public outrage. Similar to slavery, the victims of Katrina were and, for the most part, poor and dark-skinned. The narratives explore the conditions of Katrina-related oppression and to seeks to understand Katrina survivors resistance to the structures of local, state, and federal racial ideological hegemonic control. Consistent with Denzin's (2003) perspective of using moral and allegorical tales to represent the human experience, this article uses multiple representations of Katrina survivors' favorite Biblical scriptures, prayers as well as newspaper articles, attendance at congressional hearings, and personal activism within racialized discourses and ethnic epistemologies. In doing so, the Katrina narratives connect the personal to the historical and the political, and asks why FEMA failed to evacuate the Superdome or Charity Hospital. It also challenges Americans to question why did mostly Black poor older New Orleans residents starved in nursing homes, die in houses, and drown on streets. According to Mann (2006), the New Orleans police used armed force to suppress Blacks from seeking food and shelter during the hurricane. Many Americans wondered what men, women, children, infants, aged, and the disabled of Katrina did to deserve such bestial treatment. This article also calls for a qualitative method that empowers communities to achieve social justice to eliminate future race and class divides, and illuminates ways Katrina survivors achieved hope during a natural disaster intertwined with racism and classism hope.

Lawson, Robert F., *The Ohio State University*
Cultural Perceptions of Healthy Weight in Appalachian Caregivers

See Williams, Kelli J.

Learmonth, Mark, *University of Nottingham*
Evidence-based Misbehavior: A Critical Response to Evidence-based Management?

At the 2005 Academy of Management Conference, Denise Rousseau, the outgoing President of the Academy, chose to entitle her presidential address 'Is There Such a Thing As "Evidence-Based Management"?' (Rousseau 2006). Within a few months of this address to over 2,000 academics from across the world, Jeffrey Pfeffer and Robert Sutton had published *Hard Facts Dangerous Half-truths and Total Nonsense: Profiting from Evidence-based Management* (Pfeffer and Sutton 2006), a book aimed at persuading practicing executives of the benefits of evidence-based management. Both contributions are made by highly prestigious figures within the business school community and both appear to be virtual panegyrics upon evidence-based management for organizational well-being. Furthermore, they share an unremittingly pro-top management tone which excludes any "evidence" that might cause us seriously to reflect on the legitimacy of conventional management goals - profitability, control and so on - suggesting that these authors have allowed an enthusiasm for management-defined interests to take precedence over a concern for evidence per se. This essay speculates on what the implications of a wider popularisation of the rhetoric of evidence-based management might be for the radical studies of management and organization in business schools. A pessimistic scenario would see the business school environment becoming even more hostile to critical work than it is today, as the rhetoric of evidence-based management further naturalises managerial prerogatives and further distances the possibility of fundamental challenge from what is sayable or perhaps even thinkable. In this scenario, as in Rousseau's and Pfeffer and Sutton's work, the word "management" in the formulation "evidence-based management" takes precedence over the word "evidence". More optimistically however, I also explore the possibilities for the rhetoric of "evidence" taking precedence over that of "management". This scenario raises the possibility that evidence-based management might be capable of functioning against the intentions of its current proponents, in that much social science "evidence" is often subversive in respect of traditional managerial prerogatives. I label this scenario (provisionally, as well as a little playfully) using a formulation used by Pfeffer and Sutton themselves - though they 'hesitate to recommend' it - what they say 'might be called evidence-based misbehavior' (2006:230).

Learmonth, Mark, *University of Nottingham*
Why did Derrida like Ornette Coleman? Free Improvisations on a Qualitative Research Theme

Once in Paris I appeared in public with Ornette Coleman. He asked me to come to one of his performances ? There was a big discussion and he told me he was interested in my texts, so we met. Then he invited me to come to one of his concerts and to say anything I wanted and he would accompany me, improvising ? So, I love Ornette Coleman - he's a good friend of mine - and that's the kind of music I like. Jacques Derrida, cited in (Dick, K. & Ziering Kofman, A. 2005; p.115). Our paper experiments with deconstruction and jazz to see what musical conversations emerge that might inform our thinking about qualitative research. Using the above words of Derrida as an inspiration there are four "tracks" on our imaginary CD: Track 1: Digging Derrida Mark solos on what he sees in Derrida's work and its potential for qualitative inquiry. Track 2: Song X Mike takes the lead in exploring what he hears in the music of Ornette Coleman and how improvisation can enrich the theory and practice of qualitative research Track 3: The diffèrance Mike and Mark improvise together on the harmonies, dissonances and counterpoints between free jazz, deconstruction and qualitative research. This reflects their belief that the best jazz is a conversation involving the cross-fertilization of ideas (Weick, K. E. 1998). Track 4: Coda Come hear our paper, bring your own ideas - maybe join in, jam with us on the final track - we're pretty sure we can create something new and interesting '

Ledderer, Loni, *University of Southern Denmark*
Translating an organisational prescription into family practice in Denmark

Public and political demands create new opportunities for organizing future patient care with regard to health promotion in Denmark. The aim of the study is to analyze how organizational features influence induced change in patient care in general medical practice in Denmark. The concept "Motivational Interviewing" related to health behaviour is introduced in preventive consultations. From an institutional perspective this concept may be understood as an "organizational prescription" which is translated into organizational activities. A multiple case study method is chosen to investigate the translation process in different practice settings. Data are generated through participant observations, informal interviews, in-depth interviews and document reviews. This paper will discuss the mechanisms, which support or sustain the translation process of an "organizational prescription" into occupational activities and patient care in family practice. My intention is to obtain insight into health care practice and contribute to improvement of future health care planning.

Ledgerwood, Angela D., *Miami University*
A Story of Empowerment: A Community Approach to Intimate Partner Violence Prevention

See Finocan, Gillian M.

Leduc, Nicole, *Université de Montréal*
Toward social equity research evidence: the social context of breathlessness among underserved patients

See Loignon, Christine

Lee, David Haldane, *University of South Florida*
Ambiguity as Subterfuge? The Sokal Hoax Revisited

In 1996 an article by NYU physicist Alan Sokal was published in the journal Social Text. The article, entitled Transgressing the Boundaries: Towards a Transformative Hermeneutics of Quantum Gravity argued for a congruence of postmodern theory and theoretical physics. Among other things, Sokal argued that gravity was a social and linguistic construct. Upon publication, Sokal revealed that his article was in fact an elaborate parody of wordy, vague academic writing. Sokal objected to a tendency towards relativism and obfuscation he felt was prevalent in social sciences and the humanities. My paper looks at the Sokal hoax a decade later, and uses it as an occasion to discuss social science epistemology. I discuss theorists such as C. Wright Mills, Kuhn, Foucault, Gadamer, and others. Ultimately I argue for a measured approach that rejects both solipsism and scientism.

Lee, David Haldane, *University of South Florida*
Medicine and the Waning of Affect: Observations of a Med School Coach

In the fall of 2006 I worked at a Florida medical school as a 'communication coach' engaged in role playing exercises with first and second year medical students. In a simulated examination room, the medical student would break some bad news to me, such as 'you have inoperable cancer' or 'your spouse died during an operation.' After the role play exercise, the student would return and I would give them suggestions while watching a video of the mock interaction. My paper pays close attention to displays of affect. With the contrivance of the role play taken into account, I nevertheless noticed that the student's emotional displays were often unseemly. I suggest that glibness on the part of the students could be a defense mechanism against an unjust health care system. I discuss the implications of affect deficit in considerations of critical health policy.

Lee, Dong-Hoo, *University of Incheon*
Living in Hybrid Spaces: Mobility, Connectivity, and Snapshots in Play

Mobile technologies which can be easily connected to the Internet have reconfigured our experiences in physical space, and have blurred the traditional boundaries between physical and digital spaces, creating the so-called hybrid spaces. They allow users to extend their capacity for personal and social communicability in physical spaces and to relocate their experiences in various communication settings of digital spaces. This study attempts to examine how experiences in physical spaces have migrated into digital spaces and how digital spaces have conditioned people's temporal experiences, their interactions with and within physical places, and their cultural practices as well. By closely looking at the performance of the tasks of taking digital pictures by portable digital cameras or camera phones and transmitting them via wire or wireless networks, it will consider people's traversing experiences between physical spaces and digital spaces. It will also consider methodological concerns in examining people's experiences in hybrid spaces.

Lee, Jong-Hyun, *University of Illinois at Urbana-Champaign*
Learning experiences of Social Studies method course into their student teaching among preservice elementary teachers

As the society becomes more diverse in terms of culture, ethnic, or language, the main contents of Social Studies plays more important role in raising good citizens, especially related to issues of democracy and social justice. Aalthough some studies (Dinkelman, 1999, 2000; Fehn & Koeppen, 1998) examined how the learning of Social Studies method course transferred into their student teaching in terms of reflective practices or document-based instruction, only few studies examined the learning experiences related to multicultural education of that course into their student teaching (Sheets & Chew, 2000). The focus of this case study is to examine such two questions: 1) "what kinds of learning experiences have been occurred among the preserivice elementary teachers when they take Social Studies method course?" and 2) "How preserivice elementary teachers who take Social Studies method course try to incorporate their learning experience of the course into their actual student teaching, especially in terms of multicultural education?"

Lee, Young Ah, *Ohio State University, Lima*
Self-Study Conversations with Students of Color: Multiple Theoretical Positionings to Interpret and Raise Critical Questions

See Johnston-Parsons, Marilyn

Legard Larson, Mindy, *Linfield College*
Crisis of learning: An autoethnography of becoming a poststructural feminist

Throughout an intense and transforming time during my doctoral program, as I begun to grasp and see the world through poststructural feminisms' concepts (Britzman, 2003; Ellsworth, 1994; Gore, 1993; Lather, 1991; Weedon, 1987), and now in my first year of teaching undergraduate preservice teacher educators, I continue to find myself being drawn back to modernist authoritative discourses. This paper seeks to describe two distinct moments in which I experienced "crisis of learning" which "is that moment of letting go of a former sense of self in order to re-identify with an emerging and different self that is still in transition" (Ellsworth, 2005, p. 89). The first moment is during my dissertation oral defense examination when I am asked a question from one of my committee members. The latest moment is when I try to make sense of my teaching and students' learning in my fall literacy methods courses.

Legard Larson, Mindy, *Linfield College*
Preservice Teacher Education from and with the Posts

See Kalmbach Phillips, Donna

Lehan-Mackin, Melissa A., *University of Iowa*
Engaging Racial Autobiography as a Teaching Tool for Womanist Inquiry

See Taylor, Janette Yvette

Leisey, Monica, *Virginia Commonwealth Universtiy*
A Constructivist Inquiry into the Meaning of the Term Domestic Violence

Domestic violence has been understood as a problem since the early 1970s. Since then, it has been responded to by many stakeholder groups in our communities. Problems, however, are not merely the difference between what is and what is wanted, they are contextual in nature and are understood differently by different stakeholders. This project is an attempt to understand one community's perception of the problem of domestic violence and the implications for continued understanding, education, and policy development. Understanding was developed using a hermeneutic dialectic. Stakeholder groups within the community that are included are domestic violence advocates, batterer intervention programs service providers, members of the criminal justice system that work primarily with domestic violence situations, and individuals who have experienced domestic violence either as the person being hurt in a relationship or the person who has been accused of doing the hurting.

Leisey, Monica, *Virginia Commonwealth Universtiy*
Attending to the Politics of the 'Politics of Research'

While living in a world that accepts both positivist and interpretative research as valuable would be ideal; striving to force interpretive research into a positivist mold seems to be self-defeating. Providing those who do not understand interpretive research a point of reference is important, however, for pragmatic reasons such as recognition and tenure. Perhaps the answer is to co-opt the language of positivist research; letting the other assume a shared meaning while remaining transparent within the interpretive community. Using Gramsci's notion of hegemony as a way to understand the cultural norms of functional science, this paper proposes relying on Rorty's idea that language does not correspond to a reality separate from the context within which the language is used in order to create a space within the functional research community where interpretive researchers can prosper.

Leiva, Loreto Evelyn, *Pontificia Universidad Católica de Chile*
Concept And Perception Of Disease In Patients With Chronic Kidney Failure: A Qualitative Experience

See Salas, Natalia

Levan, Karen M.
The quagmire of lifelong relationships in ethnographic inquiry: Researching from the position of a sister and a daughter

See Goldsmith, Joy V

Levesque, Peter Norman, *University of Ottawa*
The ties that bind: the influence of networks and relationships on meaning creation and action in community settings - demonstrating the use of qualitative research strategies to create coherence and insight for action and knowledge exchange in communities

Using examples from Central Canada, Western Canada, and New Zealand, this paper will begin by exploring the nature of community social networks

and relationships, the breadth and range of these connections, and the strength of ties in communities as critical sites of influence in community action and engagement with evidence. The paper will then raise important questions and issues about the use of qualitative research strategies - as possible tools in the promotion of community coherence and insight for positive action, knowledge exchange and sustainable community outcomes.

Levin, Dana S, *University of Michigan*
Soldiers or Sex Objects? Gender, Sexuality, and Women in the Israeli Army

Williams (1989) asserts that the military serves to institutionalize masculinity and stigmatize femininity. A debate exists specifically about whether female inclusion in the Israeli army serves to equalize citizenship between men and women, or rather, to reify masculine concepts of citizenship. Literature suggests that strong hegemonic discourses of national security and survival may also trump other "less pressing" concerns like gender-based violence and encourage female silence or corroboration. In semi-structured, qualitative interviews with 27 Israeli university students in a large city in Israel, women and men discussed how they experienced their gender during their military service. I show that women in the Israeli army are constructed as gendered and sexualized beings, and manage these (often stigmatized) identities in multiple ways including silence, dissonance, corroboration, resistance, and intentional gender performance-of both masculinity and femininity. I also show that the military can reify hegemonic gender discourses that contribute to gendered inequality.

Levine, Alissa Hope, *McGill University*
Evaluating Evidence: implicating life history tellers in the analysis of their stories

Through a life history approach in an ongoing research endeavour, we have begun listening to economically underprivileged people tell their stories. From geographic, familial, relational, educational, economic, and health perspectives, over several hours on a few days they share their lives with an interviewer and a tape recorder. Their implication in analysis often begins with an effort to help clarify details of their story with the aid of a life history calendar. They also provide, or comment on, emergent understandings of their rich lives. The extent of participants' analytic contribution is broadened or constricted by the qualitative analyst's willingness to include them as well as by their own conception of their role in the process, and their desire and ability to reflect upon their lives.

Lewis, Magda, *Queens University*
On-Line Research, Human Subjects, and the Blunt Instrument of Ethics Review Boards: Jurisdiction, Responsibility and Ethics

What constitutes human subjects research? While the answer to this question may appear to be self evident, in the context of Ethics Review Boards and jurisdictional issues, it is anything but. Whatever confusions this question may raise within conventional paradigms of research and scholarship, it is exacerbated many fold when the location of the research is any one of a plethora of on-line venues of communication, including Forums and Blogs. In this paper we detail the events surrounding the attempts of the Ethics Review Board at our university to draft a policy on On-Line Research in response to a graduate thesis proposal to analyze the postings on a Forum used by U.S. military personnel and

'expats' in East Asia. The resultant proposed policy reveals the deeply ideological framework of audit and control, fueled by concerns for privacy, rights of IT users, and the protection of IT revenues. Notions of responsibility to the "public good" and intellectual integrity are, significantly, missing from the framework for the draft policy. Ultimately the draft policy threatens important critical analysis and academic freedom.

Lewis, Patrick J., *University of Regina*
Storytelling as Research

Walter Benjamin (1973), in discussing the difference between information and story, said, "A story is different. It does not expend itself. It preserves and concentrates its strength and is capable of releasing it even after a long time" (p. 90). How might research not expend itself, but preserve and concentrate its strength? Does research tell rather than show (Denzin, 1997)? Can research create a story space in which there is "a dialectic between teller and listener and at some moment the horizons of telling and listening fuse" (Polakow, 1985, p. 829)? Can the storyteller show the researcher a different way to share "findings"? Is it enough just to share the story? Is the story the thing? Through storytelling the presentation will explore these questions.

Lieblich, Amia, *The Hebrew University*
Ethical Concerns of Researchers Using Popular Channels for their Outcomes

For more than three decades I have published my narrative research work both in academic and popular forums. My talk in the panel will deal with ethical issues of the publication/publicity phase of the research, and not with the process of the research itself. My paper will describe and analyze my experience in this field, the dilemmas I encountered, and the ways I utilized for their solution. When asking for "informed consent", what do we ask of our participants? Can we tell life stories of our research participants to wide audiences in a manner that will respect their identities, values and privacy? Can we protect the social network (e.g. the participants family) which is always part of the context of ones life story? When using various disguise techniques, what is the line which separates fictional from non-fictional presentations? In what way should profits be divided between author and participants'

Lin, Ching-Chiu, *University of Illinois at Urbana-Champaign*
Secondary School Art Teachers' Conceptualizations of Visual Literacy

The notion of being visually literate in art education is currently being influenced by the variety of emergent digital technologies associated with multimedia. As a result, it is vital for both teachers in K-12 schools and teacher educators to recognize and understand not only these circumstances and the potential for changes in the nature of visual literacy but also the impact of that change on conceptualizations of how visual art should be taught in the future. This study explores art teachers' conceptions of visual literacy through their implementation in classroom practice by two secondary school art teachers, targeted specifically for their active engagement of electronic media. This investigation analyzes these teachers' perspectives on visual literacy in relation to their teaching philosophies, inspirations, and classroom implementation of electronic media. It

also considers how art teachers' philosophies shape their pedagogies and thus influence how students learn.

Lin, Jen, *Arizona State University*
Dreaming Freedom vs. Freedom in Dreams: Resident Alien Life in the United States

See Wong, Phyllis

Lin, Yueh-Mei, *University of Illinois at Urbana-Champaign*
Inquiry into William James's " pure consciousness" and its implication of spiritual education

In recent year, spiritual/ holistic education has gained a lot of attention in education. Many educators have started to articulate the necessity and significance of the holistic/spiritual education. However, their primary concern has been with articulating the "how" aspect holistic/spiritual education. That is, they either focused on constructing a holistic curriculum or on discussing how to integrate spirituality into education. There is an absence of the "why" aspect, particularly to investigate the need of spiritual education through a student's perspective. My paper will inquiry into the theory of "pure consciousness" presented by William James and to argue that in terms of cognitive process of formulating a healthy worldview, spiritual education is at the core of nourishing a student's mind.

Lincoln, Yvonna S., *Texas A&M University*
Decolonizing Evidence: The Politics of Bilingual Data

This paper addresses several issues open for negotiation, theorizing, and critical praxis-oriented analyses in the question of what it might mean to decolonize evidence, even as we decolonize methodologies. We explore what it means to assert evidentiary status in multilingual and cross-cultural texts; the ability or opportunity to manipulate evidence in bilingual texts; the hegemony of English as a way of declaiming what is acceptable/unacceptable as social science in the Anglo-Western world; and how the discourse of "evidence" itself acts to further marginalize non-English speaking communities.

Lincoln, Yvonna S., *Texas A&M University*
Decolonizing Methodologies Further: Authorial Intentions, Reader Response, and the Uses of Qualitative Research

See Gonzalez y Gonzalez, Elsa M.

Lindemann, Kurt, *San Diego State University*
Masculinity, Disability, and Access (Ability): Alternative Ethnographic Practices in the Study of Disabled Sexualities in Wheelchair Rugby

Much disability scholarship glosses over discussions of sexuality, an unavoidable concern in understandings of disability. Such understandings are also critical to assessing the therapeutic benefits of disabled sport, as traditional notions of sexuality have strong links to sport participation. This paper expands on the increasingly popular use of alternative ethnographic practices to examine gender and sexuality in sport by employing autoethnography and ethnographic fiction drawn from over 100 hours of fieldwork and interviews with wheelchair rugby athletes. I explore in two narrative streams how narrative performances of wheelchair rugby athletes construct disabled sexualities within the context of rugby participation. The first stream presents in a performative voice my discovery of disabled sexualities coming of age with a father who was a disabled athlete. The second consists of players' stories, co-constructed in off-court talk and interviews. Together, these streams permeate the cracks and crevices that characterize cultural narratives of disabled sexualities.

Linnell, Sheridan, *University of Western Sydney*
Towards ethical 'arts of existence': ethical reflexivity in therapeutic practice

This paper explores the (im)possibility of working toward ethical 'arts of existence' within therapeutic practice and relationship. Psychotherapy is figured as a crucial contemporary site of governance, subjectification and resistance. The paper takes up the trope of an aesthetics of self together with an ethics of openness and obligation to the Other, suggesting how therapeutic uncertainty becomes an ethical resource within the reflexive and intersubjective spaces of a poststructurally oriented therapeutic practice.

Linstead, Stephen A, *University of York*
The Art or Science of Organization? New Approaches to Validity

Within organization studies, most mainstream work is situated in the functionalist paradigm (Burrell and Morgan 1979), and proceeds to establish itself according to forms of what Lather (1993) calls the "imperial validity" characteristic of normal science. Even within interpretative, critical, and postmodern work, questions about what are valid research approaches and valid findings, are generally cast as a form of scientific inquiry. There are commentators (Czarniawska 1999, Linstead 2000) who argue that OS should alternatively be seen as a field of artistic inquiry, a narrative form of knowledge with its own type of validity. At the very least, the boundary between art and science should be blurred. We seek to integrate these perspectives with more recent insights into ethics and legitimacy through the work of Deleuze and Levinas, and ask whether the pursuit of scientific status - whatever its genre - remains sustainable in the light of these critiques.

Liu, Guangyu, *Southwest China University*
On the Relative Rationality of the Subjectivity in Qualitative Research

See Yang, Changyong

Liu, Guangyu, *Southwest China University*
On the Strategy of Self-disclosure in Qualitative Research

See Yang, Changyong

Loignon, Christine, *McGill University*
Toward social equity research evidence: the social context of breathlessness among underserved patients

As outlined in the scientific literature, poverty and access to care have important consequences for the health of individuals. Yet we still know little about social dimensions of self-care and health care experience for underprivi-

leged people living with chronic illness. We discuss a qualitative study using semi-structured interviews and interpretative analysis of transcribed data with individuals who have asthma. In this study we explore complex interactions between experience of chronic disability, including self care practices, health care seeking behaviour and social experience of illness. Low income individuals afflicted by asthma face important clinical as well social consequences due to their condition. They experience precarious living conditions, social isolation, limited access to continuous health care and "non-compliant stigma" in their encounters with health care professionals. Our findings point to the importance of incorporating social and health policy implications in qualitative research in order to promote social equity.

London, Asha Danielle Barber, Erika Beth, *Michigan State University*
Exploring evidence of the community in family therapist training: Punctuating who we are

See Bak, Jennifer Marie

Lopez-Coutino, Berenice, *Universidad de Guadalajara*
Entre El Aglutinamiento Y La Rigidez; Un Estudio De La Estructura Familiar En Mujeres Con Anorexia Y Bulimia

Objetivo: Caracterizar en la narrativa de mujeres con anorexia o bulimia la estructura familiar de dos generaciones. Metodo: Estudio descriptivo, retrospectivo de tipo cualitativo. La recoleccion de datos fue a traves de un genograma de dos generaciones, entrevista enfocada y audiograbada a ocho mujeres jovenes con tratamiento por anorexia o bulimia. Resultados: La estructura familiar de ambas generaciones estuvo caracterizada por pautas rigidas expresadas en control e inflexibilidad para asumir cambios y aglutinamiento manifestado en conductas sobreprotectoras. Las pautas de la familia contemporanea fueron mas aglutinadas entre padres-hijas y desligadas y rigidas entre madres-hijas. La generacion de abuelos no utilizo servicios de salud para atencion de trastornos alimentarios. Conclusion: El aglutinamiento y rigidez fueron las principales caracteristicas de la estructura familiar de ambas generaciones. Todo parece indicar que estas pautas estructurales se transmiten de una generacion a otra.

Loseke, Donileen R., *University of South Florida*
The Rhetorical Appeal of Emotional Appeals in George W. Bush's Discourse of War

Observers interested in political communication have a long and rich history of examining the content of Presidental speeches jusifying war. We know that such speeches'from the early 1800s onward'are remarkably consistent in that they rhetorcially produce "Americans" and "America" as simultaneously victims and heroes, while whatever enemy is at hand is rhetorically produced as evil. Obviously, producing Americans as "good" and the enemy as "bad" encourages Americans to feel good about their selves and their country and simulteously motivates support for a war to eradicate the evil. While such consequences of these common rhetorical productions are sensible, they go no further than common sense. I believe that by using insights from narrative analysis, cultural anthropology, and the sociology of emotions, we can develop a much richer understanding of political communication and audience response.

Using the example of President George W. Bush's first four nationally televised speeches after the events of September 11, 2001, I argue that political speeches can be examined as narratives; that these narratives can be understood as morality tales containing characters; that these characters encourage particular emotional responses, and that these responses, in turn, encourage particular types of action. This analysis is about the importance of bringing emotion to center-stage in examinations of public responses to war.

Lovett, Maria Kristin, *University of Illinois at Urbana-Champaign*
Perseverance audiovisual interpretations of New Orleans

When you meet Mr. Gettridge there is one word that immediately comes 'to mind ? Perseverance. Relentlessly, despite lack of government support, his age, his income, nor racial and economic injustice ? this 83-year-old man has been working since last October to rebuild his home in the Lower Ninth neighborhood of New Orleans, where over 14,000 residents once lived. Via the evidence of an actual event, Lovett shares the repercussions of Hurricane Katrina as told through the stories of this one man struggling to rebuild his home. Utilizing a methodology she calls Video Action Research, Lovett focuses on how evidence is collected within ethnographic arts based video production and documentary filmmaking. She troubles issues of representation by exposing the frame to intervene in the critical intersections of form and content. Lovett's praxis intersects video production with action oriented critical visual pedagogy and research to provoke community engagement and social change.

Lowber, Stephen S, *City University*
Positioning in a Case of Accounting Fraud

See Will, Marvin

Lowe, Amanda B, *Duquesne University*
Experimental Experience as Psychotherapy Research: Another Kind of Clinical Trial

In my second year of training to become a clinical psychologist, I initiated a participatory, collaborative, arts-based research project, known as "Demeter's Bounty," with four colleagues. Psychotherapy is a discipline that requires substantial lived knowledge. My main collaborator and I each had specific research questions regarding our lived understandings of the nature of, personal impediments to, and intentional creation of transformative healing relationships. I wished to try creating an ecologically informed, ritual based therapeutic frame that strongly emphasized aesthetic experience. This notion of therapy radically contrasted with the practical therapeutic work I was doing at my training clinic. This multimedia presentation will illustrate the genesis and design of the project as a collaborative qualitative experiment in the participatory inquiry paradigm. I will contrast this kind of experiment with ordinary clinical trials in psychotherapy research and make the case that this experiential trial allowed me to challenge the assumptions of my training paradigms and informed and transformed my clinical practice in a way that ordinary clinical trials cannot.

Lowery, Regina A., *University of Memphis*
Voices from Tennessee: An Examination of the Effect of Legislation on Minority Access to Higher Education

In 1968, the University of Tennessee (UT) announced plans to expand their Nashville center. Rita (Sanders) Geier, a Tennessee State University (TSU) faculty member, and a group of citizens filed a suit against the state arguing that it was operating a dual system of higher education. Expanding the UT-Nashville campus would result in a predominately white school a few miles away from predominately black TSU perpetuating the dual system. Over time, this legal issue was settled with millions of dollars allocated to institutions earmarked for programs and scholarships to facilitate the dismantling of the dual system of higher education. The case was recently dismissed (2006). As with any litigation of this nature, courts want to see quantifiable results. Statistics measure change, but are not necessarily reflective of minority access to education. This poster presentation proposes a qualitative examination of the significance and effectiveness of the Geier decision in Tennessee.

Lozanski, Kristin E., *University of Alberta*
The Role of Space and Place in Ethnographic Fieldwork: Lessons from Research with Transient Populations

See Beres, Melanie Ann

Luhman, John Teta, *University of New England*
Bakhtin and the Emergence of Organizational Discourse

The purpose of this paper is to reflect on the process of how organizational discourse emerges by expanding on the 'discursive model' of Phillips, Lawrence and Hardy (2004) and connecting it to concepts from structuration theory and complexity science via Bakhtin's literary theory. Our focus is on the middle section of the Phillips et al. discursive model, where the production of texts, the genre of texts, and text intertextuality mediate between texts and organizational discourse. Bakhtin's theory presents a contest or struggle between 'novel' texts (i.e. polyphonic and dialogic texts) and 'epic' texts (i.e. stylistic, chronotopic, and architechonic texts). We believe that this contest evokes the complexity of the emergence process of organizational discourse as actors engage in the 'rationalization of their actions' in face of the 'routinization processes' of social structures as well as the possibility of reflectivity and 'answerability.'

Luka, Robert C.
Just chatting: A performance ethnography

See Rickard, G. Keilan

Luke, Katherine P, *University of Michigan*
Technologies of gender and sexual violence prevention among binge-drinking college women

Feminist scholarship on sexual violence prevention has suggested that normative discourses and practices of masculinity and femininity, identified by some poststructuralist feminists as technologies of gender, are causally related to male perpetration of violence against women. Much of this analysis concentrates on the regulatory effects of these technologies of gender in interactions between men and women however none explore the deployment of these technologies in interactions between women. Through thematic and narrative analysis of data from qualitative interviews, I show that the ethnically diverse group of 31 binge-drinking college women I interviewed frequently deploys two such technologies of gender; 1) constructing sexual violence as an individual problem, and 2) "othering" other women deemed at high risk of sexual violence by labeling them as "slutty." I suggest to those concerned with sexualized violence that focusing attention on deconstructing the technologies of gender could reduce significant barriers to sexual violence prevention.

Luna, Zakiya, *University of Michigan*
Encountering Power and Privilege on the Global Feminisms Project

The Global Feminisms Project examines feminist activism, women's movements and women's studies through interviews with ten women activists/scholars from each of the project's four sites: China, India, Poland and the Unites States. While the project is based at the University of Michigan, the aim was for each site to maintain control of its processes from interviewee selection to transcription to pedagogical uses. This design was particularly important, as "global feminism" has been interpreted by some to mean feminists from privileged nations "importing" their definition feminism. Of concern to the sites to varying degrees was community involvement and, particularly for the US site, graduate students helping develop the parameters of the project. From the perspective of a graduate research assistant on both the US site and the larger project, I consider how a project such as the GFP can provide insight into remaining attentive to power differentials in their multiple forms.

Mabasa, Layane Thomas, *University of Limpopo*
The use of Responsive Evaluation approach in evaluating the Safe Schools Programme in a developing country like South Africa

Responsive evaluation approach as advocated by Stake (1977) has been used in other countries to evaluate programmes (Kerr, 1997). Less has been done on its usage in developing countries. This paper which is based on a preliminary study therefore, intends to reflect on the use of Responsive evaluation approach as advocated by Stake in evaluating the implementation of the Safe Schools Programme in a developing country like South Africa. This will be done by describing the Safe Schools Programme in South Africa. That will be followed by reflection on Responsive approach to evaluation and highlight possible criticisms of the approach and how these can be addressed. Furthermore, the paper will focus on whether the Responsive approach to evaluation works in a developing country context like South Africa. It will also look at whether the approach does add value to evaluations and if so the manner in which it adds value.

MacKenzie, Sarah, *Bucknell University*
Aparigraha: the pedagogical possibilities of yogic of un/knowing

The yogic philosophy of aparigraha offers multiple sel(f)es - artist, researcher, and s/he who is be(com)ing Teacher - the possibility of moving beyond those myths that shape ones perception of what should be, as we are able to let go of absolutes and begin to be present to all that is going on around us. Through

the concept of aparigraha one is called upon to detach self from possession of both thing and experience. There is value in this work of non/possession as we consider the pedagogical possibilities of the collective story as it might begin to weave across the textual terrain of a shared and fluid experience, inviting one to let go or at least recognize preconceived notions of what is true. It is through aparigrahic un/knowing that one may become present with/in the story; releasing the tight grip upon those 'loved' aspects of experience and the self.

MacLure, Maggie, *Manchester Metropolitan University*
What counts as evidence when examining notions of naughtiness

See Holmes, Rachel

MacRae, Christina, *Manchester Metropolitan University*
What counts as evidence when examining notions of naughtiness

See Holmes, Rachel

Macrine, Sheila, *Montclair State University*
Annual Report of Educational Psychology and Learning & Special Education Divisions

See Tettegah, Sharon

Mair, Michael, *The University of Manchester*
Understanding Narrative Forms: Interpreting 'the silence at the heart of the discourse' of contemporary Irish sickness and suffering

See Kierans, Ciara

Makagon, Daniel, *DePaul University*
The Seduction of Danger: Evaluating Risk in Urban Ethnography

This paper critically examines the function of risk in urban ethnographic work. First, I explore particular forms of risk that exist for ethnographers who do urban research. Second, I examine how risk in the field is seductive for urban ethnographers. Finally, I conclude by discussing the implications of presenting risk as a badge of honor or form of credibility that distinguishes so-called real or true urban ethnographic work from less (street) credible work. I discuss these implications from the standpoint of the ethnographer-professor/professional and the student-ethnographer.

Mamidipudi, Annapurna
The Politics Of Evidence In Practice: Unpacking Theory/Practice Binaries Through Critical Methodologies

See Gajjala, Radhika

Mancera, Ariel
"We Are Resilient", Using Youth-Led Qualitative Research as a Strategy for Activism

See Samuel, Judith E

Mandujano-Candia, Elvira, *Universidad Autonoma Metropolitana-Xochimilco*
Estan los datos sobre inseguridad alimentaria y vejez, pero no la percepcion de los ancianos: necesidad de una mirada cualitativa para el estudio del acceso a los alimentos en poblacion adulta mayor de la Ciudad de Mexico

See Rivera-Marquez, Alberto

Mangum, Afiya M, *Howard University*
Emotion and Race Narratives: Are emotions represented in narrative reconstruction of race experiences?

The purposes of this study are to advance the theory of race self complexity (Winston, et al., 2004) and to advance the study of Black by investigating the unique complexities of the meaning of race in Black individuals' internalized and evolving narratives of self through emotion. The Guided Race Autobiography (Winston & Burford, 2005) was used to elicit race narratives of 24 Black college students. Narrative analysis was conducted through phases of independent coding and team analysis using the Autobiographical Race Narrative Emotional Tone Coding Scheme (Winston, et al, 2006). The results suggest diversity in the emotion represented in the narratives as all basic and self-conscious were represented. The results of this study raise theoretical and methodological implications for future study in the areas of Black identity and the theory of race self complexity. The results also have technical implications for practicing narrative therapy when working with Black clients.

Manning, Killian, *University of North Carolina-Greensboro*
Political, Personal, Performative: When the Secret is Sex

Prompted by being 'outed' at my father's funeral six months ago and inspired by my recent re-readings of Adrienne Rich's essays On Lies, Secrets, and Silence (1979) and Pat Parker's poem "Where Will you Be?", my research explores accountability and personal responsibility in relation to bisexuality. Although my friends and colleagues have known for several years that I am in a committed relationship with a woman, my students still do not. When did this silence begin to feel like a lie? What if Rich and Parker are right, that silence, not homosexuality, is the real perversion? I am increasingly aware that my staunch feminism, made palatable to students in part by my heterosexuality, may be completely unacceptable in light of my current relationship. How can I align my politics, personal life, and everyday performances in ways that will honor the multiple "truths" of sexuality'

Markula, Pirkko, *University of Alberta*
Affect[ing] Bodies: Political Pedagogy of Pilates

The 'body' has gained increasing interest within qualitative social science research and across various disciplines. Feminist research, in particular, has made the material body an important site of theoretical examination. The feminine body, particularly the representational body, has often been interpreted as oppressive with a negative impact on women's lived experiences of their bodies. While these examinations have effectively critiqued women's bodily identities as socially constructed, there has been less work concerning the transformation of such an identity. This paper examines how a focus on moving bodies might provide a bodily politics where women's physically active bodies can be approached

positively as intensities that affect the current cultural production of identity. Combining an autoethnographic account of teaching Pilates with Deleuzian theory, I advocate a shift from what a body is to what a body can do as a premise for transgressive politics. This paper aims, therefore, to advocate microanalyses of bodily pedagogies of movement as performative and political forces that can potentially deterritorize the current thinking of corporeal, feminine identity.

Marrero, Isaac, *University of Barcelona*
Perspectives for a conscious alteration of the ethnographic gaze

See Sanchez de Serdio, Aida

Marshall, Jane Marie, *University of Illinois at Urbana-Champaign*
A Chinese Fortune Cookie

This ethnodrama, A Chinese Fortune Cookie, portrays the human side of an aspiring researcher of child maltreatment and juvenile delinquency—two social service systems which are largely overrepresented by Blacks. Despite the young researcher's self-view as being "liberated" and "educated", themes of religion, racism, and American culture color the researcher's personhood. This piece illustrates how child welfare researchers are faced with the inescapable influences of childhood upbringing and the media.

Martin, Carmel, *Northern Ontario School of Medicine*
The process of evidence based medicine and search for meaning

See Biswas, Rakesh

Martin, Juana Robledo
Preliminary results of the battered women's perception regarding the received health attention

Home violence is nowadays a subject of social concern and in Spain it is consider a real State and Health problem. There are many researches on this subject but none of them from the women's point of view, and this is the reason why we considered developing a qualitative study to explore the perception of women suffering from gender violence regarding the role of health professionals in this issue. We present the results obtained on the performance of the pilot group. Women thought the sanitary attention they had received was good, because they identified the attention to that one given to heal wounds, so, those who had not suffered from physical violence justified this way their lack of contact to the sanitary system. They asked health professionals for more information about legal aspects and social resources available. We wonder: why not given to these women more than what they demand'

Martin, Viv, *Bristol*
Illness and isolation: stories of despair and resilience

Rita Charon, physician and pioneer in the field of narrative medicine, writes of the isolation and solitude of serious illness: 'that deep and nameless sadness' (2006:17) which separates the sick and the well; that chasm which divides and leaves abandoned. Fundamental methodological and political questions for me, as I research individual stories of illness, surgery and identity, are: can I participate in the creation of texts which explore that experience in its complexity and evoke some sense of that suffering, alongside resilience and strength? What kind of evidence do such texts constitute? And will they challenge the polarised positionings of researcher and researched, medical practitioner and patient, the sick and the well. I will draw on research conversations with my co-participant Yasmin to explore the 'deep and nameless sadness' wrought by her severe ongoing bowel condition and, using a form of creative non-fiction attempt to convey a sense of that existential isolation.

Martin, Viv, *Bristol*
A conversation exploring collaboration in our relationship as doctoral candidate and supervisor

We are doctoral candidate (Viv) and supervisor (Kim), both engaged in narrative research. In this conversation we explore how our individual journeys so far - the particular combinations of life events, choices, and serendipity within their social and cultural contexts - have influenced this supervision relationship. We have evolved a way of working in this collaborative venture, which works for us, and have developed a relationship which is informed by similarities relating to gender, age, and shared discourse as counsellors, as well as by differences in personal and professional experience. We will discuss features of our relationship: our initial expectations, hopes and fears; our differences which have challenged assumptions and received ideas; and our values and shared beliefs which underpin and sustain our collaboration. We will explore the way in which these have contributed to our approaches to research by stimulating critical thinking and enhancing creativity.

Martin, Viv, *University of Bristol*
Friend and Foe? Technology in a collaborative writing group

See Sakellariadis, Artemi

Martinez Bautista, Maria Nonantzin, *U.A.M.X*
La Verdad Cualitativa En El Diseño De La Narrativa Visual Un Ejemplo: La Vestimenta, Su Narrativa Y Sus Significados

Umberto Eco dice: "hablo a traves de mi ropa", siguiendo esta idea la manera en que cada uno de los colores, texturas y formas que elige un individuo a la hora de vestirse nos narra con ello sus gustos, preferencias, de sus normas y costumbres, que se traducen en la manera en que quiere ser visto y aceptado por los demas. Cada individuo asigna significados, es decir diseña, y crea una narrativa visual con las prendas con las que se viste. Esta narrativa esta estrechamente ligada con experiencias vividas, esto es, por la experiencia subjetiva. Asi esta experiencia de diseño es una verdad que solo se puede conocer mediante la metodologia cualitativa. La verdad a traves de la cual los individuos diseñan su propia imagen, es cualitativa y tiene que ver con su manera de comprender el mundo. Lo que presento en este trabajo en un ejemplo de como la metodologia cualitativa nos sirve como herramienta para poder comprender procesos de diseño.

Martinez, Carolina, *Universidad Autonoma Metropolitana*
El psicoanalisis dentro del campo de la investigación cualitativa

Cuál es el lugar de la mirada psicoanalítica dentro del bricolage del cual podemos llegar a echar mano en nuestras aproximaciones a los problemas de cuya indagación nos ocupamos? En este trabajo reviso las distintas modalidades de aplicación de los elementos del psicoanálisis que me fue posible localizar en los trabajos publicados en las revistas Qualitative Inquiry, Qualitative Health Research, Qualitative Research y Qualitative Social Work. Propongo que dos de las más valiosas contribuciones que esta mirada disciplinaria puede ofrecer son, por un lado, auxiliarnos en la comprensión de las motivaciones más profundas y no siempre manifiestas que orientan el hacer y el pensar humanos. Y por el otro, abrir nuevas posibilidades para construir versiones más densas y complejas del significado de nuestros hallazgos, siempre que logremos permitir a esta disciplina desplegar su enorme potencial interpretativo.

Martínez, Ma. del Carmen Valenzuela, *Veracruzana*
La importancia de la motivación, la confianza y la seguridad en el desarrollo del potencial creativo en estudiantes de diseño. Una exploración cualitativa

See Villavicencio, Ma. de la Luz Palacios

Martinez-Maldonado, Ma-de-la-Luz, *Universidad Autónoma Metropolitana - Xochimilco*
Mi idea de verdad, la metodologia y los viejos

Como investigadores, frecuentemente trabajamos con la ilusion de encontrar verdades desde modelos que conducen a resultados cuantitativos preestablecidos. En mi intento por caracterizar a los viejos desde la gerontologia, me acerco a ellos, los miro, y aprendo que cada uno percibe, representa y realiza practicas diferenciadas en donde significa todo: vida, muerte, salud, enfermedad, envejecimiento, vejez y el papel que como viejos tienen en la sociedad. Reconozco que la verdad cuantitativa no es universal, encuentro el mundo subjetivo Me pregunto como acceder a ese mundo, con que métodos comprender sus conceptos y practicas significantes que como sujetos viejos realizan, a traves de que sistemas y sobre que juegos de verdad. Esa busqueda me lleva a la investigacion cualitativa, y la investigacion cualitativa a su vez me regresa a la necesidad de entendimiento de esos mundos subjetivos y quizas a la renuncia de la caracterización de la verdad.

Martínez-Mones, Alejandra, *University of Valladolid (Spain)*
Bouncing between the dark and bright sides: Can technology help qualitative research?

See Jorrín-Abellán, Iván M.

Martinez-Salgado, Carolina, *Universidad Autónoma Metropolitana (Xochimilco)*
Conflicts in doctor-patient relation in the onset of the medical practice: Evidences from Mexico

Medical students discourse usually has a high humanistic content when they explain their desire to be a doctor and their expectations for their professional life. This inquiry, performed in a Mexican public medical school, explores how some of them, in the onset of their professional practice, respond to their patients' feelings and concerns. The findings point to a deep contradiction between the idealized vision of the profession and the conflicts emerging in doctor-patient relation. Two circumstances strongly contribute to it. First, the detachment between doctor and patient promoted by the medical formation. Second, the chronic deterioration of the Mexican Health System which has transformed it in a battlefield in which patients fight to obtain medical attention and doctors don't have enough resources to help them. This study maintains the urgency to consider both kinds of problems.

Matthews, Julie, *University of the Sunshine Coast*
International Association of Educators in Australia and South America

The vice presidents, Julie Mathews and Fernando Galindo will report the activities of the standing committees of the association in Australia and South America.

Matusek, Jill Anne, *Miami University*
Overcoming an Eating Disorder: A Narrative Approach to Recovery

Using the frameworks of narrative psychology and qualitative methodology, this study presents women's experience of long-term recovery from anorexia and compulsive overeating through performance based texts. This study aims to understand from an experiential perspective how recovered women make sense of their transition to wellness by presenting thick descriptions of the identified epiphanies and turning points contributing to their recovery. Using a qualitative method of semi-structured interviewing and an interpretive biographical method to make sense of each woman's narrative, the texts presented are interpreted in relation to the concepts of personal positioning in relation to cultural master narratives. Viewing recovery as a process of re-storying and re-authoring how a life story will unfold in the future, the present study argues that long-term recovery from an eating disorder entails real purposeful engagement with communities larger than the self.

Maxcy, Brendan, *University of Missouri-Columbia*
"Production-based" tenure and qualitative researchers as "producers"

See Placier, Peggy L

Mayo, Cris, *University of Illinois at Urbana-Champaign*
A Queer Sense of Space

This paper draws on interviews with and observations of queer youth, arguing that the complexity with which they negotiate different context and categories of identity gives them a particularly labile sense of the meaning of space and a finely tuned sense of which aspect of their identity — sexual, racial, gendered, etc. — can emerge. For some youth who are out and vocal in the context of their school's gay straight alliance, being out as a queer of color in particular home community settings feels like a disruption of community solidarity. For others, school is not a safe space, but very public demonstrations or community centers provide a context for being out. While intersectionality has become an important way of theorizing identity, the experiences of queer youth, especially

queer youth of color, point to the intermittency of forms of identity, an intermittency based in kinds of spaces and relations they experience.

Mazzei, Lisa A., *Manchester Metropolitan University*
The Limit of Voice

In pursuit of evidence in qualitative research, this paper will explore the ways in which we limit evidence through the act of interviewing. Even with research that purports to be operating within a poststructuralist paradigm, the author questions the ways in which smoothing goes on in the act of the interview that serves to limit what counts as admissible evidence. What are the "missed" stories that are elided? What are the knots and snags that we fail to unravel? Is such a pursuit productive, or is it just another modernist project to "get to the bottom" of something, to once again limit evidence? Rather than trying to "get to the bottom," I am interested in pursuing how we might complicate the act of interviewing by interrogating both the spoken and silent stories, thereby producing a more complicated narrative, one that seeks the limit of evidence.

McAindriu, Colm, *Capella*
Man of the House

This manuscript is both similar and dissimilar to published autoethnographic studies, such as Caroline Joan ("Kay") Picart's Inside Notes from the Outside. Whereas Dr. Picart's book uses "various narratological and ethnographic devices (i.e., weaving across letters, diary entries, newspaper articles published as a columnist abroad and in the U.S., visual art and photography) examines the position of what it means to be insider-outsider to several cultures," this manuscript relies upon personal memories and interviews of former high school teachers, unpublished manuscripts and recently published books as a means of re-creating the institutions and environments which formed the blueprint (early childhood development) for the remainder of my life. As such, issues concerning the "politics of evidence" are crucial to my work, which moves across the personal and the political. Memories of my life as a Black male in segregated Mississippi from 1944 till 1963 are crucial because they intersect with both subtle and sometimes tectonic events, such as the Brown v. Board of Education decision by the Supreme Court in 1954 and the murder of Emmitt Till. Within Mississippi's segregated cultural environment, black males were most likely to be perceived by whites as living threats to white females. White males positioned themselves politically, economically and as both a paramilitary and police force for their protection, security and financial gains, all under the umbrella of "the Southern Way of Life." It is from this vantage point that the identity of black males verse white males became distinctively different. This "Moby Dick" type white male identity did not apply to black males, young or old, as evidenced by the murder of 14 year old Emmitt Till, who was killed approximately 30 miles from my home when I was 11 years old. This manuscript is primarily autobiographical in character and will explore and analyze the more complex nature of Mississippi's culture as well as similarities in both the armed forces and Northeastern cities such as Chicago and Kent, Ohio as a means of examining the raw nature of power and its uses in making cultural changes by presumed opposites and the self-defining character of the black male's identity.

McAlpin, Jennifer, *University of Illinois at Urbana-Champaign*
Place is a mortal being: Higher education as a site for creating geographies of female indigenous identity

Institutionalized higher education is a site of capitalistic commodification of knowledge, yet indigenous societies and peoples, although vastly diverse, hold in common a tradition of political economy that differs from capitalism. While there are many academic services which attend to the problems in persistence of Native American/First Nations students that arise from the lack of educational preparation, there is an increasing urgency within Native / Indigenous communities to advocate for higher education to become a site for Indigenous peoples to engage in recovery and restoration (some term this decolonization.) A brief survey of academic identity formation models is explored, and then some 'traditional' indigenous ways of identity formation are described. An invitation to participate in an open discussion around the following questions will conclude the presentation: What are some ways we understand each other and ourselves as indigenous women? How do we 'negotiate identity' as participants in higher education? In what ways can institutionalized higher education be a site for indigenous recovery and restoration?

McCann, Kim, *Bowling Green State University*
Critical Race Theory and Critical Pedagogy of Whiteness Studies:

Although increased scholarly attention is being paid to the concept of whiteness, the meaning of whiteness still remains unsecured in the field of whiteness. The assumption made by recent whiteness studies relates to invisibility of whiteness due to naturalized operation, and the fluidity of its identity grounded in nonessentialism. With a particular concern for the critique of the concept of whiteness, this paper mainly explores two theoretical underpinnings in defining whiteness, and their discrete positioning of the power operation in the implication of theories. Throughout the analysis, I suggest a closer interrogation of the critical links between racial and class hierarchies that are intersected together and constructed within particular social and historical contexts. I further argue that an individual's accountability, regarding whiteness, should be attributed to one's consciousness of his/her positionality prior to having active involvement in the radical reform of the system responding to social justice. In the end, I conclude by addressing the imminent need of reconstructing whiteness rather than deconstructing whiteness as a means of providing a positive and ethical construction of whiteness.

McCloskey, Anne, *University of Illinois at Urbana-Champaign*
Making Sense of Obsessive Compulsive Disorder: The Internet as a Site of Negotiation and Research Tool

This paper explores the use of the Internet in actors' negotiations with the mental illness category obsessive compulsive disorder. More specifically, I discuss the variety of roles community web forums play vis-à-vis sufferers' efforts to "make sense" of both the illness experience as well as the diagnostic category as such. In doing so, I advance the argument that the internet proves a productive site in which the category is collectively reproduced and recast, ultimately becoming something other than that which is inscribed in the official psychiatric diagnostic manual. Presentation of my substantive findings is followed by

an exploratory analysis of the benefits and limitations of using internet-based research, including a discussion of issues related to validity, access, and research ethics.

McCray, Erica D., *University of South Florida*
A Picture is Worth a Thousand Words

P-12 student demographics continue to diversity while the teaching force remains predominately White, female, and middle class (Hodgkinsons, 2002). Student diversity is often limited to race, ethnicity, and language with no mention of disability. "Otherness" is often socially constructed, whether it be in terms of race or ability. Multiple memberships in groups traditionally stigmatized or marginalized may result in double jeopardy and miseducation. This paper demonstrates the power of the arts as pre-service teachers reflect on their perceptions of difference - broadly defined. The ability to critically reflect on one's knowledge and practice is essential for continuous growth and professional development. By encouraging the use of non-traditional response venues teacher candidates engage in a metacognitive process and are given the freedom to express their philosophy of who they are as educators. Discussion will center on the Arts as a means of sharing the personal journey of becoming an inclusive teacher.

McDonagh, Deana, *University of Illinois at Urbana-Champaign*
Teaching Empathic Research Methods as Performance

See Campbell, Laurel H.

McElroy, John M., *Michigan State Universrity*
The health of the therapist: Why do we sit and think that mental health is only located in our heads?

Marriage & family therapy (MFT) literature considers a biopsychosocial model as a holistic approach to treating family systems. For therapist health and development, MFTs rely upon a self of the therapist model that supports inward reflection based in language, cognition and emotion. These two models of health do not "work the hyphen" (Fine, 1994) for therapist-client relationships as they empower therapists to conceptualize a mind-body-relationship construct for clients only. Practices of talk therapy, clinical supervision, and self of the therapist reflection are traditionally sedentary and disembody therapists from their physical beings. Through a grounded theory approach (Charmaz, 2005) and analyses of MFT focus group interviews, we developed a health of the therapist model (McElroy & Jager, 2006) that protests the sedentary nature of therapist development. Through autoethnographic performance and writing, we constructed "running supervision," and examined how activating the physical helps us work therapist-client and mind-body relationships in ways that our field has not challenged us to do.

McElroy, John Maxam, *Michigan State University*
An Autoethnography of Fact Construction in the Brokerage Industry: A critique of neoliberal processes

A great deal has been written about Wall Streets excesses during the last three decades. Global citizens have had the opportunity to watch as facts and

evidence have evolved in just a few examples of American greed: S&L Scandal, Junk-Bond abuses, Currency Crises In Latin America, Iran-Contra Arms Sales, Assasinations(Perkins, 2004), Big Tabaccos obstruction and corporate theft(Enron). Commonly missed in the content is the process of power. Foucault stressed three key components of powers effectiveness: lightness, speed, and subtely. This paper examines the effectiveness of power via neoliberal processes:1)selling free markets"open up" 2)assess profitablity 3)De-regulate & Privatize 4)Cut Social Spending 5)Protect (Chomsky, 1998). After spending 10 years at Merrill Lynch, it is important to critically challenge the industrys fact construction patterns, bring voice to silenced industry insiders, create some space for dialogue around how facts are sold, and attempt to create a charged moment of clarity via autoethonography (Holman Jones, 2005).

McGibbon, Elizabeth, *St. Francis Xavier*
Mixing Methods for Social Policy Intervention? Critical Ethnography Meets Geoscience

Although the study of social inequity cannot meaningfully proceed without including lived experience, policy makers have long been focused on quantitative data to inform their decisions. Reliance on numerical indices in the absence of everyday contexts greatly hampers social justice in areas such as education, health and shelter. Yet quantitative data has been pivotal in showing the stark realities of global poverty and deprivation. Hence, we argue that mixed methods research must have a central place in ameliorating social inequity. However, illumination of nuances in the 'mixture' of these two worlds has barely begun. We describe a mixed methods project which brings together critical ethnographers, geoscientists, and statisticians in health inequity research with an anti-oppressive theoretical frame. We focus on the team's negotiation of these disparate backgrounds and worlds, through a demonstration of how photovoice is used to create a geospatial map which brings to life the geography of inequality. Given the dominant discourse of objectivity, we conclude with questions about sustaining the location of qualitative research in mixed methods designs.

McGibbon, Elizabeth, *Xavier University*
An Ethnography Of Everyday Caring For The Living, The Dying, And The Dead: Towards A Biomedical Technography

Technology has become synonymous with medical intervention, particularly in hospital settings in the Western world. Vast amounts of money are spent on the invention, design, and implementation of biomedical technologies. Despite critiques, there is often an acceptance that the use of technology is inherently good and that increasing biotechnological advances are to be sought. Although the subject of this paper is not an examination of the moral goodness or wrongness of biomedical technology, it does problematize the use of technology by revealing the intimate particularities of everyday life at the juncture between technology and human experience. In many ways this paper is a narrative about conducting an ethnography in a Canadian pediatric intensive care unit (PICU). We offer an example of how ethnography may be used to explore the use of biomedical technology within a critical social scientific framework. While the paper bears resemblance to the ethnographic work of Zussman (1992), Seymour (2001), and Kaufman (2005), it uniquely uses the work of Dorothy Smith

(1987, 1999) to explore ethnography as a means to examine biomedical technology in everyday life.

McHatton, Patricia Alvarez, *University of South Florida*
Educated Women: Learning the other, losing the self

This autoethnography relays the complexity of qualitative research conducted in community settings, confounded by interactions of ethnicity and culture in both researcher and participants. It stems from a year long writing project exploring the school and community experiences of a small group of Latinas. Two researchers, one Latina and one Anglo, facilitated the projected, meeting with the group on a weekly basis. During the meetings, the girls shared their views on education, teachers, and the community. Their stories revealed frequent clashes with those in authority, several of which we were witness to. This paper provides a glimpse into one such experience, as recounted by the Latina researcher. Cultural disconnects between school and family became evident as beliefs and familial customs were diminished or dismissed in an attempt to quell a misunderstanding that was escalating between the girls. The researcher, as a Latina, sat at the intersection. This is my story.

McHatton, Patricia Alvarez, *University of South Florida*
A Picture is Worth a Thousand Words

See McCray, Erica D.

McIntosh, Heather, *The Pennsylvania State University*
Revaluing Reenactments as Evidence of Truths in Documentary

Reenactments undermine traditional documentary assumptions of representing reality and truth. The greater truth value lies in images captured directly by a camera, and since the rise of cinéma vérité in the 1960s, the credibility of reenactments as a viable form of evidence has declined. But reenactments have been a part of the documentary tradition from the beginning. They allow access and insight into situations not originally available to a camera, and they facilitate the representation of multiple truths and challenge the politics underlying them. They also allow the input of the original parties involved in the actual events, giving them power over their own representation. The goal of this presentation is to provide a critical framework for reclaiming the value of reenactments in documentary and to show the potential power in them for both those subjects represented and in the truths conveyed.

Mcintosh, Linda C., *North Carolina Agricultural and Technical State University*
Narrative Research Methods

Qualitative research methodology has much to offer nurse researchers in the exploration of the lives and needs of the people we serve. Narrative research was developed in the 1980 and coincides with scholarly interest in narratives in other disciplines (ie., narrative medicine, narrative therapy, and narrative pedagogy). Narrative research attends to the voice and discourse of people often unheard. Attempting to reduce power imbalances in research and maintain trustworthiness of data is a critical challenge for this research that employs techniques of literary analysis. The nature of narrative lends itself to ethnographic research uses, and has been developed by leading qualitative researchers. This

session will present the techniques and uses of narrative research, as well as its strengths and limitations for nursing. Examples of narrative research from nursing, education, and the social sciences will be examined.

McKegg, Kate, *The Knowledge Institute Ltd*
The ties that bind: the influence of networks and relationships on meaning creation and action in community settings - demonstrating the use of qualitative research strategies to create coherence and insight for action and knowledge exchange in communities

See Levesque, Peter Norman

McKitrick, Sean Arlan, *Binghamton University*
The Politics of Assessment: The Successes and Risks in Using the Delphi Method to Assess Critical Thinking

The purpose of this paper is to introduce the use of a well-known qualitative technique, the Delphi method, to assess critical thinking at a doctoral extensive university in the Northeast. It discusses the political as well as educational reasons why critical thinking is to be assessed, the need for a qualitative method for assessing critical thinking, and addresses some ways to make use of the method meaningful both for faculty, who are often acceptant of the method, and external parties, such as accreditors and government officials, who are often suspicious of the method. It concludes with some general lessons learned from the experience, as well as for some suggestions for defending qualitative methods in assessment in general.

McLean, Cheryl A., *University of Georgia*
If "truths" be told: Narratives of self-native-other

The study explores the researcher-participant relationship when the researcher is "insider" and group member, and the tensions of multiple positioning of self, native and other. These truths are told in narratives drawn from interviews, fieldnotes and participant and researcher journals, and are used understand the multilayered processes of this dialogic (Bakhtin, 1981) relationship. The analysis draws on Cortazzi's (1993) and Gee's (1999) guidelines for identifying and analyzing stories. Findings indicate that, as authors of the "native" voice, the authenticity of the participants' and researcher's claim to "native" status is tested. More so, the relationship challenges the credibility of the researcher in terms of the participants' expectations of the loyalties that come with this insider status. The shared ethnic background, similar spatial environments, ideological stances, and ascribed and achieved characteristics shaped the interactions, agendas, intentions and expectations within the research relationship.

McPhail, Brenda Jean, *University of Toronto*
"Let me tell you who I am": An ethnographic study of Identity and Accountability in two Electronically-Monitored Workplaces

Digital networks in white-collar workplaces are changing the ways that work takes place, including the ways in which performance is measured. One example of a technology-intensive, heavily-monitored workplace is the call centre, and this type of organization is the focus of my ethnographic research study. In call centres, face-to-face supervisory assessment is supplemented or replaced by sta-

tistical evaluation using data based on electronically-mediated transactions. The practice of using monitoring technologies and the statistics they generate at an individual level in effect creates an imposed "digital identity" composed of those numbers and details deemed significant by the organization. These compilations of statistics and transaction records can have considerable consequences for workers who are judged by them during performance evaluations, yet workers often have little formal control over, and limited access to, the information collected about them. This study examines some consequences of this trend for front-line call centre workers.

McPherson, Charmaine, *St. Francis Xavier*
Mixing Methods for Social Policy Intervention? Critical Ethnography Meets Geoscience

See McGibbon, Elizabeth

McRae, Chris, *University of South Florida*
Truth in Life Research

See Adams, Tony

Mebane, Elvira, *United Voices of Efland-Cheeks*
African American Girls Explore Food, Fact, and Fable through Photovoice

See Bowen, Ronni Lee

Meeker, Mary Ann, *University of Buffalo*
Family Surrogate Decision-making in Advanced Cancer - Preliminary Findings

Persons with advanced cancer often rely on family members to assist them with health care choices and to make decisions for them when they are unable to self-determine their care. Surrogate decision-making is a demanding experience with health consequences for both surrogate and patient. The purpose of this study, funded by the National Institute of Nursing Research, is to prospectively and longitudinally investigate family surrogate decision-making. The primary aims are to: (1) Explain the basic social process(es) family surrogates use in making end of life care decisions with/for a family member, and (2) explain the process(es) family surrogates use during and subsequent to a decision for hospice care. Data collection through semi-structured interviews and constant comparative analysis for this grounded theory study are ongoing. To date, 36 surrogates have been enrolled. Preliminary findings reveal major categories of: Monitoring, Interpreting, and Managing; and strategies used by surrogates to perform these functions. Surrogates report experiencing their role as an enormous responsibility, and feel challenged to effectively balance multiple demands.

Méndez, José-Manuel
Identidad homosexual y resistencia: La experiencia de la homofobia como impulso

See Granados, José- Arturo

Mercado, Marilyn, *Teachers College, Columbia University*
Lifting the Veil: The Essence of Qualitativeness

The following paper explores through the eyes of a graduate student researcher the similiarities between art as a medium of expression and the essence of what it means to engage in qualitative research. Art, like qualitative research, evolves through time and space, it is naturalistic, and descriptive, and it entails the culmination of a finished product where the process to achieve those ends are, often times, more crucial than the actual outcome. Like qualitative researchers who are concerned with the immediate environment and the multiple meanings it generates, in the here and now, the artist or art lover is concerned not so much with how the final product will look like but with the process and the details that comprise the finish product. It is the similarities between art and an art lover's perception of art and the researcher's role in designing a research study that synthesized for me the dictomomies of the two and helped me to understand the essence of qualitative research.

Mercado-Martinez, Francisco J., *U of Guadalajara*
A Critical Evaluation of Five-Year Teaching Qualitative Research Experience in the Health Field

There is a growing interest in teaching qualitative research (QR) worldwide. However, there have been few attempts to assess the projects, processes, and outcomes regarding academic initiatives on such issue. This paper presents an evaluation carried out to examine the process and results of a qualitative research course implemented several times in three Mexican and one Colombian universities. A critical evaluation was done of a six month, qualitative research course. The aim of the course was to teach theory and practicalities of QR through the elaboration of a protocol. Attending the course were health professionals, academics and postgraduate students. Each one evaluated each thematic section. The attendants´ main expectation was to learn how to do qualitative research. They recognized as their main achievements being able to advance in their projects and to learn theoretical bases. Among the difficulties encountered, they mentioned their background in quantitative research and lack of time for working in their projects. Their recommendation is to give more examples of qualitative studies and having more personal advising.

Merrill, John Bryce, *University of Colorado at Boulder*
Him: Remembering the Person

This is a eulogy masquerading as an autoethnography. Or it could be the reverse. It is a way to say something personal about someone who probably deserves something better. Along this way it becomes an exposition on the usefulness of Spencer Cahill's Sociology of the Person for remembering and making a person in their absence. Cahill's approach, which masterfully connects Durkheim to Goffman and Goffman to Foucault, suggests that presence of a person requires complex interactions and interventions from institutions and everyday actors, but does not always demand a body. Sadly this is again becomes a short story on loss, but it is not about death. It never was with Him. It is about life, social life and what we lose when we study it.

Meunier, Dominique, *University of Montreal*
From Theoretical Premises to methodological tools: Preserving fluidity and dynamism in the study of "mediation"

This paper provides support for the idea that the politics of evidence in qualitative research ought to be based on a rigorous link between conceptual framework and the methodological tools used to grasp the phenomenon in the field. I discuss a conceptual approach of mediation where the action which brings individuals and things together transforms them through the relationships that they forge.The challenge is then to find the methodological tools allowing the researcher to preserve the fluidity and dynamism that this approach suggests. Within the context of an ethnographic research project on young Montrealers and their everyday use of communication technologies, I consider how two theoretical principles informed my choice and development of methodological tools. First, the principle that time belongs to the subject is discussed in regard to recursive interviews. Second, the recognition of the autonomy of the subject in his/her capacity to speak independently from the researcher, is related to a strategy of "self-shadowing". Finally, the paper concludes by discussing certain ethical questions around the power dynamics raised by this research.

Meyer, Julienne, *City University*
Victim blaming or an appreciative inquiry? Choosing the best evidence for practice

Holman et al. (2004) suggest that frequently staff are blamed for poor care, without researchers ever really having a full understanding of the nature and context of that work. This victim blaming approach does little to enhance practice development. This paper reflects on the value of an "appreciative inquiry" when trying to influence improvements in practice within the care home setting. It draws on the findings from a 2-year action research to promote positive learning environments for staff and students. The findings are set within the context of a literature review on quality of life for those living, dying, visiting and working within the care home sector for older people. The literature review focused on the "best of what is" and, in so doing, was in a better position to influence practice compared with more traditional methods of research.

Meyer, Julienne, *City University*
Exploring sampling issues and the management and analysis of data in international research

This paper reflects on sampling issues and the management and analysis of data in an international study on "Ageing and Loneliness". Maximum variation purposive sampling was used including older people 67 years and over: of varying ages, geographical areas, types of accommodation, levels of services and support; and having or not family or significant others. In-depth interviews with 30 participants in each country aimed to explore what the participants perceive and understand loneliness to be; important factors contributing to loneliness; how older people manage loneliness; the effect of loneliness on the health and well-being of the older person; what assists or could assist older people to manage loneliness; and perceived barriers to managing loneliness. The paper discusses the limitations and successes in recruitment of participants, highlighting a number of emergent tensions when engaging in international research.

Mifsud, Dione, *University of Malta*
Damaged Rubble Walls- A Portrait of a Silent Man

In this multi-layered auto-ethongraphic narrative I use the rubble walls (vulnerable dry stone walls delineating boundaries) metaphor to examine my relationship with my grandfather, whom I never met, yet bear his name. My inquiry focuses on how this silent man, although dead for many years became the centre of the life of his family in their quest for meaning.Through the use of poetical representation and writing as a method of inquiry I attempt to weave a tapestry that takes into consideration the historical, socio-cultural and religious context of my childhood on the Mediterranean island of Malta. Writing this paper became a reflexive journey in experience and identity which helped me to give voice to the silent man in the figure of my grandfather and the silent man inside me.

Mifsud, Dione, *Malta*
power relations, educational practices and the subversive processes of doing collective biography within the academy: an incomplete story

See Gowen, Cindy Ann

Miller, Diane L, *Oberlin College*
The 'abused-abuser hypothesis' in the narrative accounts of sexually abusive young women

In multiple, open-ended interviews with 6 former participants of a specialized treatment program for sexually abusive young women, the respondents' narrative accounts revealed that they had made sense of their acts through interacting with the explanatory narratives proffered by the training school's treatment staff. In line with the way some of the literature conceives of sexual offending by females, staff privileged an explanatory narrative that I call the 'abused-abuser hypothesis.' Using excerpts from interviews with two of the six participants, I will focus on the way these participants responded to this narrative in diametrically opposed ways, as inflected by their gender orientation. I use Vygotsky's sociocultural theory of guided learning and the development of inner speech to frame the process of participants' collaborative meaning making with staff. To explain the variance in the two participants' uptake of the abused-abuser explanatory narrative, I use Messerschmidt's theory of gendered enactment in delinquency.

Miller, Jaclyn, *Virginia Commonwealth University*
Stepping Back: Exploring the Implications and Challenges of Reflexivity

Based on the themes provided by the first three panelists, implications and challenges will be explored. The role of the inquirer and the cost to the inquirer enacting appropriate reflexivity will be identified. Implications of the use and misuse of reflexivity will be at issue, especially considering ethics, social justice and the creation of non-colonializing inquiry processes

Miller, Jaclyn, *Virginia Commonwealth University*
Valuing the In-between: The Subjective-objective Dialogue

See Kovacs, Pamela Johnson

Miller, Lisa Lynne, *Arizona State University*
Latina Feminist Theories and Resistance Languages: Moving Beyond Capitalist Constructions of Evidence and Truth

Qualitative researchers must continue to critically challenge what is accepted as "knowledge, truth, and evidence" in both the academic and global realms. The guidelines for what is warranted cannot be predetermined by groups whose interests lie solely in privileging the "capitalist class" (McLaren, 2005). Lather (2000) so aptly reminds us of the subversive potential of resistance language and the necessity of "reinventing language as part of political struggle". Have we so quickly forgotten the value that resistance holds for our research? The power of resistance languages such as testimonio and encuentro lie in their ability to decenter discourse; creating flexibility and forcing conversations to the margins away from the tightly regulated space of center where "acceptable" discourse lies bound and rigid. Chicana Feminist theories accept areas of linguistic ambiguity and resistance in an attempt to create openness in discursive spaces while at the same time pushing for further inclusion. While rules of research have been created primarily by white men, they can be easily un-made por las Chicanas (Anzaldua, 1999).

Miller, Montana, *Bowling Green State University*
Authenticity in Internet Research

Today, a key element of ethnographic research into youth culture is the rigorous examination of its manifestations on the Internet. But how do we evaluate the authenticity of what we observe online? The cliché that "on the Internet, no one knows you're a dog" haunts efforts to present such studies credibly. Still, through teenagers' blogs and message boards emerge patterns of performance just as reliable and revealing as the classic symbolic and oral traditions. Researchers of youth culture have long studied legend-trips, yearbooks, mating rituals, and folk speech; the Web is replete with similar emerging phenomena. I study ways youth construct identities through Facebook.com'negotiating friendships and representing their social lives online'as well as teenagers' publicly posted messages on the websites of deceased friends. Just as performances in "real life" are framed, these new forms of expression are framed by emic understandings in an increasingly cyberconnected youth culture.

Miner, Stacey, *Arizona State University*
Reinterpreting Tension

Stemming from a qualitative pilot study of 'museum experience,' this performative piece tells the short story of a student who struggles to make sense of the ontological and theoretical questions at the core of her graduate program. Themes of postmodernity, social construction, representation, and privilege present themselves as the protagonist works through related inner conflicts while traveling to and visiting a museum. Processes involved in how new and often conflicting information is integrated into one's belief system is an important topic in today's information-overloaded and multicultural landscape. The vehicle of narrative to communicate perceptions, silent thoughts, and other 'invisible' components of a person's experiences is both natural and effective.

Miskovic, Maja, *National Louis University*
Narratives as Jazz: The Sonic Dimensions of Tellership

See Ignacio, Emily Noelle

Miskovic, Maya, *National-Louis University*
Strangers & Scapegoats: Addressing Difference through a Roma Narrative

See Fidyk, Alexandra

Mobley, Alex M., *University of Illinois at Urbana-Champaign*

Savage Games: Physical Culture and the American colonial subject

This paper examines turn of the twentieth century discourses of physical culture alongside U.S. imperial projects in the American colonial state of the Philippines. The emergence of anthropometry, modern Olympic team sport, and the social hygiene movement aided the constitution of the trans-Pacific U.S. military and the colonial laboratory. Drawing on postcolonial games theorist C. L. R. James, "savage games" refract a multiplicity of boundaries laid down by muscular Christianity, racial recapitulation theory, counterinsurgency doctrine, and public sanitation. The invention of the savage, unhygienic Filipino subject with misguided revolutionary aims supported the logic of U.S. military and civilian interventions.

Molina, Gloria, *Universidad de Antioquia*
La Descentralización Del Sector Salud En Colombia: Vista Desde Diferentes Perspectivas

Este articulo es producto de una investigacion realizada en el 2003 para analizar las caracteristicas del Desarrollo Institucional (DI) y la Participacion Comunitaria (PC), como los principales componentes de la descentralizacion del sector salud en Colombia. El estudio incluye tres municipios de diferente nivel socioeconomico, en los cuales de toma la perspectiva de los tomadores de decisiones de diferentes instituciones de salud y de la comunidad. Alli se recolectaron y procesaron datos cualitativos, mediante entrevistas a profundidad a diferentes actores y directivos del ambito municipal, regional y nacional. Los hallazgos sugieren que los tres municipios han progresado en ciertos aspectos de la descentralizacion, pero no cuentan con un avance integrado del DI y la PC. El sistema político tiene un papel importante, pues el clientelismo influye en la calidad del personal y en todo el proceso. La mezcla de descentralizacion y privatizacion tambien creo conflictos en la prestacion de servicios. Palabras clave: desarrollo institucional, participacion comunitaria, privatizacion

Monobe, Gumiko, *The Ohio State University*
Japanese Descendant Teachers in Two Generations: The Search for Identity, Voice, and Motivation Through Teaching

The proposed paper presentation is to share findings of research study of Asian descendant teachers' voices. The goal of this study is to understand Asian descendant teachers' voices in order to support their success as teachers as well as to understand their knowledge and wisdom in order to include them in the discussion of multicultural education. In order to grasp Asian descendant teachers' voices within the complicated cultural, social, and political contexts of education, this study is conceptualized as an intergenerational case study. The par-

ticipants will be a Japanese descendant mother and her daughter, both of whom are teachers in the United States. Data sources included: individual interviews, intergenerational conversations, and creative journal writing. Other data sources will include document collection and researcher journal. The proposed study is an important contribution to our understanding of Asian descendant teachers' identities and will be presented in a narrative and interpretive representational format that highlights what we can learn from engaging qualitative methods intergenerationally.

Monobe, Gumiko, *The Ohio State University*
Between Two Homes: Bi/Intercultural Memories in the Search for Goodness in Research

As a women researcher from Japan who has lived in the United States for six years, a continuous struggle is to understand the multiple meaning of the lives of women in my family: my mother's life, sisters' lives, and my own. As a researcher, I am very interested in how my memories from Japan are related to and make an impact on new memories I am creating here in the United States. Using Lawrence-Lightfoot and Davis' (1997) notion of the search for goodness, and focusing on the gender aspect of race/cultural memories and bi-/inter-cultural being, this creative representation will explore the role of authority, cultural knowledge, and "wisdom of being" in the research endeavor, particularly across generations.

Monson, Paul, *Miami University (Ohio)*
Dream Perception and Oneiric Meaning Making

In this paper, the centrality of perception in dream experiences is explored. Observations drawn from Merleau-Ponty and the phenomenological tradition are brought to bear on the dream experience. It is argued that the ephemeral, nonmaterial, and subjective nature of dreams is the very source of their potential for richness in meaning making. Underlying subsequent interpretations, categorizations, and rationalizations of dreams is the primacy of the perceptual process that occurs between the dream-dreamer. This assertion is illustrated through a performative dream text. Relevance to dreamwork with groups is discussed, as well as relations to the larger question of the Politics of Evidence.

Monson, Paul, *Miami University (Ohio)*
Self Narratives on the Improvisational Stage of the Dream

See Knudson, Roger M

Montoya, Yvonne, *Arizona State University*
"Mow, Blow & Go": Social hegemony in working class field workers

In order to ascertain the ways in which work in the public sphere affects and intersects with one's identity in the private sphere (at home), this study examined the work life experiences of grounds keepers. Grounds keepers offer a unique perspective in that their paid work often mirrors the work they do at home, little organizational communication research focuses on working class employees, and the men and women who participated represent multiple ethnicities (Mexican, Mexican-American, and Caucasian). This performative text creates a bricolage of the voices from interviews, field observations and focus groups during which data on the grounds keepers' experiences were gathered.

Moorthi, Gayatri, *University of Illinois at Urbana-Champaign*
Researching and Weaving narratives of addiction- Traversing the Biopolitics of body, space and discipline

As a practicing social worker in India, my daily work entailed recognizing, calculating, evaluating and problematizing the private addictions of my clients. As a researcher within the United States, committed to exploring these fetishes, desires, and cravings; I stumble to situate my research within these complicated discourses of disease, politics and selfhood. This paper not only wrestles with my dual moorings as a researcher and social worker; as I trouble the constructions of addiction while simultaneously struggling to find spaces and places for intervention.But, also attempts to make sense of my own 'global locality', which continually mediates the terrain of nostalgia, geography, academia and addiction. I ask - what then becomes of evidence, research and objectivity? How do stories of addictions become bridges, through which different border crossings become possible? How do the local voices of addiction become commentaries on the shifting global selves? And how does such research continue to remain meaningful for our local participants'

Moreira, Claudio, *University of Illinois at Urbana-Champaign*
Life In So Many acts

In this piece, drawing from performance autoethnography (Norman Denzin), third world feminism (Gloria Anzaldúa, Chela Sandoval, Audre Lorde), and postcolonial/cultural studies, I interrogate "how do I play a scholar?" I use Judith Butler's question "how do we play gender?" and her notions of performative, to dance around, using the voice of the Scholar and the Thug, in a search for a performative scholarship which honors my commitment with social justice and at the same time does not make my existence 'unlivable.' From this space, as a "writer-as-performer" in the seventh moment of qualitative research, a postexperimental phase, "performing culture as I write it," from the borders I have lived, labored, and crossed, I present my life in acts, fighting for a better and just world.

Moreira, Claudio, *University of Illinois at Urbana-Champaign*
Scared

"Scared" was 'born' as a one piece performance, which later I included in a bigger article named "Life in So Many Acts." In this performance, I try to challenge and at the same time, to negotiate my commitment with an embodied form of scholarship and my life as a grad student in a research 1 institution. This piece is a balancing act, having in my left hand, my allegiance with issues social justice'research is about people's lives?, and in my right one, the fears and constrains, imposed by forms of 'institutionalized knowledge.' "Scared" comes from treats, and is guided by the following question/statement: "What is this? Am I not able to land a job because I do not behave, do and think, do not ask/answers, and do not write/research/perform the same questions like the others?" 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.

Morella, Kymberly A, *Oklahoma State University*
Lessons Learned from Women in Prison

In the United States the incarceration of women continues to be a growing issue. Furthering the problem are high recidivism rates which indicate that the systems we currently operate may not be the most appropriate if the goal actually is to rehabilitate women. Most women in prison have less than a high school education, grew up in poverty, and were subjected to some form of abuse prior to incarceration. A small group of women, that I have interviewed, formed close bonds in prison learning to trust not only others but also themselves. Having gained a new perspective, these women were able to leave prison behind for good the last time. Now, strengthening relationships with family members, holding full-time jobs, staying sober, and helping others stay out of trouble is the new way of life. In this paper I will discuss the importance these women place on the friendships they formed in prison and the lessons they learned toward accepting responsibility and forgiveness.

Morris, Patricia McGrath, *Virginia Commonwealth University*
Entering into the Dialogue: Gadamerian Hermeneutics

The use of the human instrument in Gadamerian hermeneutics places reflexivity in an "I-thou" dialogue of respect between the subject and object. Using this phenomenological method inter-subjectivity or the interaction between subject and object co-creates a shared meaning of understanding. It is through an iterative dialogic interrogation of researcher reflection, discovery, and projected meaning that an expansion of understanding emerges for both subject and object. Issues of bias, power, and authorship will be explored as well as the challenges to rigor in fusing or co-creating a shared meaning

Morse, Janice, *University of Utah*
International Institute for Qualitative Methodology

The International Institute for Qualitative Methodology (IIQM) was established at the University of Alberta, Edmonton, Canada, in 1998, for the purpose of facilitating the development and the use of qualitative methods globally. The objectives were to 1. provide leadership to address the issues in qualitative inquiry and facilitate the development of qualitative methods, 2. promote excellence in qualitative research through education and research, and 3. provide a forum for collaboration among international experts in the field of qualitative inquiry. To achieve its global mission, an administrative structure consisting of international sites in each major continent, and these sites, in turn, were linked to universities and research centers within their geographic regions or linguistic groups, called cooperating sites. International sites were strategically located as follows: North America, The University of Alberta; Australia, The University of Newcastle; South America, Universidad de São Paulo; Europe and Great Britain/ Europe, Universiteit Utrecht; Africa, Rand African University; and Asia, Ewha Womans University. In 2000, two sites were added: for Ibero-America, University of Guadalajara; and for the Middle East, Ben-Gurion University of the Negev; and in 2006, UK, the University of Bournemouth and for sdcandinavia, the University of Aarhus, Denmark. As of November 2006, these ten international sites were linked to 115 cooperating sites under the guidance of the International Advisory Board, a committee of all of the directors of the international sites. The cooperating sites are each responsible for establishing and maintaining their own programs directed toward making qualitative inquiry visible and accessible. Each site is also expected to maintain a website. Support/assistance may be requested from the international site or from the Institute at the University of Alberta. Hence, the IIQM is a huge network of institutions, linked with the common goal of developing qualitative inquiry.

Morseu-Diop, Noritta Pele, *University of Queensland*
The challenges of Indigenous qualitative research within a mainstream Australian academic context

Qualitative Research within Indigenous Communities and the challenges facing all researchers are multi-layered and multi-faceted. Firstly, for many Indigenous communities the word research is seen as a dirty word and can be associated with imperialism, colonisation and subjugation (Phillips,2003, Smith,1999). Therefore, researchers must tread carefully and ensure that correct cultural protocol is maintained at all times, this process can be a very lengthy and time consuming one. Indigneous researchers are under the constant scrutiny of their community elders and leaders and therefore are strongly obligated to maintain culturally responsible processes and protocols when engaging within a grassroots Indigenous setting so as not to lose face in their community. Secondly, there is the University requirements and protocols to follow in terms of appropriate documentation of data, time frame, risk assessments, processes, methods, methodology, ethics, transcriptions, coding and data analysis and writing. Thirdly, the emic and etic view; are Indigenous Researchers seen as an Insider or an Outsider? Therefore, maintaining respect within your community and being accountable to the academic requirements of your university can be a very difficult juggling act. This paper will investigate the many challenges faced by Indigenous Australian researchers, researching cross-culturally and within their own Indigenous Australian communities.

Motobayashi, Kyoko, *OISE, University of Toronto*
Language policy studies: Its interdisciplinarity and methodology

This paper reviews main theoretical discussions on qualitative research methodology for studies of language policy, language planning, and language low (hereafter "language policy studies"). The aim of this paper is to contribute to the conversation of researchers in the field of language policy studies, a topic which is researched interdisciplinary across the fields such as sociolinguistics, applied linguistics, and political science. The methods examined include: traditional language policy analytical framework (Cooper, 1990); qualitative content analysis (Krippendorf, 2004); discourse analysis such as critical discourse analysis (Luke, 1995) and Foucauldian discourse analysis (Williams, 1996); linguistic anthropological approach (Mertz, 1992); and sociological/ sociolinguistic approaches including social semiotic perspective (Blommaert, 1996), ethnomethodology and conversation analysis (Dingwall, 2000). This paper reviews overlaps and differences among these approaches, as well as strength and weakness

of each approach, and discusses these methodologies in relation to historical development of this field (Ricento, 2000).

Motobayashi, Kyoko, *OISE, University of Toronto*
Crossing Border: Epistemological, Disciplinary and Regional Border Crossing by a Graduate Student

This paper addresses my experience of crossing regional, epistemological and disciplinary border in my career as a graduate student, employing an auto-ethnographic approach. By doing so, this presentation aims at opening up a dialogue about the relationships among regional, epistemological and disciplinary differences. I was trained in a master's program in Japan that was oriented toward quantitative psycholinguistic approach. Then I came to Canada and started another master's program in an institution where qualitative research is rather encouraged, and at the same time I have been inclined toward socio-linguistic approach with qualitative inquiries. As such, in my case, the border crossing from quantitative to qualitative inquiry paralleled that from psychological to sociological approach and that from Japan to Canada. In this paper, I will share some of the episodes of mine throughout the process of seeking an academic identity/ies, hoping to listen to others' perspectives as well.

Moyle, Wendy, *Griffith University*
Research Ethics: The Challenges of International Research

In the majority of developed countries research that involves human participants, human tissue, or identifiable records of humans requires review and approval from a research ethics committee before the research can commence. Researchers and ethics committees are usually guided by a set of ethical principles articulated by a national or professional code, or regulatory framework. This paper discusses some of the challenges of undertaking international human research in countries where diverse cultures and ethics systems are involved.

Moyo, Otrude N., *University of Southern Maine*
Ethnographic Research with African Immigrants and Refugees in the north east USA, Understanding Lives and Experiences of New Immigrants

This presentation shares general information about African immigrants and refugees as part of the 'new immigrant' population in the north east USA. I discuss general societal views and attitudes towards 'new immigrants'. Using my research experience with fifteen families of African immigrants and refugees I share critical research issues in engaging ethnographic work with new immigrants. In addition, I share some of the African immigrants and refugees' perspectives about their livelihoods and quality of life, touching on themes about their experience of work, living conditions, parenting issues, community life and interactions with human service agencies. The goal is to engage discussions that challenge the construction of community that is accommodative of diversity.

Mukherjee, Dhrubodhi, *Southern Illinois University*
Qualitative inquiries into social network analysis: challenges and suggestions

Social network analysis (SNA) as a method relies on the notion of a network of relations linking social entities, or of webs or ties evolving into a social structure. Application of network to structural perspectives is not new to qualitative research; however, the SNA as a method relies greatly on quantification of relational attributes. Because quantitative measures allow a set mathematics to be applied to graphs that may be easier to interpret or to summarize than more qualitative studies. The paper argues that application of qualitative research to SNA is inherently descriptive and can offer a rich portrait of a complex topic that might enlighten certain complex or heuristic judgments about the same topic. Furthermore, the paper sites research that demonstrates qualitatively gathered social network information can be graphed and manipulated accordingly to analyze the dynamics behind the negotiation of social relationships.

Mulder, Cray, *University of Illinois at Urbana-Champaign*
Considering the notion of privilege in International research: Participant observation reflections

In the summer of 2006 I volunteered with the Shangilia Women's Group in Moshi, Tanzania. This cultural immersion allowed me to observe firsthand the challenges of being a woman in an Eastern African nation; I learned about their lives by sharing their experiences of daily living. As an educated, middle class, white woman I experienced a culture where many women are unable to find employment outside of the home and are grateful to work long hours to earn a barely sustainable income. As a social work practitioner I worked primarily with young women and their families, helping empower them to reach their own goals; opportunities and resources were relatively plentiful in this pursuit. This transformative experience allowed me to wrestle with the notions of privilege and opportunity, while assessing the role my own position plays in the conclusions I draw in my international research and social work experiences. What are the ethics involved in generating conclusions when cultural values and experiences do not align? What are the responsibilities in being an ecological and holistic-minded social worker interested in promoting social justice'

Muñoz, Candice, *Bowling Green State University*
Critical Ethnographerss role in the Community: Agents of Change and/or Collaborators

This paper draws on Community partnership activities with a biracial low income community. A group of researchers entered this community as part of a community partnership grant that required them to collect oral histories and develop methodologies for collaborative design of a mural for the community center. Several of us were faced with dillemmas posed by multiple audiences for this project. Oral histories revealed conflicts and issues that we as scholars would have wanted to analyse and share with our scholarly community. However, in the partnership we were accountable to the community centers goals in trying to project a positive image of the community to the larger community in order that the bi-racial, low-income community gain access to structures of power that would enable material development of their neighborhood. Even with regard to development discourses that were prevalent, we as researchers faced dillemmas about how to implement our critical insights without jeopardizing the communitys practical need to gain access to dominant structures of power. Thus as critical ethnographers we not only faced issues relating to voice and agency of diverse members of the community but also negotiated ideologi-

cal contradictions in how we worked with this community if we were to be of any use to them.

Muñoz, Candice, *Bowling Green State University*
The Other Side of the Wall: Constructing Meaning and Identity in the Mural Making Process

See Dako-Gyeke, Phyllis

Munson, April, *University of Illinois at Urbana-Champaign*
Evaluating Gilmore Foundation EFA School Arts

See Stake, Robert

Munson, April Simpson, *University of Illinois at Urbana-Champaign*
Serendipity Social Research

In life and research we are first in a moment and then we inquire about it (Schwandt, 2003) and the act of inquiry is uniquely and richly moulded by history and context, form and function. At a professional conference in Fall, 2006, the presenters engaged with 160 individuals exploring identity, role, and conceptualization of the field of evaluation using artistic endeavours as research tools. These creative and constructive inquiry methods enabled researchers and participants to achieve a new understanding of their own understandings of the practice of evaluation. This session is a performance piece that recounts the precious serendipitous moments that sculpt the coming together of inquirers, the questions that are born, experiences during the journey of data gathering, and the analysis of the experiences and data. Special attention is given to the dynamics between intentionality and serendipity, inquiry and understanding in social research.

Murray, Stuart J., *Ryerson University*
Toward a Politics of "Evidence" in the Health Sciences

Drawing on the philosophy of Michel Foucault and Gilles Deleuze, this paper interrogates the basis of "evidence" that defines the evidence-based movement in the health sciences. What are the current social and political conditions under which scientific knowledge appears to be "true"? Foucault describes these conditions as "state science," a regime that privileges economic modes of governance and efficiency. Today, the Cochrane taxonomy and research database is increasingly endorsed by government and public health policymakers. While this "evidence-based" paradigm ostensibly promotes the noble ideal of "true knowledge" free from political bias, in reality this apparent neutrality is dangerous because it masks the ways that power silently operates to inscribe rigid norms. This paper exposes the workings of this power, ultimately arguing that scholars are in a privileged position to expose such regimes and, foremost, have the duty to politicize what hides behind the distortion and misrepresentation of "evidence."

Murray, Stuart J., *Ryerson University*
The Politics of Evidence on "Domestic Terrorists": Obesity Discourses and their Effects

See Rail, Genevieve

Mutai, Wairimu Wanjau, *Kent State University*
Pre-marital Counseling and Marriage Enrichment Approaches in Kenya

Divorce has traditionally been viewed as taboo in Kenya and although it is becoming more common, the stigma attached to it remains for all family members. The increase in Westernization and urbanization has led to increased isolation of families and erosion of support structures. Because of this, many organizations are investing more time in strengthening the couple/family bond through pre-marital programs and marriage enrichment programs that are culturally relevant to the participants. This program will highlight some goals of these programs and delve in-depth into one particular program being run by a local organization in Kenya, as well as some of the obstacles that marriages are encountering in Kenya today. Comparisons will be made between that program and a similar program being run in the United States, and why the program foci can enrich each other.

Mutai, Wairimu Wanjau, *Kent State University*
Perceptions of Kenyan current and prospective international students of international student lifestyle in the United States

This study involved researching the perceptions of current and prospective international students from Kenya related to the anticipated or realized lifestyle of international students in the U.S. Many studies on international students concern themselves with either prospective or current international students exclusively. This study hopes to bridge that gap in the literature. Further, the study is not focused directly on acculturation or culture shock, but rather on students' perceptions of these and other issues related to migration. The study also aims at contributing to the existing research on international students of African origin. Various service providers may benefit from the results of this research - affirming the need for existing services and perhaps surfacing some unspoken needs. Future and current students also stand to gain from the dialogue, as do career counselors and international students' counselors.

Nair, Manjusha S., *Rutgers University*
Solidary Practice: the hidden meanings in the performance of trade union politics in India

Using ethnographic evidence gathered recently, the paper will examine the political practice of a contemporary Indian social movement. This movement emerged in 1977 as a union of the manual workers in the State-owned iron-ore mines in Central India. The participants were predominantly peasants who arrived in the mining town during famines. The union widened into a political front representing the interests of the peasants in the region and the unorganized workers in the postcolonial industrial cities of Bhilai and Raipur. I examine the following question in my paper: what does the performance of trade union politics mean to the participants? By tracing the trajectory of the movement and analyzing the solidary rituals, I argue that the forum of the trade union is used

to make legitimate claims of citizenship against the postcolonial state. The paper offers a critique and a compelling alternative to postcolonial methodologies by examining the entanglement of the local practice in histories of the nation and global capital.

Najmias, Carolina, *Universidad de Buenos Aires*
Talking with homeless artists: the experience of interviewing in the streets

In 2003 the local Council of Buenos Aires (Argentina) organized a programme (El Camino de los Murales) encouraging homeless people to work in the restoration of the streets' walls, as an initiative to clear the graffitists off. One year latter these homeless artists organized Arte Sin Techo, their own civil association where artistic workshops took place. Hence, their artistic work became a creative path towards social and economic reinsertion. Taking into account this experience, in September 2006 we started a research on vital trajectories of homeless artists through biographical non-structured interviews. Framed on this broader project, this paper has two objectives: a. To reflect about our role as social researchers during the field-work, our experience of interviewing in the streets; our feelings and the artists feelings shown in diverse forms: words and gestures; b. To study their self-presentation when talking about their experiences of becoming homeless, and of becoming artists.

Nash, Jeffrey Eugene, *University of Arkansas at Little Rock*
Ringing the Cord: Expressing Masculine Sentimentality

In a male chorus devoted to the preservation and encouragement of a highly stylized form of singing (barbershop harmony), relationships develop among the singers, between leadership and chorus members, and with friends and family members. This paper examines the nature of these relationships within the context of musical performances. Types of relationships are identified, the role of nostalgia is depicted and, finally, how deeply felt emotions are formulated and experienced is portrayed. The resulting description reveals that males, particularly those who have common experiences, have available to them ritualized ways to express emotions that allow them to maintain a traditional masculine identity while expressing deep emotions to each other and through their performances. Barbershop singing evokes sentimentality and nostalgia as a means of interpreting the present. This presentation will perform the phenomena depicted and analyzed through DVD representations of barbershop singing, relationships and renditions of sentimentality.

Nava, Robert Chavira, *George Fox University*
How White Racial Identity was Performed and Changed in the Relationships and Practices of White Preservice Teachers as a Result of Race-Based Discourses

As the demographics of preservice and in-service teachers become more White, middle-class, female and the demographics of the publics K-12 school system becomes more culturally and linguistically diverse, the research literature continues to demonstrate that the racial identity of the teacher plays an important role in how education gets played out in the classroom. More specifically the research literature demonstrates how White teachers play a role in perpetuating a racist schooling system in the classroom. Using a Foucauldian discourses analysis, this dissertation explored more specifically what discourses were

employed at the site of White preservice teachers' subjectivity that constructed their reality so that racist beliefs and actions became legitimized and acceptable to them. An exploration of context and social relations was conducted to identify how the unstableness of discourses, identities, and beliefs were shaped and unshaped within the White preservice teachers.

Nelson, Geoffrey, *Wilfrid Laurier University*
Resident Participation in a Community-based Primary Prevention Initiative for Families with Young Children: Empowerment or Exploitation?

We explored resident participation in community-based, primary prevention initiative for families with young children, called Better Beginnings, Better Futures, located in eight low-income Ontario communities. We conducted individual and focus group interviews with 248 participants at the sites. Resident volunteers (predominantly female) took on a many roles in each of the sites and played a significant role in: project governance, planning and developing new programs, managing and staffing programs, as both paid staff and volunteers, etc. Through their participation residents experienced enhanced personal empowerment (e.g., greater confidence, new skills). Moreover, there were benefits to the projects and communities from their participation. However, it is noteworthy that over time, the average income of families in the communities declined and unemployment rates for women increased. We conclude by discussing the limitations of interventions that enhance personal empowerment but neglect economic empowerment of marginalized groups.

Nencel, Lorraine, *Vrije Universiteit*
Situated Methodologies: Is there a Recipe for doing Critical Reflexive Research?

This paper compares and analyzes the methodological, ethical and epistemological issues that arose in two distinct research projects regarding women's (gender) identity in two different occupations: sex workers and secretaries (in Lima Peru). Does their differing social status in society affect the methods that are used and the epistemological ideals that one holds on to? Is it easier to be politically and methodologically correct with a marginalized group than one that struggles but does not have to hide the work they do? Methodologically comparing these research projects leads me to argue that all too often when doing research in a critical reflexive mode, it is silently assumed that there is one epistemological, methodological right way to do good research. In this paper, I reflexively play with the idea that we should envision our methodology as situated: partial, relational, fluid and influenced by the "circumstantiality" of the research.

Nencel, Lorraine, *Free University*
"Where are you from?" An autoethnographical account of everyday practices of exclusion in multi-cultural society

See Davis, Kathy

Nespor, Jan K., *Virginia Tech*
Writing the hand that feeds you: The politics and ethics of non-anonymous studies of one's own workplace

This paper examines the politics and ethics of doing a institutional ethnography of restructuring and change at one's own university, and writing about it using the real names of administrator and faculty participants (Nespor, 2006). Some, like Becker (1964), argue that "the sociological view of the world … necessarily deflates peoples view of themselves and their organizations. … A good study … will make somebody angry" (Becker, 1964, pp. 273). Thus as Morrill (1995) suggests, the number of qualitative studies of a setting "varies inversely with the social status of its incumbents" (p. 9). Others find the idea of rousing emotion optimistic. Forsythe (1999) remarked that the people she worked with and studied in technoscience firms were "positivists" who dismissed her work as "anecdotal" (p. 8). This paper tracks the ethical concerns and political processes involved in studying the conceptual practices of power of ones own organization, examinig their affects on the study and the resulting text, and on the reception of the book within the university.

Neville, Eryca, *University of Missouri-Columbia*
International Association of Educators in North America and Organization

See Jean-Charles, Alex

Neville, Eryca R., *University of Missouri- Columbia*
Theory into Practice: Examining Fifth Grade Social Studies Curriculum For Elements of Multiculturalism

The purpose of this study was to examine fifth grade social studies curriculum and relevant student text for the inclusion of multiple perspectives as defined by Banks' Checklist for Evaluating Informational Materials (2002). A multi-site case study was used to examine the American history curriculum for fifth grade social studies of six districts in a mid-western state. A content analysis approach was used to compare it to the parameters outlined in Banks' Checklist for Evaluating Informational Materials. Once the patterns inherent in the data were identified for each district, they were compared with the others districts in this study for consistencies and differences in the incorporation of multicultural constructs. Interviews were also conducted with the social studies coordinator in each district to help create a more complete picture of the curriculum design process and the consequent inclusion of multicultural ideas.

Newman-Gonchar, Rebecca A., *RG Research Group*
A Conversation to Find the Truth

After completing what was considered a ground breaking autoethnographic narrative novel of my dissertation research and successfully defending it before graduating a year ago, it is hard to fathom that I now work for one of the most well-known and well-respected post-positivist control group design gurus in educational research. The dichotomy of our epistemologies is not unique; many qualitative researchers find themselves working with modernist researchers. What is unique is the opportunity I have to dialogue with an experienced modernist, and to work collaboratively with him to implement large control group studies and to find avenues for qualitative exploration in a process built to both

stifle and minimize the array of human experience. In this performance ethnography, I explore the internal and external dialogues I experience while talking with my new employer. The conversations I present challenge long held assumptions about objectivity, validity, and knowledge, and attempt to locate new ways to evaluate evidence and truth.

Newman-Gonchar, Rebecca A., *RG Research Group*
Our Parallel Stories

In narrative research, we listen for people's stories and endeavor to retell their stories to touch, inspire, and educate others. What happens then when the primary storyteller weaves a tale with several seemingly contradictory story lines? Is the story untrue? Must we question the validity of the story or the honesty of the storyteller? In a postmodern world, the "true" story is partial, temporal and local and what is "true" for the storyteller and story reader may be all of the seemingly contradictory tales. In this paper, I problematize the notion of the ever "true" story and the need to find one. I suggest that parallel stories, stories that appear to contradict and that caution readers to question their validity, are also places of knowledge creation, reflection, and learning, so as to further suggest that "research" or the search for "truth" is not lost when evidence is indefinite or elusive. In the stories we tell there may be many "truths" and each may contradict and further inform our journey.

Newton, Julianne H., *University of Oregon*
The Value of One (or Two) in Qualitative Research

See Lake, Hillary

Nguyen, Thu Suong T., *University of Missouri-Columbia*
"Production-based" tenure and qualitative researchers as "producers"

See Placier, Peggy L

Nicholas, Michael Paul, *University of South Florida*
We and I: A Relational Dialectic Analysis of Twin Separation

This is an auto-ethnographic piece concerning the dialectical tension of separateness-connectedness in the author's relationship with his twin brother. Specifically, the author uses Baxter and Montgomery's theory of relational dialectics to analyze the simultaneous sense of loss and liberation that he experiences upon moving from New Jersey to Florida and leaving his twin brother behind. He recounts the lived experience of growing up with a twin and the subsequent entanglement of their identities, as well as the tendency for twins to be viewed as a "we" rather than an "I," especially in the eyes of friends and peers. This lack of individuality contributed to the desire for autonomy he experienced during adolescence. Now in Florida, he finally has the autonomy he has craved, but has sacrificed the close connection he shared with his twin.

Nicholls, David Antony, *Auckland University of Technology*
Foucault, resistance and physiotherapy: Reconciling the power of bodies

In recent years, Foucaults problems reconciling the function of the body as a principal source of resistance to power, have been the focus for a great deal

of debate in the literature. This paper explores these tensions in Foucauldian discourse analysis, and applies them to the field of orthodox physical rehabilitation. Drawing on a recent PhD study into the discursive construction of physiotherapy, I consider how the profession reconciles itself to the body. Bringing these two contrasting worlds together, I explore how a Foucauldian approach to resistance can be used by orthodox health professions to prepare them for the changes that will be necessary in postmodern health care.

Nicolau, Belinda, *McGill*
Evaluating Evidence: implicating life history tellers in the analysis of their stories

See Levine, Alissa Hope

Nishigaki, Etsuyo, *Wakayama Medical University*
Trust and relationship betwee patients and physicians in Japan

Although Japan is one of the longest longevity countries in the world, and has a universally covered health insurance system, Japanese patients recently are not satisfied with the health service they receive. In the previous study, we interviewed patients with chronic diseases, and revealed 3 major categories in their concept of patient trust with their physicians. In the present study, we conducted semi-structured interviews with 18 physicians, and asked them how they recognized their patients' expectations and what they tried to do for building better relationships with their patients. The results suggested that not only Japanese health care system, but also Japanese religious beliefs about death, and concept of self are related to the patient-physician relationship.

Nitzel, Camie, *University of Nebraska*
Participant-Involved Reflexivity with Diverse Populations

Reflexivity is a research process which has the potential to transform the subjectivity inherent in qualitative designs into valuable information about the participants and phenomenon under study. Current typologies of reflexivity fail to adequately capture the reflexive perspectives of participants, heightening the power imbalance between researcher and participants and potentially contributing to marginalization of oppressed groups. This paper seeks to operationalize and advance Participant-Involved Reflexivity, a feminist and critical method of reflexivity whereby the research participants are fully engaged in the reflexive endeavor. This method answers Pillow's (2003) call for an interruption of common, comfortable practices of reflexivity by advancing an empowering practice which allows for mutual construction of meaning and power, is research as praxis, and can energize participants toward understanding and transforming their oppressive realities (Lather, 1986). As such, participant-involved reflexivity's unique applicability when conducting inquires with diverse populations and oppressed groups is discussed throughout the paper.

Noaparast, Khosrow Bagheri, *Tehran University*
Correspondence Theory of Truth

There are continual challenges about truth or validity of qualitative research findings. An important way to overcome the shortcomings of qualitative research is philosophical investigation of the nature and modes of truth or validity in this kind of research. As far as the theories of truth are concerned, the correspondence theory of truth is vastly considered as inadequate or irrelevant for justifying truth in qualitative research. In this essay, we argue that qualitative research cannot avoid appealing to the correspondence theory, while admitting that coherence and consensus theories are also inevitable or useful. The point is that these theories are not rivals for the correspondence theory. Distinguishing between the realms of evidence and truth, we can place theories of coherence and consensus in the former, while using the correspondence theory in the latter. Coherence and consensus are important evidence, in addition to other ones like empirical adequacy, for preferring a scientific theory to its rivals. When a theory is preferred in this way, then it can be used as a meta-language containing purported facts for determining the truth of our statements by means of their correspondence to the purported facts. In this way, we can avoid the critiques leveled against naïve realism in trying to provide correspondence between statements and external entities. We argue that no characteristic of qualitative research, such as dealing with subjective entities or being interpretive, is an obstacle for using the correspondence theory of truth.

Noaparast, Mohammad Zoheir Bagheri, *Tehran University*
Correspondence Theory of Truth

See Noaparast, Khosrow Bagheri

Noble, Bonnie, *Alliant International University*
Self: A Valuable Instrument or a Limitaton to be Mitigated?

The purpose of this paper is to share my experience as a novice researcher completing a doctoral dissertation. I describe and explore the paradigm conflicts experienced among the members of my dissertation committee. Polarized concepts of research, both philosophically and practically, created tension and confusion for me. The chairperson of my committee initially encouraged me to use a quantitative design. After asserting my choice of qualitative methods, I found myself being asked to mitigate my bias as the researcher. The other two members of my committee, both having expertise in qualitative methodologies, encouraged me to accept the inherent subjectivity of research and to see the value of self as instrument. This conflict in my committee reflected my own inner turmoil and uncertainty. In the end, I came to embrace the notion that my experiences, perceptions, and meanings are legitimate and provide an advantage in gaining a deeper understanding of the phenomenon under study.

Noble, Bonnie, *Alliant International University*
An Exploration of Relationship-Centered Organizational Culture in Healthcare Provider Organizations

There is increasing interest in the role that organizational culture may play in creating and sustaining the system-wide changes many experts consider important to effect significant improvement in the quality of healthcare. This study provides an enhanced understanding of the dimensions of a relationship-centered culture within healthcare organizations. Using ethnographic interviewing and participant observation tools, this qualitative case-study research offers a rich description of the characteristics of a relationship-centered organizational culture from the perspective of healthcare clinicians. The participant sample consists of three organizations: an acute care hospital, a nursing home, and a

home health agency. Using qualitative inquiry, I describe and present what relationship qualities seem significant to those directly providing patient care and how they link to the broader context of the organizational culture.

Noffke, Susan E, *University of Illinois at Urbana-Champaign*
Third Town Meeting on Action Research

Action researchers from many different areas of work as well as many continents came together at QI2005, forming the groundwork for subsequent organizing efforts. Since that time organizers have forged a new alliance, the North American Action Research Alliance (NAARA), to support and promote action research activities in communities, health and human services as well as in education. This session will further develop NAARA and its potential to work with similar groups, working toward the formation of an international network Definitions of participatory action research vary greatly, as do purposes and methodologies. The development of NAARA has allowed for varied communities to come together to discuss these and work toward shared agendas. We will begin with a report-back on the Second Action Research Summit. We will focus some of the discussion around the interconnections between social justice agendas and knowledge claims across the many disciplines represented. The audience will have ample opportunity for discussion of international collaboration.

Noffke, Susan E, *University of Illinois at Urbana-Champaign*
The Development of the Handbook of Educational Action Research

Definitions and practices of action research education vary greatly and there has been until now no definitive text that seeks to help readers to understand the varied aims and methods it employs. This session highlights the first Handbook of Educational Action Research, scheduled for publication in early 2008. Using the basic structure of "professional", "personal", and "political" forms of action research, a wide range of authors have been asked describe the methods that are employed in action research work with and for students and schools, in professional development, voice, and knowledge production, and in policy and change initiatives. This session will include the co-editors of the book, as well as several of its contributors. Particular attention will be paid to the ways in which action research supports it knowledge claims through varied means, some typical to other forms of educational research, and some unique to the action-orientation of this form of research.

Nordstrom, Susan Naomi, *University of Georgia*
Going Home to Become: Exploring Time, Place, and Becoming

As I think about going home to do ethnographic work, time and place must be rethought (St. Pierre, 2004). To do this rethinking, I used the analytical method of writing as inquiry and becoming (Richardson & St. Pierre, 2006). This theoretical paper addresses modernist notions of linear time and isolated tenses, various conceptions of time and place, Bergson's (1896/2002) and Deleuze's (1966/1988) conceptions of time and becoming and their relations to doing ethnographic work that goes home to become. Writing through, around, with, and without time and place first led me to an unraveling of the fixed and stable modernist notions of time, place, and subjectivity, singular origins, and linear progressions of time. This writing as becoming then lead me to explore

Bergsonian (1896/2002) and Deleuzian (1966/1988) conceptualizations of time, or durational force, where the past and present are contemporaneous is the impetus that makes becoming possible (Grosz, 2005) for the ethnographer and the places he/she calls home.

Norman, Becky, *University of Nebraska - Lincoln*
Power of the Qualitative Researcher When Studying Racially/Ethnically Different Populations

Researchers conducting qualitative studies are in a powerful position throughout the research process. They are the ones who decide which research questions are asked and what interpretations matter at the study's end. Qualitative methodologists also suggest that qualitative researchers influence the behaviors of research participants such that participants are unwilling to share information with the researcher; conversely, the personal interests of the researcher may guide the analysis and findings, leaving out critical information that was voiced by the participants. These dynamics are magnified when the researcher has a different racial/ethnic background from his/her participants. Given this mismatch, the quality of information attained may decrease and inadvertently affect representation. In some instances, this misrepresentation may have negative affects on the lives of the group being studied. Researchers interested in conducting qualitative research on members of a different group than oneself should take extra measures to improve the representation of their participants.

Nyaberi, David, *University of Illinois at Urbana-Champaign*
An Arts-Based Educational Framework for Fostering Intercultural Unity in Kenya

The role of art in teaching values in Kenyan schools has never been articulated within any explicit policy. There has been an unspoken assumption that since schooling plays a pivotal role in teaching cultural values art would contribute to the realization of this goal if artistic values of various cultures were included in the school curriculum. Indeed, this assumption is neither true nor does it meet the needs of students. This research is an investigation into how an arts-based school curriculum could promote inter-cultural unity in Kenya by examining current curriculum structure, educational policies, and teacher practice. Subsequently, research outcomes include proposed policy framework guiding curriculum development, instructional approaches, and teacher training programs. The framework would be concerned with strengthening Kenyan national identity as a multi-cultural nation, and re-directing Kenyan educational policy toward construction of a curriculum aimed at making Kenya a model of multicultural education practice and development.

Nygreen, Kysa, *University of California at Santa Cruz*
Reproducing or Challenging Power in the Questions We ask and the Methods We Use

How can university-based scholars of urban education do research that encourages, produces, or informs change in urban schools and the conditions that shape them? I examine two broad aspects of urban educational research: the questions we ask and the methods we use. In both cases, I critique the dominant paradigm of technical rationality'one in which school failure is approached

as a localized technical problem unveiled through neutral, objective, and experimental research. In contrast, I propose a paradigm of "political rationality" that approaches school failure and research practice as political issues situated within and shaped by social relations of power. Drawing on my experience implementing a participatory research project, I propose a framework for activist research in urban education, and critically evaluate the limits and possibilities of such work to enact change in urban schools.

Nymark, Ellen Demas, *University of Northern Arizona*
Using Critical Qualitative Methods to Reveal Networks of Power: An Online Study of the U.S. Department of Education

The purpose of this paper is to delineate critical qualitative research methods that may reveal conservative networks of power, using the Internet as medium. A growing consensus of critical scholars and researchers have implicated the U.S. Department of Education as part of a complex network of power comprised of multiple organizations, institutions, funders, and individuals who, through the construction and legitimation of knowledge, create authority for conservative discourses and agendas. Further, the Internet, a contemporary location of power involving the production and legitimation of knowledge, has been identified as one site among many where such power systems exist and, thus, may serve as a site for analyzing, as well as creating, systems of power. Therefore, using the U.S. Department of Education as an example, this paper describes critical qualitative research methods that may expose the ways in which networks of power are embedded and hidden within this technology.

O Sullivan, Melissa,
Qualitative analysis of effect of comprehensive integrated early childhood curriculum on acquisition of pre-literacy skills

See Cable, Lori S

O'Connor, Mary Katherine, *Virginia Commonwealth University*
Shaping the Narrative: Constructivist Inquiry

Reflexivity as a method of bringing tacit knowledge into propositional form will be explored within the context of constructivist inquiry. In constructivist designs reflexivity is a necessary component of both the process and the product of the inquiry. It is through reflection and peer debriefing that the inquiry emerges and is constructed. This type of bounded subjectivity, as opposed to the bounding in less interpretive methods, adds to the process and product while still assuring that multiple perspectives remain actively present. Issues of intimacy and introspection will be explored as well as the challenges and opportunities presented when reflexivity shapes narrative results.

Ochocka, Joanna, *Wilfrid Laurier University*
Setting the Stage for Knowledge and Community Mobilization in Cultural Diversity

In just one generation the cultural face of Canadian society has changed dramatically. Responding to the rapid cultural transformation has been a pressing concern for both mental health and primary health care systems in Canada. From the outset, researchers and community organizations involved in the Community University Research Alliance (CURA) recognized the importance of integrating knowledge mobilization into each step of the study. This presentation will focus on sharing what is being learned about ensuring that all stakeholders (cultural-linguistic communities, service providers, academics and policymakers) are involved and informed throughout the study. Meaningful and active participation and awareness can lead to a greater understanding and willingness on the part of stakeholders to support and implement needed changes. This presentation will also explore the reasons why Knowledge Mobilization from the outset is particularly important when doing research on sensitive issue with diverse communities and will discuss strategies of sharing knowledge and mobilizing various audiences for future change.participation and awareness can lead to a greater understanding and willingness on the part of stakeholders to support and implement needed changes. This presentation will explore the reasons why Knowledge Mobilization from the outset is particularly important when doing research with diverse communities and discuss strategies of sharing knowledge and mobilizing various audiences for future change.

Ocon, Carmen, *University of Illinois at Urbana-Champaign*
Contesting Medicalized Maps of Women's Lived Bodies through a Beating Ethnography

Positioned in the medicalized scientific territory, I breach the medical standardized language used to bind female bodies to outline unimagined narratives based on alternative discourses of pregnancy, motherhood, and womanhood. Exposing what legislation, medical fields, and Internet sites have done in defining my psyche, body, and namely, my female reproductive "system," I intend to challenge those oppressive mapped traces left on women's medicalized fluids, minds, and bodies. I connect my body with the bodies of indigenous knowledge, ancestral tales, and alternative visions to create a Beating Ethnography. This is done, not in the hopes of establishing more truthful versions of the lived female body, but to engage in a performance to contest medicalized female bodies. This deconstructive practice can be a guide to (re)conceive the obsessive measured cannons of women's health sciences that seek to silence alternative languages, definitions, and meanings women could use to strengthen unmapped embodied experiences.

Ogdon, David, *University of Memphis*
Can you hear the "experts?" Silencing, disciplining, and re-imagining praxis through a science-educator's performance

Re/acting to the uninformed education experts who use criteria based review systems to make decisions in science education, I perform the role of such requirement in shaping science education and silencing qualitative research. From the perspective of a science educator and as a student of qualitative research I will embody the challenges and reframe answers to the question, "What makes research scientific?" Current criteria based quality review systems only use positivist, quantitative, measurable set of answers that do not capture the lived experiences and barriers to administrative policies enforced on science-educators. How can accountability be extended beyond numerical ways of measuring people, their performances, and their experiences? What might be considered evidences of academic merit given the current dismissal of qualitative

methods as unscientific? Who gets to be an expert in scientific discourses and who is in the room when decisions are being made to "standardize" teaching and learning'

Oglesbee, Jill, *The Ohio State University*
Re-membering My-self: From Memories of Distortions to Memories of "Truth"

A basic human need is to know who we are and where we come from. But what happens to the way we view the world when we realize we are not who we thought we were (Baldwin, 1988)? In this piece, I will examine how identities shape who we are as teachers and researchers. More particularly, I will engage in a dialogue of distorted memories that examines my on going re-search as an individual who was/has been denied or "spared" the truth about my identity. I will examine how identities are constructed, assigned, distorted, and embedded in a context of historical, social, and racial/cultural backdrops and memories (Dillard, 2006). Finally, I will examine the ways that hooks (2000) and other critical scholars provide frameworks that respond to distorted memories and that provide possibilities for healing and truth telling in constructing new and useful identities as researchers and teachers.

Oldenburg, Angela M., *University of Iowa*
Engaging Racial Autobiography as a Teaching Tool for Womanist Inquiry

See Taylor, Janette Yvette

Oltmann, Shannon M, *Indiana University*
Problematizing the learning process: how to transmit qualitative research skills

How does one learn to conduct in-depth longitudinal interviews on potentially sensitive or dangerous topics? Standard ways of learning qualitative methods include reading books and articles, discussing methods with advisors and mentors, and research practica. Yet the sensitivity, intuition, and perception necessary to be a skillful interviewer cannot be easily acquired through standard teaching and learning practices. This is even more true in an interdisciplinary field that has historically undervalued qualitative methods. This presentation discusses the problems of learning how to think, talk, write, and question like a qualitative researcher from the perspective of one still struggling through this process.

Omi, Yasuhiro, *University of Yamanashi*
Qualitative Research in Japanese Psychology: Is It Just a Passing Fad?

The field of psychology in Japan has seen a rise of qualitative research since around 1990. Two of the landmark incidents are the inauguration of the Qualitative Research in Psychology in 2002 and the establishment of Japanese Association of Qualitative Psychology in 2004. The association and journal have been promoting an exchange of qualitative research findings not only within psychology but also among a variety of disciplines across psychology. It is noteworthy that before such activities more than hundred of papers, which were titled "practice of qualitative research" as a series of presentations, had been presented in the annual meetings of the Japanese Psychological Association between 1994 and 2004. It seems to be politically meaningful that they were presented at the division of theory and methodology. One of the biggest challenges for

Japanese qualitative researchers in psychology is the facilitation of international exchange, especially among eastern Asian countries, of qualitative research.

Organizing Staff, ADIS QI2007, *UAM-X*
A Day in Spanish

This is an ADIS proof. Please let us know if you received it so we can instruct ADIS participants how to submit for ADIS in a way that their abstracts can be published in the abstract book.

Ortiz, Karen, *Arizona State University*
Qualitative Methodology for Critiquing Public Policy

The purpose of this paper is to establish a qualitative research framework from which to explore dominant constructs, policy decisions, and implementation practices in various fields to determine how the practices forego questioning and problematizing. Early childhood education/care policy in one particular state of the U.S. will be the specific case used for illustration as notions of best practice, evidenced-based research, "save the children," and the promotion of developmentally appropriate practice, resulting in notions of truth and universalized childhoods, are examined. In an attempt to expose and analyze contemporary dominant and ideological influences in the area of public policy, this paper will use the work of Foucault and Derrida, and will emphasize traditionally marginalized feminist reconstructions of political theory to create a methodological framework for change in public policy.

Ortiz-Garcia, Tania, *Universidad Autonoma Metropolitana-Xochimilco*
Estan los datos sobre inseguridad alimentaria y vejez, pero no la percepcion de los ancianos: necesidad de una mirada cualitativa para el estudio del acceso a los alimentos en poblacion adulta mayor de la Ciudad de Mexico

See Rivera-Marquez, Alberto

Oswald, Laura R, *University of Illinois at Urbana-Champaign*
Social Activist Research: The Role of the Ethnographer in Building Consumer Solidarity, Social Change and Marketing Strategy on the West Side of Chicago

The objective of this paper is to stimulate dialogue, discussion, and more comprehensive theorizing about social activist research, to an emerging research paradigm which engages the researcher in the role of marketing messenger and instrument of social change. The paper summarizes findings from an ethnographic study of inner city African Americans in Chicago, and the social and cultural variables at stake in marketing public institutions to inner city minority populations. The social activist research paradigm builds upon the interpretive model in several distinct ways. ? The researcher as both an interpreter of culture and a channel of communication between respondents and the institution; ? The research process became linked to initiatives for social change; ? The research activity gave rise to an active, two-way acculturation process involving both the subjects of research and the institution sponsoring the research. ? The semiotic process involved cross-cultural encoding rather than one-dimensional decoding.

Owen, Jillian Tullis, *University of South Florida*
Truth in Life Research

See Adams, Tony

Pacheco, Edith, *El Colegio de Mexico*
Transiciones Y Decisiones: Mujeres Mexicanas En La Segunda Mitad Del Siglo Xx

En algunos textos anteriores hemos dado cuenta de varios ejercicios que pueden ubicarse en la llamada metodologia mixta, en nuestro caso se ha tratado del manejo conjunto de fuentes de informacion cuantitativas y cualitativas. En esta oportunidad queremos abordar un aspecto mas cualitativo y subjetivo, que tambien forma parte del estudio del curso de vida de mujeres mexicanas nacidas en la decada de 1950. Se trata de analizar la manera en que las mujeres van tomando decisiones a lo largo de toda su vida en relacion con algunas transiciones medulares asi como de los llamados "turning points" (momentos de cambio especialmente significativos) que conllevan fuertes modificaciones en una o varias de las trayectorias vitales y que generalmente son senalados por las propias personas por lo que, el entrar a un terreno más individual, nos permitira acceder al complejo mundo de la subjetividad femenina que se conecta inevitablemente, y de multiples maneras, con la dimension macroestructural.

Pajoohesh, Parto, *University of Alberta*
'To Be or not to Be' a Doctor: Immigrant Foreign-Trained Physicians and their Practice Dilemma

This ongoing research is set out to better understand the problems that foreign-trained physicians confront in order to obtain licensure and accreditation to practice in Ontario, Canada. With regard to the shortage of family physicians in rural and urban areas, the Ontario Medical Association reported that there is a need for an extra 1600 physicians and about 1 million Ontarians complain about insufficient health care they receive. In the light of the theories of 'social inclusion' and 'social identity', the study explores the social and emotional difficulties that participants experience as international physicians in a new country.

Palacios-Villavicencio, Ma. de la Luz, *Universidad Tecnológica de la Mixteca*
The importance of the motivation, the confidence and the segurity in the development of the creative potential in students of design: A qualitative exploration

the educational institutions have been interested in promoting the development of the creative potential of their students, nevertheless, They stimulate or disable their fantasy and creativity. The problem from the relation between teacher - student established in the classroom is different from the pedagogic model that the institution applies in the process teaching-learning. Aims: 1) To explore the impact in the relation teacher-student on the motivation, the confidence and the safety of the pupils; 2) To compare the differences in the stimulation of the creative potential of the students between two institutions of top education (traditional and modular). Method: identificate the type of relation established between teachers and pupils in three groups from chosen universities. Explorate the educational profile related to the development of the design students creative potential. Results: beyond the type of pedagogic program implemented by every institution, the profile of the teacher and the direct relation between teachers and pupils is determinant in the development of the creative potential of the students. Improving the motivation and safety of the student, they obtains major confidence to propose, express and develop like a full and creative human being.

Palmi, Christopher Joseph, *National-Louis University*
Stepping out of the Closet and into the Classroom: Strategies for Building Relationships Between Gay Educators and Their Learning Communities

This presentation will explore the reasons why gay high school teachers should be open about their sexual orientation with their students. The benefits for the students and the teacher will be outlined, and resources for both gay teachers and students will be provided. In Kevin Kumashiro's Against Common Sense: Teaching and Learning Toward Social Justice, William Pinar writes, "The conditions of public education today are oppressive. The hour is late and the sense of emergency is acute" (Kumashiro, 2004, p. 116). Kumashiro (2004) asserts that in "challenging oppression [we] must...address the many ways that we unintentionally teach; it requires illuminating and raising questions about the messages that are communicated by the virtue of the very ways we operate schools" (p. 33). Both straight and gay high school teachers will benefit from examining ways in which gay teachers are often oppressed. Straight educators will learn effective ways to communicate with their gay colleagues and gay students. Gay teachers will learn of the support systems that are in place when they share their sexual orientation with students and staff members.

Park, Hye-Young, *University of Illinois at Urbana-Champaign*
Dialogue for Multiple Voices with Audience: Interactions between a Bilingual Child and his Mother

To create a space where readers can interpret their own meanings based on multiple voices, I chose a theatrical form of experimental writing. I have taken some of my academic prose and transformed it, using colorful multilayered voices: my participants' evocative voices and my own voices as a researcher and mother living through the everyday practices of communicating with my son. These multilayered voices often squeak with conflicts that appeared to result from differences in our linguistic/cultural understandings. As Orwell observes, we remain ignorant of our surroundings even when the evidence is staring us in the face. So it was in our case. I was unable to recognize his bilingual/cultural dilemma until I stopped evaluating him through a monolingual lens. In this piece, I take readers on a journey into the everyday world of our parent-child interactions.

Park, Hye-Young, *University of Illinois at Urbana-Champaign*
Academic Coordination at the International Association of Educators

See Ulusoy, Mustafa

Park, Mijung, *University of California, San Francisco*
Data triangulation as another form of collaboration

Cultural competency is critical in the realm of healthcare due to its potential impact on quality of life and health. Despite increasing interest on cultural com-

petency in health care system, what it means and how it is actually performed in clinical setting has not yet fully investigated. Patient's and the family caregiver's navigation of mental health system is largely influenced by providers. At the same time, the provider's ability to provide good care is often relying on the patient and family. Thus, the care experience is co-constituted by patients, family caregivers and providers. Studying the interaction and relationship between patient, family caregivers and providers will provide comprehensive illustration of challenges and triumphs towards culturally competent health care. This paper will discuss practical and intellectual challenges in triangulation of data from families and providers. This paper will also compare and contrast the perspectives of family and health care providers.

Parker, Kimberly Nicole, *University of Illinois-Urbana Champaign*
On Quitting: Narratives of Former Charter School Teachers

Creating charter schools is a contentious topic. School reformers push the idea of autonomy and freedom from constraints that limit student performance. On the other hand, opponents argue that charter schools are mismanaged and need more oversight. In this debate, there is a glaring silence: we hear from proponents, opponents, (usually) pleased parents and students whose learning has skyrocketed since attending charter schools. However, where are the voices of charter school teachers? More importantly, for this paper, where are the voices of the charter school teachers who have decided to leave charter schools, either for another charter school or teaching altogether? This paper presents the narratives of four former charter school teachers from a school in the northeast. All worked in the same school, all were highly qualified, and all eventually left the school, and teaching, within five years. The reasons they give vary, but the implications from these narratives indicate the changes that must be considered if charter schools will ever become a viable alternative to our current educational situation.

Parra, Leonardo, *Centro De Estudios Medicos Interculturales*
Transformacion del sujeto y construccion de la realidad en el dialogo intercultural

Expongo algunas reflexiones sobre las transformaciones ontologicas y epistemologicas que ocurren en el sujeto que conoce cuando establece relaciones interculturales fundamentadas en el dialogo y el respeto. Estas reflexiones son producto de mi investigacion sobre la experiencia de dialogo intercultural entre el Grupo de Estudios en Sistemas Tradicionales de Salud (GESTS), de la Facultad de Medicina de la Universidad del Rosario y los medicos indigenas yageceros del piedemonte amazonico colombiano. La búsqueda de sentido de las experiencias que son vividas como criticas durante el proceso intercultural, y el posterior eterno retorno sobre si mismo, son de vital importancia para establecer la relación intercultural y para construir conocimiento nuevo sobre la realidad. La evidencia empirica pone de manifiesto las sinergias de la diversidad cognoscitiva y el rol del sujeto en el proceso intersubjetivo de conocer.

Parry, Diana Catharine, *University of Waterloo*
Narratives of Dignity, Hope, and Transcendence: Gilda's Club as Treatment of Choice for People Living with Cancer

Medical research almost exclusively focuses on the physiological causes and treatments for disease. Evidence within this discourse is established through impersonal, detached forms of scientific inquiry. These post-positivist approaches to the study of illness are pervasive within the cancer literature where scant attention is paid to people's lived experience with disease. Consequently, Loveys and Klaich (1991) argued experiences with cancer need to be studied as people describe them. Accordingly, we aimed to understand the experience of cancer by engaging members of Gildas Club, a not-for-profit venue where people living with cancer join with others to build support as a supplement to their medical treatment. The narratives at the center of this text resist the medical model of scholarship and assert that knowledge must begin with people's experiences of cancer. The findings speak to the salience of complementary therapies and their implications for surviving the cancer diagnosis, medical treatment, and disease.

Parsons, Jeffrey T., *Hunter College and the Graduate Center of the City University of New York*
A Feminist Approach to Understanding the Role of Alcohol in Female Sexuality

See Wells, Brooke E.

Pascale, Celine-Marie, *American University*
Cultural Erasure in the Production of Knowledge, Culture, and Power

While social science methods provide excellent for examining inequality, in this paper I argue that cross-disciplinary analytic frameworks are necessary for examining relations of power. I examine case studies of commonsense knowledge to explore relations of power and privilege produced through cultural erasures. In particular, I explore the production of whiteness and heterosexuality in media and interviews. My analysis is based on standard analytic induction inflected by the interpretive frameworks of ethnothmethodology and poststructural discourse analysis and concerns.

Pasque, Penny A, *University of Michigan*
Resisting the Tendency for Theoretical Determinism in Critical Theory

Lather (2003) counters the tendency for theoretical determinism in critical scholarship in her discussion of issues of validity in qualitative research. In higher education research, choosing a single theory, even when using critical theory, still exists as the dominant paradigm. In this paper, I offer a theoretical approach that resists theoretical determinism in education research. This theoretical approach focuses on the intersections of 1) critical discourse methodologies (e.g. critical discourse analysis, narrative analysis, conversation analysis) and 2) social identity theoretical lenses of race, ethnicity, gender, sexual orientation and class (e.g. critical race theory, feminist theory, queer theory and post-marxist theory). Drawing on a critical qualitative research study where I used this theoretical approach, I explore how multiple lenses are helpful in rethinking critical theory in qualitative research.

Pasque, Penny A., *University of Michigan*
Performances of Power and Social Identity: The Dis/connects in Critical Educational Scholarship

Performances of identity is defined as the ways in which social identities (ability, age, class, ethnicity, gender, race, sexual orientation and gender expression) are interconnected with, and cannot be separated from, discourse (Goffman, 1981; Johnstone, 2002). This humanistic perspective explores the ways in which verbal language is a representation or a performance of a person's social identity. When considered through a critical lens, performances of identity in participant/researcher relationships have the potential to illuminate additional complexities regarding issues of power in practice. In this paper, I explore the ways in which performances of identities as connected to power deepens our understandings of the complexities of positionality and, in turn, may strengthen the quality of research and implications of such research. I draw upon personal community-university action research experiences and participant narratives to explore the complexities and dis/connects of performances of power and social identity in critical educational scholarship.

Payne, Elizabethe, *Syracuse University*
Heteronormativity: "Good Girls" and Virgins in Adolescent Lesbian Sex Talk

Research on adolescent romance explores relationships from heterosexual and developmental perspectives using stage models - each stage providing increased intimacy and support between the partners (Furman, 1999, 2002; Shulman, 2001). The heterosexist assumptions of these models appear to offer little to the understanding of young lesbians who defy the dominant cultural scripts heterosexual imperative, but the strength of this meta-narrative and the cultural values within it also serves to regulate adolescent lesbian sexuality, the relational space between young lesbians, and their marking of bodies as lesbian. What does it mean to "go all the way" as a lesbian youth? How is "virginity" determined and valued? How is this sexual script "normalized"? Using data from critical life history research (Carspecken, 1996; Linde, 1993) with adolescent lesbians, I explore the of the concepts of "virginity" and "experience" in adolescent lesbian sex talk and the continued social controls imposed on adolescent female sexuality through the "good girl" rhetoric.

Payo, Janire, *Servicio Vasco de Salud*
Estudio cualitativo de la interrelacion entre Atencion Primaria (AP) y Especializada en la atencion a los pacientes diagnosticados de depresion

See Calderon, Carlos

Payo, Janire, *Osakidetza-Basque Health Service.*
Qualitative study of the relation between Primary and Specialized Health Care with regard to the management of depressed patients

See Calderón, Carlos

Peñaranda, Fernando, *Universidad de Antioquia*
The Evaluation Of Qualitative Research: Also A Problematic Issue With Qualitative Researcher Peers

As a consequence of the growing spread of qualitative inquiry in public health, IRB have begun including qualitative researches. Even though, paradigmatic and theoretical perspectives of qualitative IRB members also infringe academic freedom. It can constrain on critical inquiry and development of alternative forms of research. The question is: How do we maintain inquiry quality under a pluralistic perspective in qualitative inquiry? At the National Public Health Faculty (Universidad de Antioquia, Medellín, Colombia) the qualitative research group is working to develop general guidelines that can help qualitative research peers evaluate qualitative research proposals and dissemination papers for indexed periodicals. This means a proposal of quality standards in a scenario where there is tension between self delineated standards and agreed standards. The paper presents a description of the problem, the epistemological and theoretical grounding, and the general guidelines.

Peñaranda, Fernando, *Universidad de Antioquia*
¿El cambio en la educacion para la salud: un asunto de verdad o de legitimidad?

El conservadurismo del modelo educativo tradicional (Durkheim, Bourdieu/Passeron) y del modelo biomedico, explican la dificultad para realizar transformaciones estructurales en la educacion para la salud y ponen de relieve la necesidad de comprender la compleja interaccion de fuerzas sociales y culturales evidenciadas por relaciones de poder, control, conflicto, resistencia e inequidad social. La investigacion cualitativa es vista con desconfianza por los administradores en salud. Se presenta una experiencia de siete años de trabajo con instituciones de salud que prestan el Programa de Crecimiento y Desarrollo para menores de 10 años a más de la mitad de la poblacion de la ciudad de Medellin, Colombia. Se han llevado a cabo cuatro proyectos de investigacion cualitativa con la participacion de estas instituciones, logrando superar la desconfianza hacia este tipo de investigacion basado en un proceso participativo dialogico y reflexivo que ha avanzado hacia la construcción de resultados fundados en su legitimidad y no en una verdad objetiva y externa a los participantes.

Peñaranda, Fernando, *Universidad de Antioquia*
Los programas de promocion de la salud: necesidad de dialogo entre verdades y racionalidades diferentes

Los programas de Promocion de la Salud (PPS) constituyen una realidad social que trasciende la concepcion tecnica del agente de salud, se diseñan desde concepciones biomedicas. Silencian la voz de los usuarios afectando las acciones que respondan a sus necesidades y caracteristicas individuales. Esta situacion se ilustra en los resultados de una investigacion evaluativa cualitativa, orientada a comprender los efectos e impacto de la dimension educativa del Programa de Monitoreo del Crecimiento y Desarrollo del Menor de 10 años en cuatro Instituciones Prestadoras de Servicios de Salud en la Ciudad de Medellin, Colombia. Se analiza el significado de los resultados para el diseño y operacion y evaluacion de PPS. Se evidencia la necesidad de negociar visiones de la realidad (verdades), que implican negociacion de significados. Se introduce la categoria "crianza" que promueve una perspectiva transdisciplinar, dadas sus dimensiones

ontologica, cultural, social e historica. Así mismo, la necesidad del dialogo entre el conocimiento popular y el conocimiento científico, que corresponde al dialogo entre dos racionalidades diferentes.

Peñaranda, Fernando, *Universidad de Antioquia*
Health Education Threatened By Evidence Based Medicine

The Colombian Ministry of Social Security is revisiting the national guidelines for health promotion programs. The construction of new guidelines were assigned to Universities and institutes recognized with national research and professional prestige. The new proposal for the "growth and development monitoring program for children", founded on an evidence/based medicine perspective (which is being studied for final approval), is promoting important changes. One of those is the reduction in importance of the health education dimension, pointing out a low level of evidence in cost effectiveness. Our seven year qualitative research projects, focused on the program's educational dimension, provide "other evidence" which indicates its importance and value for stakeholders. Thus finding the need for a new understanding of the educative process (regularly a behavioral, biomedical model) in which power, control, conflict, resistance and social inequalities must be comprehended, recognizing its cultural, social and psychological dimensions.

Pentikäinen, Johanna Karelia, *University of Art and Design Helsinki*
Writing as a Method in Art and Design Research Practices

My ongoing research (2005-) consists of visual arts and design students' texts within an MA or PhD thesis process. The thesis involves a production of some kind and a research report. In my presentation I will concentrate on the research report writing activity with the following questions: 1) how is the dialogic and analytical relationship between the production and the written report constructed in texts? 2) How can the investigation of one's own artistic activity processes and methods, for example, be conducted? 3) How are the textual constructs, such as narrative structures, used when discussing the making or producing? In order to contextualize my findings, I will analyze the different terms used when referred to the research in Art and Design, for example, "arts-based research", "practice-based research", "artistic research", "art-informed inquiry" etc.

Perez-Olmos, Isabel, *Universidad del Rosario*
Dialogo Entre Sistemas De Conocimiento

See Isaza-Restrepo, Andres

Perkins, Lawrence Leslie, *Texas A & M*
Why no prior knowledge emphasis in second language acquisition?

When teaching reading in one's native language we stress many things, especially prior knowledge and grapho-phonemic knowledge, but with second languages especially when working with English Language Learners (ELL) we seem not to focus on these or take steps to develop them. This is even more an issue in adult and young adult ELL. This is a bio-ethnographic comparison between grammar-translation (g-t) teaching of second language (standard book oriented) and a communicative or dialogic (c-d) teaching of a second language

(prior knowledge/background centered). This paper focuses on Russian language learning experiences; age 20, via c-d, and age, 39 via g-t; German, age 22, learned via c-d; and French, age 16, via g-t. Examples of fluency in speech, reading, and writing will be given in and attempt to address the basic question. All this is compared to a now four year-old as he learns to speak, recognize letters of the alphabet, numbers, and their ordinal sequence in his native English.

Pessach, Liat, *University of Haifa*
Authorship or partnership? Researcher- participant relationship in qualitative research: Examining the power balance/imbalance and its meaning

See Karnieli-Miller, Orit

Peter, Elizabeth, *University of Toronto*
An Ethnography Of Everyday Caring For The Living, The Dying, And The Dead: Towards A Biomedical Technography

See McGibbon, Elizabeth

Petersen, Eva Bendix, *Monash University*
Making 'insides' of 'outsides': Category boundary work and 'the scientific'

How is the scientific 'outside', the excluded, unviable and unpalatable, reconstructed as 'inside', as intelligible, appropriate and, indeed, fundable in qualitative research? If, as Foucault suggested, scientificity is something that can established, how is it done amongst social science and humanities qualitative researchers? What kinds of discourses must the qualitative researchers invest their activities with/in in order to pass as recognisably academic and scientific? And what are the (political and epistemological) implications of these 'acts of reassurance'? Rather than proposing a (new) normative definition of evidence/scientificity this paper seeks to offer a meta-perspective on the inclusionary and exclusionary processes involved in maintaining, challenging and changing the category boundaries of 'science', 'research', and 'scholarship'. It seeks to offer a reflective and critical analytical tool for tracing the current contradictory conditions for scholarly intelligibility and viability, and hence naming, and hopefully changing, the serious game in which we as post-positivist qualitative researchers are involved.

Pfeffer, Carla A., *University of Michigan*
Talking to the Women Partners of Trangender/Transsexual Men About Bodies and Sex

In my qualitative research on the experiences of women partners in romantic relationships with transgender/transsexual men (those who are female-to-male identified), I ask a number of questions about bodies and sexual practices. In my interviews with women partners, I discovered particular linguistic, interpersonal and ethical challenges that arise with regard to asking research participants questions about bodies and sex. For example, how does one choose which words to use when speaking about the bodies and sexual practices of those who have undergone sexual reassignment surgeries? What happens when a research participant suddenly begins discussing intimate details of a sexual relationship that involves someone you know personally? In this presentation, I will discuss

some of these challenges and propose some strategies for navigating these tricky methodological areas.

Phillips, Donna Kalmbach, *George Fox University*
Powerful moments of learning: Discourse analysis of graduate preservice teacher identity and beliefs

How do graduate preservice teachers define "powerful moments of learning"? What discourses work at their site of subjectivity to construct this meaning and how does this meaning become reality, legitimized, and finally acceptable to them as they negotiate their emerging identity as teacher? Research studies illustrate how authoritative discourses confuse, seduce, and affirm preservice teacher identity; this study attempts to contribute to this field. Data collected includes written descriptions by graduate preservice teachers of "powerful moments of learning" they have personally experienced; these were written prior to any teaching experiences. This data are compared with later critical reflections by the preservice teachers of who they have become as teachers. Case studies are developed using a Foucauldian discourse analysis (Willig, 1999) to identify how discourses are interrupted, maintained, negotiated and/or contorted as teacher identity and beliefs are shaped about what constitutes "powerful learning."

Picart, Caroline Joan Kay, *Florida State University*
Working at the Limen: Repositioning Authority in Science and Art

Conventionally, issues of feminism and science, and gender and art, have been pursued as separate areas of inquiry. What such an approach obscures, however, are the natural intersections and common themes that bind the epistemologies, politics, and ethics of scientific and artistic activities. The graduate seminar I designed, "Gender, Authority, and the Politics of Representation in Science and Art," seeks to disrupt the pervasive science/art and nature/culture dichotomies.

Picart, Caroline Joan Kay, *Florida State University*
"Mestizaje: Dancing Through Different Worlds"

"Mestizaje: Dancing Through Different Worlds" begins with the conscious embrace of the condition of being an insider-outsider'a concept that is derived from Maria Lugones' (1992) vision of the "new mestiza consciousness." Personally, I occupy the liminal realm of the "mestiza" and the metaphorical "cyborg" materially; I am Filipino by birth, but my family is of mixed ancestry: my father has French-American roots, and my mother, a hint of Spanish-Chinese blood. But I also inhabit this in-between space professionally as a trained molecular embryologist and philosopher, and semi-professional visual artist and competitive ballroom champion. Yet what I am interested in, though I am aware of the conventional politico-aesthetics of ballroom dance, which could be construed as nothing more than racist, sexist and homophobic, is an examination of the gendered dynamics implicit in the practice and lived experience of the sport-art, as opposed to its glamorized and commercialized image. In its practice, I see the glimmerings of a new "femininity" and "masculinity" that are not essentialized or yoked to biological essentialism, while acknowledging the differences between male and female bodies.

Piccardo, Claudia, *University of Turin*
Emotions and leaning in students' personal narratives

Narrative analysis is usually suggested in literature as a method for studying emotions. The research on emotions is challenging for two reasons: 1) because the subjective emotional state could be different from the most authentic feeling of a person; 2) because we are not always able to express through linguistic abilities a complex emotional state. Personal narratives and their characteristics of introspection make those texts particularly suitable to give insights on emotions. In this research we analyse the content of 40 students' personal narratives and we focused on relationship between emotions and learning. The research answered to two questions: 1) what are the emotions students seem aware and those removed'; 2) how are different emotions intertwined' In conclusion we underline the strength and limitations of narrative analysis for studying emotions.

Pierre, Yvette, *The Ohio State University*
What's Marx Got to Do With It?: A Pan African Story of Qualitative Research and the Politics of/in Memory

In Coming to theory: Finding Foucault and Deleuze, St. Pierre (2001), asks, "How is it that we become available to a transformation of who we are, a contestation which compels us to rethink ourselves, a reconfiguration of our 'place' and our ground'? (p. 131). This autobiographical treatise begins in the late 1960's and early 1970's when I was introduced to Marxist theory as a result of my support of Angela Davis. As a young Black woman surrounded by a great deal of cultural and political activity, Marxism helped to deal with contradictions that remain a source of tension to this day. This paper will examine my life's memories -- from Harlem, New York to Senegal, West Africa to Columbus, Ohio -- and the ways these memories have prepared me for an encounter with qualitative research that is politically, culturally and spiritually ripe and contextually layered with multiple landscapes.

Pinney, Amy, *Southern Illinois University Carbondale*
Performing Historical Evidence

My work with Anna Baright Curry, 1854-1924, founder of the School of Elocution and Expression, is constituted in large part through a series of written and embodied performances of evidence and performances offered as evidence. In this panel, I reconsider not only how evidence functions in this recovery project, but also how performance scholars face particular challenges when performance carries the burden of evidence and evidence carries the burden of performance.

Piper, Heather, *Manchester Metropolitan*
Suppressing Innocence? Difficulties in Researching 'False' Accusations of Sexual Misconduct Made Against School Teachers

See Sikes, Pat

Pitre, Paul E, *Washington State University*
Epiphanies, Empathy, and Social Justice: How Biographical Insights May Influence Social Change

See Rinehart, Robert E

Placier, Peggy L, *University of Missouri-Columbia*
"Production-based" tenure and qualitative researchers as "producers"

Administrators and personnel committees at research universities like ours have made the criteria for tenure increasingly specific and quantitative in recent years. They had at least four possible motives for this: emphasis on "faculty productivity" as the basis for institutional evaluations and comparisons; desire for bureaucratic/scientific rationality over subjectivity; defining tenured faculty as "researchers"; and some demands from tenure-track assistant professors themselves to "tell us exactly what you want." Data for this paper derived from focus group discussions involving a tenured, veteran professor and four untenured assistants, all of whom are qualitative researchers. They apply their various theoretical frameworks (critical discourse analysis, institutional theory, critical race theory, management discourse in leadership)to develop a critique of faculty productivity discourse as well as creative strategies for responding to and resisting its influence. In addition, they discuss the added stress for qualitative researchers of having to work against the current institutional grain.

Polaniecki, Sherri, *University of Illinois at Urbana-Champaign*
Digital Dialogues: Empowering Inquiry through Video Production

This presentation describes a qualitative research project on the role of issue-based video as a means for 8th grade students to examine themes of identity, community, and social issues. Throughout my students' creation process, my colleague interviewed students about their experiences, discoveries, and feelings about their video topics and using technology as a medium to communicate ideas. Meanwhile, I, the classroom teacher, interviewed students and documented my own reflections on their work and process journals based on my interactions with them inside and outside the classroom. This presentation pieces together our findings, discussing the complexities of how students deconstructed myths and rebuilt narratives about issues that concern them. It considers the extent to which the video making process empowered students to view issues from multiple perspectives, question assumptions and stereotypes, and seek greater truths. Finally, we examined students' decision-making processes, moral struggles, and responses to creating and viewing videos.

Polsa, Pia Ewa, *Swedish School of Economics and Business Adminsitration*
Cross-cultural Qualitative Research: Equivalence and Disparity in Comparative Studies

The aim of this paper is to explore ways of adapting concept of equivalence from quantitative to qualitative cross-cultural research. When assessing comparability of two or more data sets across cultures in quantitative comparative research different types of equivalences have been widely used, but less so in qualitative inquiry. Therefore, the current conceptual paper examines how the concept of equivalence can be applied in a number of qualitative approaches. The relevant comparability criteria in qualitative research are the conceptual,

functional, sample, contextual, researcher, and response equivalences. Complementing these, the paper introduces, a new type of equivalence here called as interaction equivalence. Further, meaning and implementation of disparity in comparative qualitative data is put forward. The paper contributes to qualitative research methodology by presenting a novel quality criterion: comparability of cross-cultural qualitative data.

Poole, Mary Catherine, *University of South Florida*
Ragged Edges in the Fractured Future

See Herrmann, Andrew

Poole, Mary Catherine, *University of South Florida*
Birth Stories: What my daughter taught me about reclaiming birth

In this co-constructed narrative, I and my daughter write narratives about my daughters choice to bypass the medicalization of birth and deliver her two babies in a licensed, free standing birth center. This paper questions our cultural practices regarding birth and reflects upon what they communicate. It also reflects the tensions that exist relationally and introspectively when the canonical practices are challenged. We finally experience an alternative, resistant model of birthing that was wholistic, affirming and empowering to the mother and family.

Poole, Mary Catherine, *University of South Florida*
The High School Graduating Class of 65 - Boomers Reunite on the Precipice of Sixty

Using the occasion of my fortieth high school reunion, I use this "autobiographical occasion" (Vinitzky-Seroussi) to reflect upon aging, lost dreams and loves, and anticipating death. Through my narrative, and those of my high school classmates,I show how this group of leading edge boomers who turned twenty-one in the pivotal year of 1968, are coping with loss and looking back on their life turning points and forward to their elder years as they turn sixty. This paper questions if this much written about cohort, so identified with youth and challenging social constructs,is also bound to question and reshape aging.

Popadiuk, Natalee, *Simon Fraser University*
Women International Students in Difficult Intimate Relationships

In this paper, I will discuss a study which examined the difficult intimate relationships of women international students who were studying in Canada. Using the Feminist Biographical Method, I focused on the women's lived experiences of the impact of these interpersonal difficulties and their explanations of the cultural influences most related to these experiences. The personal stories and reflections were further contextualized by drawing upon a variety of sociocultural texts related to the represented cultural backgrounds. A feminist analysis highlighted how these women attempted to negotiate power within the framework of cultural norms, traditional and changing gender roles, and available socioeconomic positions. This research emphasized the importance of the interconnectedness between women's psychological well-being, difficult intimate relationships, and the overriding forces of the larger society. I will discuss this

study and the implications for counselling practice for women international students studying in Canadian and American universities.

Popadiuk, Natalee, *Simon Fraser University*
The Feminist Biographical Method in Psychological Research

The Feminist Biographical Method is an important in-depth research inquiry, which is underutilized in the field of psychology. This approach has the possibility to explore individual narratives, to analyze psychological constructs, and to deconstruct issues such as gender, ethnicity, and socioeconomic status. It also provides ample flexibility to include multiple sources of data collection, which promotes an integrated and ecological perspective of the phenomenon under investigation. When sociopolitical aspects of lived experience are emphasized, then issues of power, process, and social change can become central to the work. In listening to the individual stories and contextualizing broader sociocultural perspectives, we can more fully appreciate the complexity and richness of the lives of participants and the cultures in which they live. In this paper, I will discuss the Feminist Biographical Method and use examples from a research study to highlight its usefulness in the field of psychology.

Popov, Lubomir Savov, *Bowling Green State University*
Towards a Theory of Evidence for Social Design

The formal recognition of qualitative research is a problem that primarily falls within the realm of epistemology. This dilemma may be addressed in several ways. My approach is to examine the problem from the position of philosophy of science and technology. I will study the formal structure of engineering sciences and design decision-making in order to apply the findings to the realm of social engineering. Next, I will briefly review differences in the object of study, the object of design, feasible research methodologies, and the epistemological norms and standards. Results reveal that while the research instruments of Positivism were created and calibrated in relation to the natural sciences, they may not always be productive for examining social phenomena. There is a need for different epistemologies and methodologies, as well as different interpretations and utilization of results in the design process.

Popov, Lubomir Savov, *Bowling Green State University*
The Nature of Science and the Science of Nature: Misconceptions about Science and the Scientific

This paper argues that the exclusively narrow interpretation of scientific evidence is largely due to the misconception about the "true" nature of science. In some countries and cultures, the conceptualization of science and the scientific method, as well as the terminology and colloquialisms, are anchored exclusively in the principles of Positivism. This in effect restricts science and the scientific to the Positivist paradigm. One consequence of this is that other paradigmatic traditions are overlooked. By equating Positivism with science, the very concept of paradigm is neglected. However, if science is conceptualized as a social institution with the purpose of knowledge production, and if we accept the notion of paradigm, then other paradigms can easily be incorporated within the scientific realm. Such an approach will emancipate excluded paradigms. This way of thinking will provide solid ground for justifying the use of qualitative paradigms and for accepting their research results.

Porr, Caroline Jane, *International Institute for Qualitative Methodology, University of Alberta*
Enhancing Research Use in Policy Decisions

Researcher-policymaker linkages can serve as a reliable conduit between findings and the cognitive screens of policymakers. During this session the presenter will explore the utility of human linkages as a strategy to impact beliefs and change policies. The theoretical basis for human linkages may be found within Sabatier's contemporary network approach to policy decision-making. Linkages in the form of strategic interaction are fundamental to Sabatier's entire policy process from the exchange of ideas, to social learning, to rethinking beliefs, enabling research knowledge to stimulate new beliefs about policy issues and evoke consideration for alternative policy options. Recommendations to forge human linkages to move research into policy formulation include: 1. Policy 'influentials' should be made members of the policy community or network; 2. Time should be deliberately set aside for linkages with policymakers throughout the research project; 3. Linkages should reflect trusting and sustainable interaction; and, 4. Open disclosure of diverse perceptions and interpretations should be encouraged.

Porr, Caroline Jane, *International Institute for Qualitative Methodology, University of Alberta*
The Classic and Non-Classic Grounded Theory Project: Which is More Defensible?

Since its development in 1967, Grounded Theory has been adopted by researchers from varying disciplinary backgrounds and adapted to diverse scientific pursuits. During the last four decades "classic" Grounded Theory has been modified to accommodate new paradigmatic perspectives, and radically "hybridized" to embrace both immediate and broader socio-environmental contexts. Alteration of the methodological approach has led to reformulation of the evaluation criteria. In contrast to the original measures of rigor to judge the research process and credibility of the resultant theory, non-classic projects employ other yardsticks to allow for sensitivity and creativity specific to the post-modern era of qualitative inquiry. During the current widespread popularity of the post-positivist evidence-based movement are the more contemporary forms of Grounded Theory less defensible? The objectives of this session are 1) to compare and contrast the evaluation criteria of classic and non-classic Grounded Theory projects; and, 2) to reflect critically upon the implications for rigor and legitimacy of study findings.

Poser, Jessica Ruth, *University of Illinois at Chicago*
Framing Meaning: Representation, Discourse and Images-in-use

This paper is concerned with exploring representation as a discursive practice and the methodological implications of doing so. I refer to some of the methodological issues raised in a study of how children make social and symbolic meaning through and with photographs. The particular epistemological position taken up here describes a particular set of practices (the representational prac-

tices of children), identifies how these practices operate socially, and explores how they are indicative of and/or affirm specific world views. In this way, the research aims to make connections between micro-processes (taking and making sense of pictures) and macro-structures (discourses of goodness, family narratives, material culture, etc.) Language, like photography, is no longer understood as a reflective medium, but a constitutive one, where meanings is socially and locally negotiated. By looking at representation as a discursive practice, we are able to examine the available subject positions that people take up within meaning structures and systems as they produce and reproduce them. Here, I include images and image-making as critical aspects of language. Discourse analysis has traditionally been concerned with language in use. This study considers images in use. If we take language to be a system, one that is primarily concerned with making and negotiating meaning, and we understand images, and specifically photographs, to be major players of the symbolic system of language, then how are we to analyze images in use'

Potter, Sandra Ixa, *University of Nebraska - Lincoln*
Researching Hispanic Sub-Groups: One Size Does Not Fit All

Often times in research, Hispanic or Latino is a classification used to characterize one of the fastest growing minority groups in the United States. Although using either label implies that Latinos or Hispanics are one homogeneous population, this emerging majority-minority group is comprised of 27 countries of origin located in North America, Central America, South America, the Caribbean, and Europe. Hence, when Hispanics are lumped together, crucial differences are overlooked. Qualitative methods provide an avenue in which researchers can better understand these differences in the context of participants' voices and lived experiences due to their countries of origin. The purpose of this presentation is to discuss how researchers have erroneously overlooked these differences and how qualitative practices which take into account differences with respect to language, citizenship status, acculturation, and socio-political experiences can improve our understanding of this growing population.

Powell, Kimberly, *The Pennsylvania State University*
Drumming Against the Quiet: The Sound of Asian American Identity Politics in an Amorphous Landscape

Drawing largely from the realm of performance theory, critical race theory, and Asian American studies, I examine the ways in which performance, performativity and the cooptation of aesthetic forms constitute and disrupt racial identity categories. In this paper, I focus on the growing contemporary artistic practice of taiko drumming and its role in Asian American identity politics. As an artist-researcher, I use the methodological tools of ethnography and autoethnography to analyze the aesthetic components of taiko, the meaning it has for participants'including my own'as well as my personal background in order to delve into the politics of unknown ethnicity and racial amorphism in America. To understand how taiko performance can be used to rupture and recreate raced (and gendered), I examine how particular aesthetic forms of taiko became sites of intervention that challenge fixed notions of identity and hegemonic descriptions of race as a discrete category. Calling for a broader conception of race, I argue along with Critical Race Theorists for a new epistemology of race, one

that considers art and aesthetics critical sites of intervention and thus viable sites for empirical investigation of social constructs such as identity.

Price-Stalides, Dimitrios Jason, *Southern Illinois University Carbondale*
Pilot Studies as Reliable Evidence: A Narrative Exploring My Rejected Thesis Proposal

In this paper, I will recount my failed attempt to use my blog-based pilot study, which explores military-to-civilian work role transitions, as my thesis. An essential element that seemed to be overlooked in my thesis proposal was the shift in emphasis of my thesis from the actual phenomena to the process of collecting narrative data using web blogs (an unprecedented data collection tool in psychology). Despite the evidence I presented that my pilot, both a qualitative and ethnographic study, is ideal for use as a thesis that forefronts process, my committee members were not willing to overlook my sample. Was my pilot sample a convenience sample or a purposive sample? And in either case, does this blurred distinction make a difference if the focus of my thesis is the process of fleshing out a new data collection method in lieu of the actual phenomena itself

Quintero Saucedo, Jessica, *Escuela Nacional de Antropologia e Historia*
Construcción, uso y apropiación del espacio público en una zona comercial de la Ciudad de México

A partir de la premisa de que el habitar es una forma de estar en el entorno urbano que implica la apropiación del espacio para hacerlo nuestro, este trabajo analiza, por medio de la observación participante y las entrevistas abiertas, las modalidades de apropiación de uno de estos espacios al sur de la ciudad de México, en una zona caracterizada por el intenso uso mercantil del espacio público y semipúblico, y por el reciente auge de los espacios para el esparcimiento y la recreación: el corredor comercial Miramontes.

Racionero-Plaza, Sandra, *University of Wisconsin–Madison*
Investigando a través de la metodología crítico-comunicativa dentro del Programa Marco de investigación Europea: Procedimiento e impacto del proyecto RTD WORKALÓ

Workalo. The creation of new occupational patterns for cultural minorities: The Gypsy case, investigacion RTD financiada por la Comision Europea, se centra en el analisis de la situacion laboral de la comunidad Romani en Europa. La metodologia critico-comunicativa ha resultado un elemento clave en el impacto socio-politico de este estudio. La voz de los Roma, tradicionalmente excluida de la investigacion, ha sido el eje central en el estudio. El equipo de investigacion contaba con investigadores Romani. Ademas, organizaciones y personas Romani estuvieron presentes en la investigacion, desde el diseño hasta la interpretacion de los resultados. Destaca la existencia de un consejo asesor, formado por personas Romani y no Romani, que revisaba y daba orientaciones sobre los procedimientos y resultados del proyecto. Entre los mayores impactos del estudio destaca el reconocimiento, a traves de una resolucion emitida por el Parlamento Europeo, de orientaciones politicas y educativas resultado de la investigacion.

Racionero-Plaza, Sandra, *University of Wisconsin–Madison*
The critical-communicative perspective in social research

See Tellado, Itxaso

Radsma, Jenny, *University of Maine at Fort Kent*
Fear of Failure, Fear of Success: The Travails of a Work-In-Progress

I'm really not what you think I am. Look too closely or ask too many questions and you'll see what I've been trying to keep hidden for many years. I am an imposter. So how can I call myself a qualitative researcher if I'm an outsider, an academic fraud masquerading as though I belonged? This paper presents a personal narrative of negotiating imposter-hood while striving for academic legitimacy.

Rail, Genevieve, *University of Ottawa*
The Politics of Evidence on "Domestic Terrorists": Obesity Discourses and their Effects

The recent construction of an "obesity epidemic" has been fueled by epidemiologically-based studies recuperated by the media and suggesting the rapid acceleration of obesity rates in the Western world. Studies linking obesity to ill-health have also exploded with more recipes on how to wage "a war" on obesity and dispose of "domestic terrorists." In this paper, we assert that the fabrication of "evidence" in obesity research constitutes a good example of micro-fascism at play in the contemporary scientific arena. Favouring a particular ideology and excluding alternative forms of knowledge, obesity scientists have established a dominant "obesity discourse" within which obese and "at-risk" bodies are constructed as lazy and expensive bodies that should be submitted to surveillance, expert investigation and regulation. Using a poststructuralist approach, we examine the politics of evidence in obesity science, and the connections between obesity discourses and Canadian youth's discursive constructions of the body and health.

Rail, Genevieve, *University of Ottawa*
Toward a Politics of "Evidence" in the Health Sciences

See Murray, Stuart J.

Ramšak, Mojca, *Ljubljana Graduate School of the Humanities*
Context of breast cancer narrative accounts

The paper aims to discuss the social effects of breast cancer opposed to the physical effects. The human sides of breast cancer are psychological, social, existential and spiritual. They are encompassing the experience of illness and are based on the meanings people attach to illness, how they explain causes, specifics, symptoms of breast cancer, treatment they believe in, social attitudes, the availability of support from others, belief systems etc. Ill discuss how breast cancer has become a social problem in Slovenia, how economics, politics, social class have influenced the narratives. Methodological emphasis is placed on biographical method, as well as other techniques of qualitative research.

Ramirez Garcia, Jorge I., *University of Illinois at Urbana-Champaign*
The use of focus groups with Latino parents and adolescents

See Cruz-Santiago, Michelle

Ramirez, Juana Castro, *San Luis Potosi Mexico*
"Cervical Cancer: Disease of the woman who if she is taken care of in time is curable " Perspective, experiences and necessities of the women on the cancer and its prevention

In Mexico, it has been difficult to establish and to maintain a tamizaje program that allows to diminish the rates of mortality by cervical cancer. The objective of this study was to analyze the perspective that has the women who live in marginalized rural and urban sectors on the PDOCACU (Cervical Cancer Detection Program). A qualitative study was made during April - May 2006, with a total of 12 women, 6 of rural sectors and 6 of urban sectors; by means of the individual interview semistructured and nonparticipant observation. The women stand out that the cancer is a mortal disease that can be anticipateible, in their experience conditioners exist that it prevents them to make it to it: of personal type, it represents a series of feelings like fear, nervousness and pain related to the procedure and the results; of sociocultural type, constructed from its social conditions in its roll of woman; and institutional barriers related to the services and the personnel of health. As far as the aspects of improvement of the program the women show necessity of information of the disease and the examination of papanicolaou, they demand a customized education, diversified, taking care of its cultural characteristics. The program must be differentiated and be focused women whose social and cultural conditions make them be more vulnerable.

Ramos-Santoyo, Lilia, *Universidad Autonoma Metropolitana*
Simbolismo minero y organizacion: estudio de caso de los mineros del carbon en una empresa de Coahuila al finalizar el siglo XX

Esta investigacion aborda el conocimiento del miedo en una empresa de extraccion de carbón en Mexico. Los resultados muestran que existen dos tipos de trabajadores, los que trabajan en las minas a cielo abierto y los de minas subterraneas. Los que laboran en el exterior expresan que jamas lo harian en las minas subterraneas, solo quienes no tienen miedo pueden trabajar a cientos de metros bajo tierra. La investigacion se enfoca a la existencia del miedo como detonador de la cultura de solidaridad en las organizaciones mineras. La metodologia aplicada fue:inmersion en la comunidad minera, observacion participante, realizacion de entrevistas estructuradas y a profundidad a mineros veteranos. Se encontro que la "incertidumbre" es la sensacion que prevalece en la comunidad minera. A partir de los resultados esquematizamos el concepto de "solidaridad" para explicar la existencia de una cultura minera.

Rasmusson, Sarah L., *University of Illinois at Urbana-Champaign*
TheirSpace.com: Sex Talk, Friends with (Digital) Benefits & Self-Production on MySpace

From the bedroom to the blog, feminist qualitative researchers have been asking new questions about young women's media attendance and the interiority of girls' cultures. Does the popular discourse about MySpace in the news media

differ from how young women talk about their personal profiles and experiences on social networking sites? What do young women say about the protectionist concern for sex predators on MySpace? The implications of increased surveillance, governmentality and tracking? The recent purchase of Myspace by a media mogul? This paper discusses critical focus groups and community media attendance as effective methods for new media research. While capitalists are caught up in a technoeuphoric and profit-driven desire for Myspace's future, young women are producing and performing themselves and versions of sex and relationship in the moment.

Rasmusson, Sarah L., *University of Illinois at Urbana-Champaign*
Single White Females: Post-Feminism, Whiteness & Young Women After Girl Power

If you have recently cringed at young women wearing those pink terrycloth sweatpants that read "JUICY" arched across the butt, then you, too, have been a half-victim/half-victimizer of that unfortunate legacy called girl power in a presumably post-feminist era. (Maybe you even wear the pants!) Juicy pants and many other cultural texts and commodities are referred to as 'evidence' of post-feminism by news media and academic discourse. How do evidentiary claims of the periodization and politics of post-feminism raise issues for qualitative inquiry and critical methodology? How does data for the declaration of feminism's death give new life to dominant racial ideologies and historic notions of white womanhood? How does the current girl empowered image of the single white female signal a possessive investment in both post-feminism and whiteness? This paper seeks new ways to talk about and correlate the racial logic of post-feminism and the cultural logic of gendered whiteness.

Rathyen, Cristina, *University of Hawaii*
Authentic Teacher Voice in Qualitative Case Study: Issues of Representation of Self and Students in Teacher Research

See Slaughter, Helen B.

Ray, Nichole Michele, *University of Georgia*
"How'd you get your hair like that?": Race, gender and self-presentation in a Black woman's career narrative

In U.S. society, the ways in which women wear their hair represents more than a mere hairstyle or a fashion statement. This is further complicated for Black women, who are often read according to the way that they present their hair. It is commonly noted that Black women must negotiate the ways in which they wear their hair with the values, beliefs and expectations of the professional workplace. Taken from a larger study on the career development of successful Black women faculty in the academy, I present the "hair story" of one participant who engages in both conforming and resistant hair styling practices throughout her academic career path. I argue that her narrative must be read in such a way that highlights the ways that Black women simultaneously resist and comply with dominant ideologies regarding "appropriate" or "professional" appearances in the workplace context.

Reedy, Patrick, *Newcastle University*
Truth, Truthfulness, and the Ethics of Representation in Life Stories: Reflections from organisational studies

A tension exists between the desire for life stories to move, enlighten and provoke empathy, and the need to subject them to a deconstruction of their claims as knowledge. What lies behind this tension is two competing notions of truth in the academic utilisation of life stories. With the former, truth resides in the deliberate holding up of the self to others, initiating an empathetic engagement between self and the other. To subject such self-narrations to theoretical deconstruction might be argued to be an exercise in symbolic inter-personal violence. However, it might be argued that presenting such personal accounts at academic conferences implies a public truth claim for them and so they should be subjected to a rigorous analysis of their underlying discourses. How is one to adjudicate between these different notions of truth in auto-ethnographic accounts? This paper explores this question through the ethics of representation found in Sartre and Ricoeur's work applied to an account of my own life that featured in research into managerial identity

Regonini, Suellen Rader, *University of South Florida*
"I feel fine, Doctor" and Other Lies Patients Tell: Changing Patient/Practitioner Discourse Via Blogs, E-mail and Other Technologies

This autoethnographically-based paper examines the interactions that take place between doctor and patient in an office visit for a more complex, chronic health concern. The emotional, physical and office organization issues that affect this doctor-patient interaction are examined via an autoethnographic illustration of the author's recent visits (and inherent frustrations), and possible ways of capturing more accurate, meaningful data via blogs, patient emails and other uses of technology are proposed and critiqued.

Reid, Benjamin Jon, *Henley Management College*
Effacing the facts: Critical Realism and the Politics of Evidence

It is abundantly clear that the Bush administration wants to both have its cake and eat it with regards to 'evidence'; employing or discarding it according to its ideological predilections (Denzin and Giardina 2006). Yet it is difficult to ignore the possibility that the post-structuralist pluralizing of methodology has eased the process for those with power to muddy the waters of 'evidence' and adapt apparently anti-foundational language and methods for their own reactionary ends (c.f. Alvesson and Deetz 2000). Denzin and Lincoln (2006: 9) tacitly acknowledge as much in describing the evidence movement as a 'backlash to the proliferation of qualitative inquiry methods over the past two decades'. This paper argues that Critical Realism (Bhaskar 1975; Archer et al 1998) has rich potential as an approach to qualitative inquiry, as its combination of realist ontology and critical ethics can work around and between, rather than with or against, the ideological hegemony of the 'evidence-based' movement. The paper grounds its argument in a discussion of changes to business school curricula - a crucial and emerging battleground for the evidence-based movement.

Reilly, Rosemary C., *Concordia University*
Harmonic resonance: In tune with the Self and the Researched

In qualitative research, the "researcher as research instrument", participating fully in data collection, analysis, and interpretation, is a fundamental concept. While this subjectivity is a key criticism of the qualitative paradigm, when contrasted with the supposed objectivity of positivist exploration, numerous tests exist in qualitative studies to verify the findings and the analysis. In this paper, the authors explore the epistemology of how researchers "came to know what they know" as they interpret similar data. The focus of the inquiry was to examine ways in which data resonated with the personal experiences and interests of 15 novice qualitative researchers, and how these resonances were then layered into their data analysis and interpretation. The findings of this study allow researchers to draw some conclusions about the myriad dynamics of researcher personal subjectivity in qualitative data analysis, thus furthering our knowledge about interpretative validity and internal empathetic validity (that which changes the researcher).

Reilly, Rosemary C., *Concordia University*
The politics of collaborative qualitative data analysis

Team-based research is becoming a common way to conduct qualitative inquiries. Though there has been some exploration in the literature about the undercurrents of collaborative research, little has been discussed about the dynamics and subtleties of collaborative analysis and collective interpretation. In this paper, the authors explore the relationship components of eight teams as they interpreted similar data. The focus of the inquiry was to examine ways in which researchers worked to arrive at a co-created understanding of meaning. Influences on collective analysis, such as roles, norms about the partnership, power, influencing, methods of decision-making, researcher diversity, values and personal experiences, and the negotiation of tensions and differences were explored. As well, the inquiry considered ways in which these aspects of relationship were woven into the fabric of the analysis and interpretation. The findings of this study attempts to explicitly illuminate some of the politics of co-creation and collaborative inquiry.

Rendon-Quintero, Mauricio Eduardo, *Universidad Del Rosario*
"Para no quedarme solo, porque yo ya no contemplo quedarme solo", aspectos cualitativos del comportamiento suicida

El objetivo de este estudio fue explorar la vivencia humana de personas que intentaron suicidarse mediante una aproximacion cualitativa. Se tuvo como finalidad responder a interrogantes como: ¿En que contexto y bajo que condiciones se presenta en un individuo la ideacion suicida y un intento de suicidio? ¿Cuales son las motivaciones que pueden generar la ideacion suicida y un consecuente intento? ¿Cual su significado individual? ¿Cual su finalidad? En el estudio participaron ocho personas que fueron abordadas mediante una entrevista en profundidad, que exploro los procesos de pensamiento, emociones, motivaciones y vivencias que subyacian y acompañaban al intento. Fueron categorias resultantes del analisis, relacionadas con la conducta suicida de los participantes: sentimiento de soledad, rabia y odio, agresividad e impulsividad, falla de los

recursos externos, falla de los recursos internos, sentimientos depresivos, rasgos de funcionamiento narcisista, dolor psiquico e ilusion de morir.

Retolaza, Ander, *Servicio Vasco de Salud*
Estudio cualitativo de la interrelacion entre Atencion Primaria (AP) y Especializada en la atencion a los pacientes diagnosticados de depresion

See Calderon, Carlos

Retolaza, Ander, *Osakidetza- Basque Health Service*
Qualitative study of the relation between Primary and Specialized Health Care with regard to the management of depressed patients

See Calderón, Carlos

Reyka, Michael, *Indiana University of Pennsylvania*
What's the Evidence for Learning? Professor and Students Share Alternative Representations of Learning in Doctoral Qualitative Methods Class

See Crane, Betsy

Rice, Elizabeth Ilah, *UW-Milwaukee*
Schizophrenia and Women: Dismantling the Invisibility of Violence

Violence against women remains a major public health problem. For women diagnosed with schizophrenia, the rate of violence is significantly higher than for women in the general population. Violence against these women increases their risk of homelessness and incarceration. This presentation will provide a critical synthesis of two interpretive phenomenological studies that were undertaken to improve our understanding of how schizophrenia and violence co-exist. Women diagnosed with schizophrenia and mental health providers were asked about their understandings of how violence manifests itself in these women's lives. Both groups accepted violence as common. Through the juxtaposition of both consumer and provider stories of living with violence and schizophrenia, we learn how some women are deemed acceptable victims of violence and how this acceptance is sustained. Through an improved understanding of what has been hidden, or taken for granted, we may stimulate a call for justice for this vulnerable population.

Richards, Elizabeth, *University of New England*
Students, Ethics and the IRB

See Shore, Nancy

Rickard, G. Keilan, *Duquesne University*
Just chatting: A performance ethnography

The setting: several gay chat rooms. The cast of characters: two-dimensional face pics with catchy screen names. The language: a sort of truncated English, rife with shibboleths known only to initiates. We're your tour guides through this virtual world, which has too often been reduced in academic literature to a cesspool of HIV infection and sexual addiction. But what else goes on in these chat rooms besides sex? Words are exchanged (modified with emoticons and

LOLs), economies are negotiated, and friendships are forged. In short, this virtual community is a veritable culture.

Riedler, Martina, *University of Illinois at Urbana-Champaign*
A Volunteer Docents Program at a Fine Arts Museum

In spite of their incredible potential to educate society, museums are under tremendous pressure for reasons like funding cuts, competition from other media, etc. In these circumstances, museum practitioners must constantly be in a "mode of change" and alert to ways in which museums can respond to society's new demands. This is not easy since museum education is still primarily defined by museum directors and the role of museum educators varies greatly between institutions. The goal of this case study is to understand the objectives, meaning and essence of a volunteer docents' program at a fine arts museum and its relevance to the museums mission statement. The findings illustrate that practices and processes of learning have to be understood as social, political and ethical constructions in a social context and that museum practices should be viewed as a form of cultural capital that fosters a dialogical relationship between the artwork and subject of interpretation.

Riedler, Martina, *University of Illinois at Urbana-Champaign*
Understanding Museums as Transformative Spaces: Towards a Theoretical and Practical Frame in Critical Museology

With reference to the theory of critical pedagogy and museology, this presentation focuses on the art museum's potential as an educational site for transformative learning. It describes the tenets of critical pedagogy in relation to art education to develop a theoretical and practical frame for museum research and practice. What role can critical pedagogy play in addressing issues of democratic community empowerment in fine art museums? I argue that museums have the potential to develop into a transformative space for empowering the community through the arts — the "language of possibility" (Giroux, 1992) for articulating the diverse experiences of the visitors. Finally, the paper discusses the outcome and purpose of the development of a theoretical and practical frame in critical pedagogy for art museum education, and demonstrates how this frame can be used in various stages of a research project's design.

Riedler, Martina, *University of Illinois at Urbana-Champaign*
Annual Report of Knowledge Management and Information Sciences & Art and Museum Education Divisions

See Yildiz, Rauf

Riforgiate, Sarah E., *Arizona State University*
Calling for Help

This autoethnographic performative account explains the events that necessitated the author's purchase of a cell phone while reflecting on reasons for resistance and obstacles to obtaining this technology. The life events shared in this story prompt considerations that explore the usefulness of cellular phone technology, particularly for emergency and safety use. The author also discusses the dangers of mainstream assumptions that cell phones are easily obtained and common technology found in every household. The misconception that cell phones are universally available serves to marginalize those that can not afford this technology, including the working poor who often do not have the resources for food, let alone a cell phone.

Rinehart, Robert E., *Washington State University*
Epiphanies, Empathy, and Social Justice: How Biographical Insights May Influence Social Change

The so-called "Great Man" approach to historicizing social change and tumult rightly has been criticized on the grounds of exclusion of non-dominant group members, including women, people of color, those in poverty, disabled, and aged members, to name just a few. However, the inspiration that these so-called "Great Men" (in the sense of praxis-orientations) drew from has been little examined. In this paper, we intend to discuss the feasibility of understanding what Denzin has come to term "epiphanies" in the life-courses of human beings who have worked for social justice, for social change, for peacebuilding. We intend to draw from the writings and speeches of such notables in the 20th Century as Nelson Mandela, Martin Luther King, Coretta Scott King, Rosa Parks, Ghandi, Che Guevara, Cesar Chavez, Mother Teresa, and Robert J. "Bobby" Kennedy. We intend to explore the articulations between these Great Humanitarians biographies and their awakening to issues of social justice, in hopes of discovering what "epiphanic moments" may have emerged jostle them from believing in social justice to practicing social justice.

Rios-Bustos, Mercedes-Esmirna, *Facultad de Estudios Superiores Zaragoza. UNAM.*
La Metodología Cualitativa en un estudio sobre talleres artísticos universitarios

En la Facultad de Estudios Superiores Zaragoza durante catorce años se han abierto 16 talleres artisticos que ofrecen formación artistica complementaria a la academica pero sin interes profesional. Con la finalidad de conocer mas estos lugares, se realiza un estudio cualitativo con esta hipotesis: La expresion creativa canalizada a un campo social adecuado denttro de una Universidad, provoca procesos transformadores tanto en el universo subjetivo como en el intersubjetivo. se realizaron entrevistas individuales y grupales semidirigidas a 58 alumnos de ambos sexos con la mayor antiguedad en estos espacios, que se recabaron tanto en forma manuscrita como en video por camara Hi 8. Donde hay una semejanza es en el proceso creativo que vivieron, en el que se distinguen cuatro momentos que favorecen un crecimiento integral y má pleno, con virtiendolos en mejores seres humanos y profesionistas, asi como con una mayor tolerancia y madurez para la grupalidad.

Rios-Bustos, Mercedes-Esmirna, *Facultad de Estudios Superiores Zaragoza. UNAM.*
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Rios-Bustos., Mercedes-Esmirna, *Facultad de Estudios Superiores Zaragoza. UNAM.*
The qualitative methodology in a inquiry about university artistc workshops

Fourteen years ago, there were open, in the Faculty of Superior Studies Zaragoza (FES Zaragoza) several Artistic Workshops making a total of sixteen. They offered an artistic formation without a professional interest, only as a complementary academic education. With the finality of knowing more these places a qualitative study was made with the next hypothesis: The creative expression canalized to an adequate social Campus in a University, provokes in the subjective and intersubjective universes different transformation processes. There were made semidirect and active interviews, manually and with a Hi 8 camera, individual and ingroup, to 58 students of both sexes. It has been found a similarity in the creative process lived and in which we can distinguish four moments that make easy a fully and integral growing making them better human beings and professionals, as well as making them more tlerant and mature for the group.

Rivera-Marquez, Alberto, *Universidad Autonoma Metropolitana-Xochimilco*
Estan los datos sobre inseguridad alimentaria y vejez, pero no la percepcion de los ancianos: necesidad de una mirada cualitativa para el estudio del acceso a los alimentos en poblacion adulta mayor de la Ciudad de Mexico

A partir de una aproximacion cuantitativa al estudio del acceso a los alimentos en poblacion adulta mayor de la Ciudad de Mexico se confirma que a medida que los ancianos empobrecen la inseguridad alimentaria crece y la dieta es menos diversa. El contacto directo con la poblacion de estudio ? durante el proceso de recoleccion de informacion ? motiva la exploracion de la satisfaccion del hambre en el anciano desde una mirada cualitativa. Surge así la idea de conformar grupos focales para que sean los propios sujetos quienes hablen sobre sus experiencias en inseguridad alimentaria. Sin embargo, los esfuerzos parecen vanos: la mirada cualitativa no se alcanza, no parece haber claridad sobre las necesidades alimentarias y nutricionales de los ancianos en esta metropolis y poco parece que se puede hacer para darle una perspectiva más humana al diseño y operación de programas de asistencia alimentaria dirigidos a este sector de la población.

Rivera-Velazquez, Celiany, *University of Illinois at Urbana-Champaign*
Turned around: experiencing (and theorizing) queerness in the Spanish Caribbean

This presentation recounts the clash of queer theory and queer experience that a group of Spanish Caribbean academics experienced around a dining table during the 2005 congress of the Caribbean Studies Association in Dominican Republic. I employ this moment as a catapult to discuss how the complexity

of non-heteronormative behaviors and patterns not only pertain to the cultural products we may analyze from a distance, but how those same intricacies, by default, overlap with our lives. At the crossroads of this debate, the inescapable concept of authenticity and the age-old discussions of theory vis-à-vis lived experience, scholarship vis-à-vis activism, pointed the way to a dead end street that still today, almost two years later, is the cause of private and public dialogues amongst those that gathered to share a meal that evening. This paper tackles, as Maja Horn eloquently expresses it, the academic pitfalls and possibilities of doing and experiencing queer cultural criticism in the Spanish Caribbean and examines the disciplinary baggage that terms such as 'queerness' and 'homonormativity' carry over from the United States- specifically as it relates to the historical and methodological relation/tension between queer and gay & lesbian studies. I explore how queer theories and approaches may travel, but also how they can be turned around in the Spanish Caribbean.

Ro, Yeonsun Ellie, *University of Illinois at Urbana-Champaign*
Multiple Ways to Biliteracy Development for Young Bilinguals: Opportunities and Obstacles

With the growing number of bilingual children in the United States and the recognized influences of early experiences on literacy development for young learners, I conducted a case study for a year focusing on two biliterate children in one middle-class immigrant family. Using ethnographic qualitative methods (conducting interview, observation, and informal assessment), my study examines how second generation biliterate children developed two different written language systems; the kinds of literacy events that occurred in their daily life; and the influence of environmental, social, and cultural factor on the focal children's bilingual and biliteracy development. Findings suggest that the children's literacy skills in their first language increased after linguistic and sociocultural "comprehensible input." Despite this and the parents' efforts help the children be competent bilinguals, I hypothesize that the focal children are an at-risk bilingual and biliterate. Finally, I make recommendations about promoting first language and literacy skills within the United States.

Roberts, Kolleen, *Arizona State University*
Stretching Conventions: Working Out the Absurd in Fitness Centers

To dig into the emergent category of affiliation with regard to fitness gyms, the author pushes gym marketing and the design of specialized environments past logical limits and into the absurd. Further, the air of superficiality and exhibitionism that lingers around the concept of fitness - the Baywatch syndrome -- and the idea of a quasi-religious dedication to a workout routine - the James Fi / Runner's World side of the industry are explored. Comedy allows a writer to focus on the foibles of life. As an exploratory writing technique it provides the opportunity to test the boundaries of what is known and stretch accepted conventions.

Roberts, Lorna, *Manchester Metropolitan University*
Troubling notions of evidence and voice: the absent presence within interview encounters

If, as Derrida holds, meaning is a product rather than a reflection of language, what does it mean to run up against the limits of language within the interview encounter? Taking account of Foucault's notion of silence as a situated speech, this paper reconsiders the research encounter as a particular instance of a discursive practice located in a specific sociohistorical context. It explores the ways in which traces of 'social, political, and ethical normative webs of meaning' (Yancy, 2003:xiii) lurk within the interview space to shape both research participants and researcher. Reflecting on those moments of disruption, and discomfort during the interview process, revisiting the texts of the taped dialogues and replaying those dialogues led to a rethinking of what could be considered as data (St. Pierre, 1997) and implications for notions of truth, voice and representation.

Robertson, Joanne Marie, *St. Johns University*
Burning the Village: Decontextualizing the "Evidence" About "Teacher Quality"

In this interactive session we present and dicuss the "evidence" supporting a recent study entitle "What Education Schools Arent Teaching About Reading and What Elementary Teachers Arent Learning" (Walsh, Glaser, and Wilcox, 2006), disseminated by the National Council on Teacher Quality. Topics of discussion include the inaccuracies inherent in this pseudoscientific study of reading and teacher education programs, the ways the research extends and supports NCLB initiatives, and how these misrepresentations if not challenged and decontextualized have the potential to negatively influence the accreditation of schools of education and teachers licensure and certification. In conversation with participants we will reflect upon the self-serving claims of this flawed study, corporate infilitration, labeling schools as failures, and the underlying agenda of the Council.

Robinson, Jude, *University of Liverpool*
Something will come good one day: A mother's account of living and smoking

Current policy debates around exposure to environmental tobacco smoke (ETS) focus on restricting smoking in public spaces, yet in terms of children's health, exposure in the home remains a far more problematic public health issue. As the harms of smoking cigarettes have been made public, smokers have been stigmatised, and none more so than the smoking parents of young children. Although many studies have been successful in quantifying the 'how many?', 'what?' and 'when?' of parental smoking in the home, the crucial 'why do they still smoke? in the context of passive smoking and risks to children has remained largely unanswered. Drawing from a study with families living in a socially and economically disadvantaged area in Liverpool, England, this paper uses a single biographical interview to explore one mother's account of her life, her smoking and motherhood, situating herself and her life story within the changing cultural context of smoking.

Robles-Silva, Leticia, *U of Guadalajara*
Caregiving: moral and political practices of the care

This paper will describe the mechanisms of how women are permanently on the role of caregivers. I base my analysis on Foucault´s concept of panoptic and the perspective of ethic of care. An ethnographic study in Guadalajara, Mexico was conducted during 1997-2000, in which 19 adult and elder women caregivers participated. I used in-depth interviews and participant observation. I have identified a panoptic care, which works as a mechanism of surveillance, correction, and punishment in the performance of the role of caregiver. Moral norms about "how to be a good caregiver" and "how to provide good care" are rules that govern the panoptic. These norms are used to evaluate the caregivers faults and define ways for their corrections. Four moral sanctions are used: admonition, reprimand, threats, and stigmatization. This panoptic care works through multiple surveillants, among them the ill persons, family members, friends and neighbors. I discuss the political implications of such findings and how this panoptic care is a form of women´s domination.

Rodriguez, Araceli Lopez, *San Luis Potosi*
"Cervical Cancer: Disease of the woman who if she is taken care of in time is curable " Perspective, experiences and necessities of the women on the cancer and its prevention

See Ramirez, Juana Castro

Rodríguez, Santiago Andrés, *Universidad de Buenos Aires*
Talking with homeless artists: the experience of interviewing in the streets

See Najmias, Carolina

Rodriguez-Guerra, Angelica, *Universidad Autonoma Metropolitana-Xochimilco*
Estan los datos sobre inseguridad alimentaria y vejez, pero no la percepcion de los ancianos: necesidad de una mirada cualitativa para el estudio del acceso a los alimentos en poblacion adulta mayor de la Ciudad de Mexico

See Rivera-Marquez, Alberto

Roer-Strier, Dorit, *Hebrew University*
Negative Case Analysis to Enhance Research on Religious Change

See Sands, Roberta G.

Rohloff, Rebecca Plummer, *University of Illinois at Urbana-Champaign*
A Shared Self-Inquiry- The Evidence of A/r/t/ography in Arts-Based Research

This presentation will show how a new arts-based research methodology known as A/r/t/ography is interpreted and applied to a dissertation project investigating the emancipatory aspects in the expereince of art-making. Through a shared inquiry - the authoethnographic dialogue between an artist/researcher/teacher, and a secondary artist participant - an existential phenomenological approach is used to illuminate knowing as an embodied aesthetic. This research is sythesized into the transformative, pedagogical models that hope to facilitate openings of consciousness to being, identity, and care in the world. It speaks to

the professional development of both the educator and the student as reflective agents and creative practioners in their profession. The experimental sites of data such as journal analysis, artwork, photo-documentation, conversational interviews, visual journaling, and blogging will be exhibited.

Rolling, Jr., James Haywood, *The Pennsylvania State University*
Secular Blasphemy: Utter(ed) Transgressions Against Names and Fathers in the Postmodern Era

Un-naming the axiomatic constructs of a named identity'that which is thought to be fitting within a given regime of definition'becomes then an act of secular blasphemy, a performance of decanonizing translation that discursively relocates and reinscribes communicated meaning from power, prefix, and prefigurement to perpetual movement. Departing from Homi Bhabha's description of blasphemy as a transgressive act, this paper blasphemes the certainty of definition in research writing, illuminating the performance of blasphemy as a source of new social names and the migration of norms and meaning. This paper is the third in a trilogy of research forays exploring the intersection of autoethnography, critical race theory, and performance studies. This new research, written to follow up Messing Around With Identity Constructs (Qualitative Inquiry, 10 (4), pp. 548-557) and Searching Self-Image (Qualitative Inquiry, 10 (6), pp. 869-884), is a continuation of the author's effort to establish the efficacy of a poststructural and poetic aesthetic in qualitative research writing.

Román, José Antonio, *Alberto Hurtado*
Validez performativa y epistemopraxis

El artículo plantea tres ideas principales: a) la imposibilidad teórica y metodológica de la validez interna y externa en investigación social; c) la propuesta de su reemplazo por el constructo de validez preformativa; y b) la consecuente exigencia de un giro pragmático, en donde las cuestiones de carácter epistemológico han de quedar supeditadas a una discusión de tipo epistemo-práctico. La primera, deriva de una crítica a dos modelos cuantitativos modernos paradigmáticos, el experimental y los estudios basados en encuestas. Para eso recupera los aportes de dos cientistas sociales españoles, Tomás Ibáñez (construccionista) y Jesús Ibáñez (sociohermenéutico). Como desarrollo positivo del constructo la validez performativa, se toman como modelo algunas propuestas teóricas y metodológicas en investigación cualitativa, como por ejemplo las ideas de cristalización y difracción, dispositivos conversacionales, etnografía poética, escritura evocativa, entre otras. Desde allí se plantea que asumir la validez performativa como perspectiva en investigación social, exige el desarrollo de un ámbito propio de reflexión y discusión sobre los efectos constructivos de las prácticas de conocimiento, que debiera denominarse epistemopráctico. Finalmente se proponen tres idearios posibles para una reflexión epistemopráctica en investigación cualitativa: alteridad, conversación y poesis; así como tres ejes necesarios de discusión: estético, ético y político.

Romero, Mary, *Arizona State University*
Using Critical Race Feminism to Unravel the Appropriation of Mothering Discourse Used by Mothers Against Illegal Aliens (MAIA)

"Protect Our Children, Secure Our Borders!" is become the rallying cry adopted by Mothers Against Illegal Aliens, the women's counterpart to the Minutemen. Joining other anti-immigration organizations, MAIA have honed their message around traditional mothering discourse. Calling for mothers to take action to protect their families and children, they argue that immigration is a direct threat to their children. Along with their mission statement "to bring awareness to and educate the LEGAL American families whose children are the silent victims of this Invasion of Illegal Aliens," and "to protect their children's future." A primary target of MAIA are the US born babies and children of immigrants. Claiming the 14th amendment only covers babies born to US citizens, they refer to babies born to immigrant mothers in the US as "anchor babies." In the following paper, I examine the mothering discourse used by MAIA to identify the appropriation of feminist discourse on mothering and carework. Using a critical race feminism, I analyze the arguments, images, and sound bites used to identify immigrant mothers and their children as economic and security threats to US families and their children.

Roos, Vera, *North-West University*
Qualitative research of lived experiences: who is judging the evidence?

A group of people engaged in an educational context in which they had to deal with different cultural rituals, different language practices and educational philosophies. They shared their lived experiences during the course of the year and illustrated the growth that has taken place by applying a technique (Indingilizi) that is culturally appropriate. They have indicated changes that reflected personal and academic growth by emphasizing group support, leadership, and accessible interpersonal environments and reflected on it by using cultural specific metaphors. The findings will be contextualized and the single case study will be discussed with reference to the generation of hypotheses for further research. For example would it be possible to determine from the findings principles that could be applied to a different group in a different context to facilitate personal and academic growth'

Roos, Vera, *North-West University*
Context as determinant for research decisions

See Klopper, Hester

Rosas Merida, Sara Ruth, *Escuela Nacional de Antropología e Historia, México*
Técnicas etnográficas para abordar el cuerpo: el caso ódami en el sur de Chihuahua

Sara Ruth Rosas Mérida Para poder hacer la etnografía me apoyé con el trabajo intenso de campo y por consecuencia en la observación participante y las entrevistas abiertas. Como segundo punto el trabajo de campo se efectuo en consonancia con el tipo de problemática planteada, de esta manera, la relación dialéctica entre teoría y etnografía, deducción e inducción, está planteada para responder a la problemática entre los Tepehuanos. Para el análisis a un

nivel más profundo y ya no sea posible contar con datos de primera mano me apoyaré en fuentes ubicadas en bibliotecas, archivos u otros centros especializados. Por último se optó por dos vías, la primera que consiste en el análisis de la discusión teórica sobre Antropología del cuerpo, la segunda parte del análisis de los materiales que se recogieron durante las estancias en el lugar, así como ejecicios de dibujos sobre el cuerpo entre los niños.

Roulston, Kathryn, *University of Georgia*
The Interdisciplinary Qualitative Studies Graduate Certificate Program at the University of Georgia

The Qualitative Research Program at the University of Georgia provides an Interdisciplinary Qualitative Studies Graduate Certificate and an array of courses in qualitative research design, methods, and theory. Judith Preissle began teaching one course in qualitative research in 1976. The program now has five full-time faculty lines and a steadily increasing number of affiliated faculty members from around the university. Faculty members practice and study the range of traditions associated with qualitative research: interpretive study, historical study, sociocultural research, emancipatory traditions, evaluation research, and postmodern and poststructural traditions.

Roulston, Kathryn J., *University of Georgia*
Theorizing the qualitative interview

In this paper I discuss theory in relation to interview practice. Given the ubiquity of the interview in our daily lives, it is all too easy for qualitative researchers to overlook the theoretical assumptions underlying interview practice in qualitative research. In this paper, I review six conceptions of the research interview. These include neo-positivist, romantic, constructionist, postmodern, transformative, and decolonizing approaches to qualitative interviewing. I provide examples of the kinds of reports emanating from these different approaches to interviewing, and examine the assumptions about human subjects, and knowledge production underlying each of these approaches. In discussing how each conception of the research interview relates to different theoretical perspectives in social science research, I outline critiques of each approach as well as implications for researcher stance, interview questions, data analysis and representation, and assessment of quality.

Rubia-Avi, Bartolomé, *Universidad de Valladolid, Spain*
Creando Comunidades De Práctica Educativa En La Universidad: Un Estudio De Casos En La Asignatura De Nuevas Tecnologías Aplicadas A La Educación

See Anguita-Martínez, Rocio

Rubia-Avi, Bartolomé, *Universidad de Valladolid, Spain*
What the eye doesn´t see: An Inquiry (cowiki-) based learning case study

See Jorrín-Abellán, Iván Manuel

Rubia-Avi, Bartolomé, *Universidad de Valladolid, Spain*
Bouncing between the dark and bright sides: Can technology help qualitative research?

See Jorrín-Abellán, Iván M.

Ruiz-Requies, Inés, *Universidad de Valladolid, Spain*
Creando Comunidades De Práctica Educativa En La Universidad: Un Estudio De Casos En La Asignatura De Nuevas Tecnologías Aplicadas A La Educación

See Anguita-Martínez, Rocio

Russell, Larry E., *Hofstra University*
Desire and the Longing of a Soul

Although religion is usually framed in our society from a (lapsed) Protestant viewpoint, it is not restricted to the matters of belief. My research in the religious practices of pilgrims at a shrine of healing has taught me about spirituality through the physicality of a travelers effort. The density of religious practices inflects a spirituality that is both joyous and painful. Positioned within a history of attempts to discipline unruly bodies, the pilgrim follows a physical route of access to the spiritual. As a gay man, I cannot direct the vulnerability of my emotional response in paths that ignore the richness of my experience. My autoethnography follows a subtle path of desire and the longing of a soul.

Rybas, Natalia, *Bowling Green State University*
Racing and Queering the Interface: Producing global/local cyberselves

See Gajjala, Radhika

Rybas, Natalia, *Bowling Green State University*
Epistemologies of Doing: E-merging Selves Online

See Gajjala, Radhika

Saavedra, Cinthya M., *University of North Carolina at Greensboro*
Knowledge, Discourse and Power in Mexican Mujeres Focus Groups: Wanderings from a Chicana Feminist Researcher

In this paper I explore the tensions surrounding the construction of research with Mexican immigrant population's perspectives of high quality early education programs. Drawing from borderland feminist epistemology (Tellez, 2005, Trinidad Galvan, 2001; Sandoval, 1998) I frame questions about knowledge, discourse and power when centering traditionally marginalized populations in research. This critical Chicana feminist analysis illuminates 1) the bifurcation of the academy and the comunidad, 2) voice as ilusión, 3) research as colonization and 4) the cultural invention of needs as imperialistic enterprise. Further, I discuss how destrenzando (unbraiding) research potentially foregrounds and interweaves the personal, political, historical and cultural into a messy text. In this messy text the subject of our gaze starts out as the participants, in this case immigrant Mexican mothers, but ultimately ricochets back to the researcher, the construction of our research methods and finally to questions of (de)colonization

Saavedra, Cinthya M., *University of North Carolina at Greensboro*
El Cuerpo in Research: Carnal Metodologias as Decolonial Possibility

This paper explores the implications of Chicana feminist epistemologies and in particular carnal metodologías in educational research. Building upon the work of Chicana critical education scholars (Cruz, 2001; Elenes, Gonzales, Delgado-Bernal & Villenas, 2001) this piece draws from Chicana feminist borderland epistemology (Anzaldúa, 1987; 1990; Delgado-Bernal, 1998; author, forthcoming). Embodying carnal metodologías in educational research potentially unravels and further illuminates the discursive impacts of research on the cuerpos and minds of researchers, teachers and students. Constructing methods for utilizing these different lenses, values, and voices expands and stretches the confinements of dominant forms of research. In this paper I discuss ways that the cuerpo can potentially offer moments of decolonial possibilities through methods that voice the body in research. Further, I examine how body, theory, and writing are blended to the point of ambiguity and uncertainty. In essence, there is no writing or theory without the body.

Sabar Ben Yehoshua, Naama, *Tel Aviv University*
"Stories We Hear Whose Are They?" - Ethical Dilemmas in Narrative research

When interviewees are viewed as autonomous subjects with some rights in the research, whose complex humanity is to be respected, this enables researchers to have a sense that while ensuring research credibility they also fulfill their ethical obligation. Approaching interviewees as the above, poses questions to the researchers on if and how such an approach should be reflected at the stages of academic analysis and writing? Are they obliged to represent the authentic voices of participants? Or perhaps on the contrary - does empowerment of participants actually require critical analysis independent of participants agreement? Or are researchers actually beholden to their academic communities - to certain interpretive criteria that often do not correlate with participants own interpretative frameworks' Various ethical considerations that can guide qualitative researchers in facing the question: "Whose stories are these?" will be discussed showing how the mode of action depends on the approaches of individual researchers, as well as the specific circumstances at hand.

Sadeghi, Shiva, *OISE/University of Toronto*
Politics of Gender in Qualitative Interviewing

In this paper, I address the methodological debate of interviewing men and women within the context of interpretive/feminist research studies. It is assumed that gender contours the parameters of the world within which our experiences are shaped and constructed. However, social and individual factors such as culture, class,family, ethnicity, and educational background also play a significant role on the lived experiences of men and women from diverse backgrounds. Based on the results of a two-year long qualitative research study, my key argument is that, while many women may share life experiences that are culminated in their gender and their beings as "women," gender is often perceived "situationally." As a female interviewer, I observed that there were moments of "resistance," "disconnection," and "ambiguity" throughout all of the interviews, and acknowledged that the complexities of interactive interviewing were also rooted

in the existing power relations in the field and the socioculturally situated experiences of individual participants.

Sadeghi, Shiva, *OISE/University of Toronto*
Crisscrossing Gender Boundaries: Reconstructing "Feminine Identities" in Qualitative Interviewing

In this paper, I discuss issues surrounding gender identification in interpretive qualitative research studies. Drawing from my in-depth interviews with eight men and women in a longitudinal ethnography, I discuss how "gender" shapes men's and women's lifeworlds and how it marks the way they articulate their lived experiences. I hold the view that culturally accepted notions of "gender" and gender roles are fluid concepts whose meanings and boundaries are identified, defined, and shifted within the parameters of other factors such as education, class and perceived social status. An observation from my interviews with the participants was the chameleon character of my gender as a female, and how my identity as a researcher//interviewer was shifted from the traditional role of a "female" to that of an "honorary male" which enabled me crisscross the culturally defined lines of gendered spaces and engage in candid dialogues and conversations with the male participants.

Sakellariadis, Artemi, *University of Bristol*
Friend and Foe? Technology in a collaborative writing group

This paper is a partial account of the journey undertaken by a group of academic nomads on the lookout for some collaborative writing space. It was never our intention to permanently settle anywhere, but rather to search out writing technologies that supported collaborative forms of engagement with our task and with each other. Along the way we have taken up with, and discarded, a variety of writing technologies. Reflecting teamwork and collective biography practices both sustained our work and our commitments towards collaboration. Although we have not found any electronic technologies that helped create or maintain our sense of community, they have enabled collective ways of re-presenting our work, firstly to ourselves and then to others. Twenty of us set out and twelve remain on this journey: those named as writers of this paper and those who, on this occasion, were witnesses: having an opportunity to comment on the representation of our shared experience. The current text includes three voices, each of which has been woven from writings and silences of many members of our group, so that these three voices include traces of us all. The text explores our relationship with electronic technology and its role in our collaborative writing venture.

Sakellariadis, Artemi Ioanna, *University of Bristol*
On being unproductive? The ethics of collaborative becoming in a university writing group

Commitment to exploring identities and collaborative writing, alongside the lure of an emerging group identity, sustain us in a project which so far spans 3 years and over 300 miles. Initial dreams to produce a book lie in wait as we stroll at the margins of our thoughts, exploring writing as a form of inquiry into continuity and change of identities. This collaborative project explores the impact of culture and sexuality, among other issues, on identity. Paradoxically,

initial steadfastness on text production stifled collaboration, turning us into a writing group that mostly met to talk. We have since developed a resistance to collapsing our energies into the singularity of text and have developed a collaborative writing method largely rooted in face-to-face conversations, sprouting rhizomatic texts individually generated then braided together, ripened through collaborative editing. In this paper we discuss the development of our collaborative writing process.

Sakellariadis, Artemi Ioanna, *University of Bristol*
Touching the rainbow: certainty in the postmodern world

This paper draws on my experience as a doctoral student researching perspectives of mainstream school staff on including disabled children (often referred to as 'children with special educational needs'). Processing interview transcripts has afforded me valuable insights into multiple layers of meaning and led me to develop the concept of "kaleidoscopic understanding", acknowledging and respecting the coexistence of multiple standpoints and meaning-making processes. In this paper I shall a) challenge the conventional modernist quest for certainty and prediction b) discuss the concept of "kaleidoscopic understanding", in the context of increasing tolerance of uncertainty troubling the solidity of knowledge claims, and c) argue that the strongest empirical 'evidence' may not unproblematically be considered a solid foundation of 'proof' of a particular interpretation.

Salas, Lorraine Moya, *Arizona State University*
A Social Worker's Use of Focus Groups as Both a Site For Social Inquiry and For Empowerment

With this exploratory study I utilized ongoing focus groups to simultaneously understand the cultural values of first generation Mexican immigrant women and to empower them in passing on desired cultural values to their children within a society that encourages assimilation. Drawing upon my social work experience, I employed numerous strategies to promote dialogue, and encourage consciousness-raising. Some of these strategies included engaging participants in making a cultural collage, in the dialogic method and in writing poetry to convey the transformation of values. Paticipants also engaged in a photo-voice activity and took picutres that reflect their values. In this way, I was able to ascertain the values of these Mexican immigrant women and they were empowered to instill their cultural values in the second generation. The focus group process became a means for conducting research and for delivering an intervention, both a site for inquiry and for empowerment.

Salas, Natalia, *Pontificia Universidad Católica de Chile*
Concept And Perception Of Disease In Patients With Chronic Kidney Failure: A Qualitative Experience

Several health professionals recognize the importance of biopsicosocial factors in the appearance and development of the so call chronic illnesses. In despite of this, in most cases professionals don't have the research tools to access the precise role of pathological consequences in the life of who suffers from it. By means of a descriptive - analytical design in qualitative methodology (Grounded Theory), using 4 interviews and 2 focus group, this paper aspires to deliver an approximation of the concept and perception that patients with Chronic Kidney Failure experience. The results obtained show that concepts springs forth from the perception patients have about the illness in their lives, in a dynamic reconstructing continuous process, that gives patients not only the force to comprehend the meaning of the pathology, but also accept it and adapt to the changes it brings in their direct and indirect daily experience.

Salinas-Urbina, Addis Abeba, *Universidadad Autonoma Metropolitana-Xochimilco*
La Confrontacion De La Sexualidad Entre El Medico Y La Comunidad

La formación de los profesionales de la medicina ha estado regulada por un modelo biomédico, que se repite irreflexivamente en la atención que se brinda a los usuarios en las instituciones de salud, y es notorio en varios aspectos, uno de ellos evidencia con nitidez ya que expresa esta dualidad: la sexualidad. Se demanda de los profesionales de la medicina trato humano, sensible y empático, sin embargo se omite la visión que tienen de si mismos y casi siempre del mundo de las personas que atienden. En este trabajo se exploran una serie de desencuentros entre los significados que el médico y la población tienen respecto a la sexualidad. Estos significados se operan en la práctica cotidiana de los profesionales en sus acciones técnicas, y son interpretaciones que ocurren en mundos culturales diversos, lo que los lleva a escindir los valores del médico y a cuestionar si su experiencia de vida es la que debe guiar su actuar profesional.

Salinas-Urbina, AddisAbeba, *Universidad Autónoma Metropolitana-Xochimilco*
Sexual Meanings, Two Worlds: Physician And Patients

Physician training has been normalized by a biomedical model that is repeated thoughtlessly in health institutions, where patients are only visualized as biological bodies. This is evident in several aspects, specially in that which expresses this duality: sexuality. Society demands from health personnel: human, sensitive and emphatic care; nevertheless it neglects physician self perception as well as patients' perceptions. This research is focused on sexual meanings of health providers and their patients and how they deal with these issues. Results show that confrontation between two completely opposite cultural worlds exists: health providers and people living in different communities. In this scenario, physicians face a critical situation: how to avoid transmitting their personal values to people who are expecting counseling? how to know if they are doing well or not? Physicians have to decide if their life experiences should guide their professional actions.

Saltiel, Iris M, *Troy University*
Recareering as tenure track faculty: The collaborative learning community

Three years ago, four recareered faculty from Auburn University, Troy University, and Columbus State University formed a collaborative research initiative to evaluate a local school initiative. Hired because of distinguished careers, we struggled to incorporate prior areas of expertise into the requirements of the professoriate. Previous experiences shaped the perceptions of our professional strengths and weaknesses. As we worked together as an evaluative team; we became our own learning community. Working on the schools' longitudinal

evaluation structured regular time for us to focus on ourselves, providing the framework of this phenomenological inquiry: How did we learn how to be faculty? How do non-traditional-aged new faculty balance teaching, research, and service, with meaningful personal and professional lives over time? In a stimulating and instructional conversation about issues and events from faculty careers, this study presents an overview of a collaborative learning community comprised of recareered tenure track faculty.

Samuel, Judith E, *Family Matters*
"We Are Resilient", Using Youth-Led Qualitative Research as a Strategy for Activism

"We Are Resilient" is the title of a qualitative research project conducted by teen girls, ages 13-15. Teens at Family Matters, a Chicago-based family-centered organization that works to build and strengthen the community through shared leadership, were funded by the Girls Best Friend Foundation to conduct qualitative research on a topic of their choice. Teens identified sexual harassment as a focus because they experience it on a daily basis. "How does sexual harassment make teen girls change their everyday behavior?" was the research question explored through focus groups and unstructured interviews with teen girls, teen boys, and adult women. In this session, teens present their research process and findings through didactic and artistic means. In addition, teens share their experience of empowerment and ongoing development as arts activists. Adult facilitators discuss the value of the research process as a tool to train for activism and build developmental assets.

Sanchez de Serdio, Aida, *University of Barcelona*
Perspectives for a conscious alteration of the ethnographic gaze

Doing ethnography necessarily implies developing some kind of ethnographic gaze and regime of visibility. Ethnography is a practice of representation both formally and politically. Considering these two affirmations, it is our goal to discuss ways of looking and ways of writing that interrupt the dominant trends in ethnographic practice: the will to see it all (when visibility becomes obscenity) and the subjective retirement (when reflexivity becomes exhibitionism). Arguing for an alternative requires, in our opinion, a series of displacements. First, developing a renewed sense of engagement with reality that we could call post-structuralist). Second, confronting ourselves with the limits of the power of seeing, and seeing as power. Third, being rigorously reflective -in a non-narcissistic way. Fourth, building a collaborative relationship with the reader, no longer a consumer. To illustrate this, we will draw from our own experiences as ethnographers/documentarists in Barcelona as well as from other key examples.

Sanders, Chris, *York University*
M4M Websites as Source of Individual Socialization and Sexual Autonomy

In this study I argue that men for men websites (M4M) are an important object of sociological research to explore the interface between sexuality, queer community, and new communication technologies. To date, however, they have registered primarily as foci of epidemiological research aimed at curbing instances of sexual risk and the spread of Sexually Transmitted Infections (STIs). Using personal and online interviews I explore the meaning and use of M4M websites for gay and bisexual men. The findings suggest that these websites facilitate dating and "coming out" processes for many men; among closeted and recently out men, they provide knowledge about queer sex and sexuality. The interviews also suggest, however, that there is a measure of sexual stigma surrounding the use of M4M websites, especially among regular users and older men. I conclude that M4M websites serve as unique venues for personal socialization and community interaction among gay and bisexual men.

Sandler, Jen D., *University of Wisconsin–Madison*
Dizzy dialogues: the politics of investigating the politics of evidence in U.S. educational policy

The politics of evidence and research methods is at the center of contemporary debates over federal social and educational policy in the United States. This paper presumes that qualitative researchers are not simply underdogs in the shift toward "evidence-based practices" and "science-based" federal policy, but that we are also responsible for investigating, theorizing, and mapping these politics. This paper explores some of the challenges involved in qualitative inquiry on the politics of evidence in educational and social reform policy. It takes the author's current research project on the politics of "evidence-based practices" in education and social reform policy as a case study of some challenges for contemporary research on the politics of the emerging politics of accountability and evidence. Specifically, this paper explores issues of (1) access to federal policy processes, (2) identifying and negotiating the participation of diverse political players, and (3) negotiating the presentation of oneself as a qualitative researcher of the politics of positivist scientific research.

Sands, Roberta G., *University of Pennsylvania*
Negative Case Analysis to Enhance Research on Religious Change

The study of negative cases is integral to analytic induction (Znaniecki, 1934). Since the emergence of postmodernism, some researchers have modified analytic induction so that it de-emphasizes causality and universality (Gilgun, 1995) whereas others have used negative cases to ensure trustworthiness (Padgett, 1998). This paper will demonstrate how negative cases can be used to construct new meanings. The first case, from a study of African American women who became Muslim, considers a woman who raised Baptist and subsequently converted to Islam and later to a Holiness-Pentecostal religion. This case moved the inquiry into the structure of the conversion process regardless of its outcome. The second case was from a study of Jewish men and women who became Orthodox. Here the focus is on a woman who presented herself as an "imposter," who "dressed Orthodox" but was still searching. The second case led to constructions of degrees of religious conviction among the study sample.

Santoro, Patrick Michael, *Southern Illinois University Carbondale*
Reconstructing Life: Performance, Autobiography, and Empowerment

Autobiographical performance is a mechanism for personal empowerment. Looking closely at the intersections of performance text and space, several questions are addressed: Why do we perform personal stories? How does text as literal script and performer's body assist in empowering the performer? In what ways does theatrical space facilitate power through the context of performance?

Told through an ongoing narrative of the author's first time on stage, this paper blends performative writing with theory as a means of both illuminating the benefits associated with and encouraging the practice of performing lived experience.

Sarkar, Sreela, *University of Massachusetts, Amherst*
Narratives of Technology, Development and Corporate Governance in India

Information and Communication Technologies for Development (ICTD) projects in countries of the global south appear to hold the promise of inclusion for marginalized communities. In India, development based projects such as ICT and gender projects, networked farmer communities and e-governance projects reveal the active role of the corporate sector in governance and the blurring lines between the state, society and private sector. How are we to study and locate perceptions of such "networked governance" especially in the context of global, unequal flows and top-down approaches of understanding technology and development? How are we to combine ethnographies of corporate (and often multinational) institutions and local communities that are the field of ICTD projects? This paper explores narratives of technology and social change from the perspectives of corporate actors, development workers and members of local communities as they construct their understandings of ICTD and corporate governance against a seemingly neo-liberal environment in India.

Sarmiento, Ivan, *Instituto de Etnobiologia*
¿Dialogo o monologo? Una experiencia de intercambio de mensajes durante el acompañamiento a pueblos indigenas en el Vaupes colombiano

Se presentan las reflexiones surgidas a partir del trabajo con indigenas del departamento del Vaupes y del piedemonte amazonico desde el año 2002. El proceso del Vaupes se ha encaminado a fortalecer a las comunidades para el ejercicio responsable del gobierno autonomo de sus territorios, con base en la recuperacion de su cultura y sus sistemas tradicionales de salud. El ejercicio de investigacion responde a la necesidad de conocer profundamente la cultura indigena para proponer los caminos adecuados hacia la solucion de las necesidades expresas de la comunidad. La investigacion se somete a la mision del servicio. El metodo consiste en un dialogo entre culturas diferentes para reconocer los mensajes fundamentales que sustentan la forma de vivir de las personas. Implica en todos los casos un ejercicio de coherencia con la propia cultura y supone recorrer un camino basado en el compromiso con la vida y fundamentado en la verdad.

Sathe, Laurie Anderson, *University of St. Thomas*
Writing Narratives and Producing Knowledge from Women's Stories of Working in Health Care

In a narrative study of eight female health care professionals, I sought to understand their relationships to the health care system in which the positions of power and influence are typically held by men. The research is grounded in qualitative inquiry, rather than the quantitative methods that dominate health care research, to reveal women's experiences in navigating both the health care system and the dominant androcentric ideology. My feminist narrative methodology blends and builds on the work of Dorothy Smith and Marjorie DeVault

on listening to women's stories of everyday experiences with the work of Lorraine Code and Lois McNay on the interpretive process of narrative creation. I listened to the women's stories, wrote their personal narratives and created a narrative framework from the social and historical contexts they shared. Interpreting their experiences through both the narrative framework and a critical feminist perspective was key to revealing the women's personal agency and their role as change agents in remaking relationships in health care.

Satterthwaite, Jerome
Silencing Truth: the dilemma of Pilate

See Sikes, Pat

Saunders, Cynthia Marie, *University of Maryland*
Sample Size and the Politics of Evidence

Providing evidence of barriers to enrollment in public and private health insurance has been a priority of California funding agencies for several years. In 1999, 2001, and 2003, over $170,000 in funding was secured to conduct qualitative studies, specifically focus groups and semi-structured interviews with report summaries delivered at the State Capital in Sacramento in scheduled legislative briefings. In order to write a competitive proposal that was considered for funding, sample sizes were "huge" for qualitative inquiry with 16 focus groups in 1999 and 150 interviews each in 2001 and 2003. These three studies generated over 6,000 pages of transcripts with saturation occurring in each study. Providing qualitative evidence to promote policy change means engaging in data collection that policymakers perceive as meaningful with sufficient sample sizes so that it is not considered as "just a lot of people talking." Inevitably, saturation occurs although qualitative generalizability may be one outcome.

Scarduzio, Jennifer Ann, *San Diego State University*
Theres Something Your Need to Know: Male Professors Stories of Sexual Harassment

See Geist Martin, Patricia

Schaeffer III, Sandy J., *University of Memphis*
Can wikis be part of "scientific" inquiry in qualitative methods? Performing embodied experiences of "knowing" and re-presenting

This performance is grounded in my experiences as a graduate student in an advanced qualitative methods class using wiki technology to create scientific knowledge as a community exercise. I will focus on the process by which our group of novice wiki users developed the necessary skills to collaborate effectively and create shared academic work. I will highlight the following questions: In what ways do wikis contribute to creating collaborative learning environments? What are the implications on social inclusivity (or exclusivity) presented by the use of wiki technology to create shared scientific work? What are some implications for the use of wikis in qualitative research and education? Using a shared performance, I will explore the potentials and pitfalls of shared knowledge through wikis in the local and global context of open source of communication, construction, and legitmization of scholarly (or Othered')knowledge.

Schikore Andina, Melanie, *University of Illinois at Chicago*
Humanistic and Instinctual Methodology: Research which pushes our boundaries and buttons

For nearly five years, I lived, breathed and dreamed my research as I 'went native' and tried to understand and document the lives and experiences of my Mexican migrant informants and friends. Certain traumatic incidents required involvement on my part that was more intimate than that of researcher-informant, and specific events in their lives paralleled discrete and powerful events from my past. The relationships which were forged altered and directed the paths of my data collection and also helped me to deconstruct my own life experiences and personal traumas. In this paper, I explore the relationship of researcher-informant as well as the data collection, analysis and write up in psychological terms and discuss the implications for qualitative research.

Schikore Andina, Melanie, *University of Illinois at Chicago*
Voices together: negotiating power differences between researcher and researched

In this paper, I explore the difficult task of analyzing and writing up data which includes student voice, teacher/researcher voice, and the voice of the larger community and its key players. The discussion is rooted in work conducted for my doctoral dissertation, KIDS OFF TRACK: An Ethnographic Autopsy of the Lives and Learning of the Children on the Backstretch but has implications for other research which is conducted with minority, marginalized or disenfranchised informants by researchers in a position of power and or privilege. I problematize work done by Zana Briski (Born in to Brothels), Jacob Holdt (American Pictures) and Tobias Schneebaum (Keep the River on Your Right) and offer up approaches to resolving the difficulties.

Schilling, Karen Maitland, *Miami University*
Unlabeled Sexual Experiences: Women's Stories

See Koelsch, Lori E

Schneider, Gary, *University of Memphis*
Raising our voices: Performing through shared and heard wikispaces

Qualitative research is touted for providing a voice for those who often go unheard. In lifting up these voices, qualitative inquiry has both broadened and deepened the human conversation. My performance will examine a classroom experience intended to help students find their voice within that conversation. I will discuss how an open source system of communication (commonly referred to as wiki) can be used within a qualitative methods class to democratize the processes of knowledge construction. Using the framework of my experience as a student in such a class, I will answer such questions as: How does knowledge get constructed through a democratic process of collaboration in wikispaces? Where in the current spectrum of politics are these discussions situated? What role does collaboration play in hearing voices and using shared voices to construct knowledge? What is considered evidence for the knowledge that is constructed'

Segor, Denise Adele, *Fielding Graduate University*
Neophyte and White: Surfacing and Understanding My Privilege in a Transnational Dissertation

Is it possible for a white, American doctoral candidate to come to know and explain the social realities (Davies, 1999) of village women in the North-east of India? Ethnographic researching IS political, because it is a human relations endeavor which has a social(ized) structure and the power of making the world (Barthes, 1972). My situated habitation of the dominant myths of white, American, and western researcher ideologies forced me to invite into my habitat alternative discourses which were previously unintelligible or invisible to me (Barthes, 1972), so that I might share with my participants the very real political power I held for representing and thus "making" their worlds. It involved getting as close as possible to the womens' narratives; shifting the burden of demonstrating legitimacy, validity, and truth to MY interpretive processes and products; and letting go of many perceptions and expectations I had about the research process/ product itself.

Segor, Denise Adele, *Fielding Graduate University*
An Intuitive, Embodied Experience of Living Through an Interpretive Study

"That depends a good deal upon where you want to get to," said the Cat. Like Alice in Wonderland, I experienced my journey into and through an interpretive dissertation study as nothing less than bewildering, frustrating, exhilarating, and extraordinarily enlightening. It was not only thought-filled, mental, and direct, but also felt, circular, layered, spiritual, intuitive, emotive, physical, and empathetic. While methodologies such as heuristic inquiry, autoethnography, and arts-based ethnography incorporate methods to access the intuitive and embodied within lived experience, I found my lived experience of the interpretive study itself to be intuitive and embodied. Denzin (1989, 2001) asserts that the researcher in an interpretive study must be able to project herself into the experiences of the other through authentic, emotional understanding. My experience suggests that the intention to do so may open up the researcher to emotional understanding beyond Denzin's discussion of it.

Sen, Anindya, *Northern Illinois University*
Why Social Movements Occur: Theories of Social Movements

What causes social movements to be born? Are the causes political or economic or cultural in nature? Over the last few decades academic researchers have pondered the reasons why various types of social movements are born and subsequently grow. They have come up with various theories to explain the birth, growth, and maturation of social movements in diverse parts of the planet. This paper takes a look at some of the major theories of social movements that have been proposed over the years and how these theories can explain the birth and growth (or lack thereof) of specific social movements. The paper also looks at how some of these theories fare in dealing with the Internet-era social movements, like the controversial anti-globalization movement. Finally, the paper also takes a look at how these theories bridge the gap between social movements and any form of adult learning that might occur as a result of participation in these movements.

Sen, Anindya, *Northern Illinois University*
A Mixed-Methods Analysis of the Reading Habits of Freshman-Level Developmental Reading Students

See Avci, Omer

Sen, Diane Ortega, *UF*
Exclusion of evidence and the concept of "non-evidence"

See Koro-Ljungberg, Mirka Elina

Sepulveda, Enrique, *University of California at Davis*
Towards a Pedagogy of Acompañamiento: Transmigrant male youth and border-crossing poetry

This presentation brings together poetry and testimonies from a group of Mexican transmigrant male youth and those who "accompany" them and advocate on their behalf, in what I call acts of acompañamiento (Goizueta, 2001), in critical moments of their multiple border crossings'physical, legal, cultural, and linguistic. Using ethnographic data from their classroom, high school, and community in a northern California town, this paper argues that acompañamiento is a hybrid cultural practice of adaptation, assistance, and advocacy in the "greater Mexican community" (Najera Ramirez, 2002, p. 167). Through acompañamiento people come together to "claim space to create place" (Perez, 2002, p. 182) for displaced transmigrants within local institutions such as schools and churches. This paper examines how the researcher'as ethnographer and educator'was called by the larger Mexican community to "accompany" transnational migrant students in their high school setting. Using poetry and autobiographical writing, the researcher and students created a new form of acompañamiento.

SETA, Takeshi, *Wakayama redcross hospital*
Trust and relationship betwee patients and physicians in Japan

See NISHIGAKI, Etsuyo

Sévigny, Robert, *Université de Montréal*
Toward social equity research evidence: the social context of breathlessness among underserved patients

See Loignon, Christine

Shank, Gary D., *Duquesne University*
"I Couldnt Take My Eyes Off It" and Other Fables at the Heart of Qualitative Research

Qualitative research is in need of fresh new insights into the heart, or basic nature, of the field. These insights will be explored by the use of short fables. Fables have the unique property of carrying Morals. By the use and explication of these Morals, the nature of the fables, and their relation to issues at the heart of qualitative research, will be examined. In particular, this treatment will draw upon the power of semiotic theory, and especially its ability to address the compulsive power of meaning. This paper will offer five fables and their Morals. The Fable of the title is related to the notion that often the best qualitative

subjects are "monsters" -- from the Latin "monstrum" or "to point out." Great fun will be had by all!

Shaunessy, Elizabeth, *University of South Florida*
A Prism of Perspective: Urban Students' Descriptions of their Teachers

Through focus groups of urban high school students descriptions of student relationships with teachers were voiced. To better understand the perspectives of students, researchers - especially those preparing teachers - must engage K-12 students in discussions about these interpersonal dynamics, particularly if we hope to prepare responsive, caring teachers. Students from general-, special-, and gifted education shared their views of these relationships and what conversations they would like to have with teachers. Analysis of the transcripts and field notes indicated students experience a wide range of interactions based on how students are positioned within the school context. Across the strata of the school, students identified varying degrees of disdain for differences in ability, bias toward certain cultural groups, and a disconnect from students' interests by teachers. These experiences colored their view of effective teaching and teacher interest in learners' lives.

Shealey, Monika Williams, *Florida International University*
Voices from within: The doctoral journey in special education

Disproportionate representation in special education has been studied from a number of vantage points. Yet, there is a lack of substantial attention paid to those Patton (1998) refers to as the "scriptwriters" in special education. These "scriptwriters" will rescript the problem of disproportionate representation as well as redefine the way students of color in special are perceived and educated. This presentation will share findings from a qualitative inquiry examining the experiences of six African American doctoral students as they navigate their way through the doctoral program in special education. Findings underscore the need for greater attention to culturally relevant program development in teacher education and research in successful programs as well as lessons learned from tenured faculty of color.

Shields, Carmen Colin, *Nipissing University*
Conversation as Research Method: Shifting Depictions of Evidence, Shaping a New Research Politic

See Fenton, Nancy Elizabeth

Shim, Woochan, *University of Kansas*
Exploring the concept of intimate partner violence among elder Korean immigrants

As I began developing research ideas to explore how elder Korean immigrants conceptualize domestic violence and utilize their religiosity and spirituality to deal with this social problem, I faced challenges with intersections of emic and etic dimensions. As I started getting myself involved in a small Korean immigrant community in a Midwest area to begin the participation observation, I began reflecting on how my identity, including my social status would influence the research process. How would my identity as a young Korean female feminist Catholic professor influence the elders in Korean community dominated

by Protestants? How would my identity influence the gatekeepers of the community, mainly middle-age Korean men? How would my identity influence who would participate and who would not, how participants would frame their stories? Lastly, how would my identity influence the way I integrate emic and etic insights when analyzing the data and coming up with implications'

Shin, Kuk-Won, *Chongshin*
Culture War Metaphor Reconsidered

Rumors of "culture war" and even "clash of civilizations" are haunting us more than ever before. Two reasons make the situation most ironic. "Culture war" sounds contradictory because culture and civilization imply living in peace and harmony. It also is occurring at unlikely time. As the history passed into the "post-ideological" era, the twenty-first century is hoped to be a "cultural" age of global solidarity. Contrarily culture has become a source of unprecedented conflicts. It is natural that the search for a remedy has become an urgent subject of socio-cultural inquiries. I argue that avoiding the very notion of "culture war" would help the endeavor. As I will attempt to show, using James D. Hunter's theory as an example, the diagnostic metaphor of "war" seems not advantageous in the search for a harmonious culture. The faulty diagnostic perspective impedes fundamentally his intention to work toward peaceful prescription. My criticism is therefore not so much concerned with his method as his principle and perspective. I then propose a communitarian perspective as an alternative.

Shin, Kuk-Won, *Chongshin*
Rehabilitation of Truth: Hans-Georg Gadamer's ontological shift of social reason

This paper discusses Hans-Georg Gadamers contributions for reformulating studies of culture with his philosophical hermeneutics. Gadamer challenges the way the moderns formulated the world with his project of rehabilitation of "truth." He intends to reclaim the traditional-non-methodological-ways to knowledge and truth. Critical to his project are "critique of Kantian subjectivistic aesthetics," "the ontological idea of understanding (Verstehen)," and "the ontological idea of objectivity (Sachlichkeit). As he initiates the ontological shift of philosophy, the shift has revolutionary implications for the way we perceive our socio-cultural life. Gadamers discussions of the humanist ideal of knowledge, the superiority of the human sciences, and the transformation of the idea of understanding and objectivity by means of the introduction of an ontological perspective all contribute to the critique of both modern objectivistic culture and the relativistic reactions. The world that he points to makes possible a life founded on the rich tradition of the humanist ideal. It is a city founded on true humanity. True humanity is rooted in praxis, exercised on the basis of social reason in a view, much larger than scientistic objectivity, of ultimate human freedom and human solidarity.

Shoemate, Alexis Raechel, *Alliant International University*
An interpretive and evocative representation of Self and Other: Stigma and exotic dancing

The exotic dancer, like other workers in the sex industry, faces the challenges of working in a stigmatized profession while also enduring the negative stereotypes that result from morally derived assumptions of what is "good" and what is "bad." Through an account of understanding the Other, the exotic dancer, we can begin to better understand the exotic dancer's interpretation of stigma and what implications this may have personally and professionally. This qualitative study explores the professional and life experiences of exotic dancers working in a stigmatized industry. Using an interpretive and evocative representation of Self and Other, I will present the voice of the "Other," the exotic dancer, through personal narratives, and portray voice of the "Self," as researcher, through reflexivity and mixed genres.

Shore, Nancy, *University of New England*
Students, Ethics and the IRB

This study entailed interviewing sixteen graduate social work research instructors from across the United States to identify ethical content covered within the research classroom and strategies used to critically engage students in thinking about ethics. Interviewees were also asked to describe their experiences with the Institutional Review Board (IRB) specific to the review of student projects, including how they determine IRB review requirements and what are the challenges/benefits of students experiencing the IRB. The interviews were audiotaped and transcribed verbatim. The Constant Comparative Method guided data analysis. This session will 1) elaborate upon suggested curricular content and activities to engage students in critical thinking about research ethics, and 2) offer policy suggestions related to the IRB review of student projects. Session participants will be encouraged to share their strategies aimed at promoting ethical research and their experiences with IRBs.

Shrader, Sara, *University of Illinois at Urbana-Champaign*
Troubling the Insider/Outsider Problem in the Study of Religion

The methodological issues involved in studying religious traditions are complex, especially in regards to matters of truth. With different religious traditions each asserting their own claims to truth, how can (or should) qualitative researchers investigate conflicting religious claims to truth? Should researchers study religions that they are unfamiliar with, or should they study religions that they are intimately connected to? These questions, along with many others, are often asked when scholars debate the insider/outsider problem of religion, which is one of the foremost methodological problems connected to the study of religion. In this presentation, particular attention will be given to Russell McCutcheon's four methodological distinctions for studying religion including, insider, outsider, neutral, and reflexive. Analyzing McCutcheon's concepts, I will argue that a reflexive approach helps qualitative researchers to trouble the insider/outsider problem, providing the best means for a scholarly inquiry of religion.

Sikes, Pat, *University of Sheffield*
Silencing Truth: the dilemma of Pilate

The Fourth Gospel sees the trial of Christ as the encounter between Pilate as the embodiment of enfeebled Roman power and Christ as the embodiment of truth. Pilate authorises Christ's crucifixion in response to pressure from the powerful vested interests of the priests, suppressing beneath a show of careless irony his own recognition of Christ's essential otherness. This paper/dialogue

seeks to explore two issues of urgent contemporary relevance. Firstly, whether, and if so, how, truth can be established so as to justify the confidence of its exponents (the gospel writer, the contemporary academic researcher). Secondly, we consider the general predicament of policy-makers. Estelle Morris (ex Secretary of State for Education) has urged us to accept that policy is not influenced by academic research, but rather by the interests of groups who have the power to maintain the policy-makers in office. Is the situation as hopeless as that? (147 words)

Sikes, Pat, *University of Sheffield*
Suppressing Innocence? Difficulties in Researching 'False' Accusations of Sexual Misconduct Made Against School Teachers

The past 15 years have seen a substantial increase in the incidence of false allegations of sexual misconduct made by UK school students against teachers. As a consequence of being falsely accused, teachers have, variously, experienced suspension from work, lengthy investigation, dismissal, imprisonment and public opprobrium. Lives have been blighted, health compromised, personal and professional relationships damaged, if not destroyed, and some people have even committed suicide. We have sought to use qualitative approaches to investigate and report the perceptions and experiences of falsely accused teachers with a view to advancing social justice but have encountered difficulties in obtaining both ethical clearance and funding for our work. These difficulties arise as a consequence of a) UK child protection legislation and b) moral panic surrounding child abuse. This presentation will ask questions around the politics of what constitutes evidence and truth and around whose stories can be told and heard.

Silva, Ruth De Conceicao, *University of North Texas*
Reading Policy, Interpreting Policy: a ritual-based discourse

This paper focuses on a critical exploration of language use and its manipulations by both the originating culture within which the policy was formulated, and the culture within which the policy will be interpreted. It provides a framework for making explicit the inbrications between the negotiation of meaning and the reification of meaning. To achieve this purpose critical discourse analysis will be used. Critical discourse analysis, as defined by Fairclough, (1992), is both a theory and a method - for exploring language use and its relation to power and ideology. Additionally, it also reviews the relationship between language and the social system. This relationship brings into play the cultural dimension of policy-making process, and the attendant multi-semiotic propensity of the policy in question. A current policy in the field of education will be used as both a scaffold for discussion and elucidation. Fairclough, N. (1992). Discourse and social change. Polity Press

Simmons, Juanita M, *University of Missouri-Columbia*
"Production-based" tenure and qualitative researchers as "producers"

See Placier, Peggy L

Slaughter, Helen B., *University of Hawaii*
Authentic Teacher Voice in Qualitative Case Study: Issues of Representation of Self and Students in Teacher Research

The classroom teachers values, curriculum plans, creativity and relationships with students is of great interest in educational research, yet when teachers attempt to write about their experiences in case study research, especially at the dissertation level, their voice is sometimes silenced as too self-serving and not in an expected research parlance or style. Too often the teachers story is told by outside researchers, but not by the teachers themselves. This paper will address the issues faced by qualitative reseachers doing their dissertation reseach on their own classroom and students, and ways that teachers who are researchers can tell the stories of their perceived successes, failures and challenges in the classroom when attempting to show how innovative curriculum approaches play out with divergent groups of students, especially high risk students.

Slaughter, Helen B., *University of Hawaii*
Expanding the Discourse about Second Language Education in the U.S. through Qualitative Evaluative Inquiry

This paper will show how a qualitative approach to evaluation, one which is based on interviews and fieldwork in schools, school districts and the community, can be used to illuminate the concerns and hopes of language minority populations, and of bilingual/multilingual advocates so that second language programs will be given more support and flexibility in delivery and assessment than would be possible using more conventional inquiry modes and assessment. The researcher will draw on her experience with Spanish-English bilingual education and assessment in Tucson, Arizona and as principal investigator of the first nine years of the Hawaiian Language Immersion Program in the Hawaii, an indigenous and politically driven language immersion effort. Topics to be discussed include understanding the role of history and politics in a second language program, listening to the voices of teachers, parents, children and administrators, opportunities and constraints of bilingual assessment, and working with a bilingual and multi-ethnic research team. The work done in Tucson showed how the development and application of language proficiency measures based on sociolinguistic concepts of the natural oral language competencies of students rather than on artificially set criteria resulted in improved assessment for placement, including less frequent mis-placement in special education programs. The research done in Hawaii revealed the complex political nature of creating and maintaining a viable language immersion program within a mostly English only school district, and more recently under the mandates of the No Child Left Behind Act. The presentation will provide guidelines and suggestions for designing a qualitative second language evaluation.

Small, Neil, *University of Bradford*
Evidence in Dementia Care

Dementia presents challenges for evidence based practice and for qualitative methodologies. A re-examination of the primacy of an ethics of autonomy, consistent with Bauman's reworking of Kant's "being-for" (Postmodern Ethics, Blackwell 1993), and a critique of rights based assumptions about care opens possibilities for qualitative approaches to assess and evaluate care. Those

approaches would focus on observing and recording interaction in terms of signifiers and signified, for example seeking to understand meanings of "disruptive" behaviour as opposed to seeing it as pathology to be controlled. Typical of settings where the intention of care is not cure there is little outcome evidence in dementia care, evidence focuses on structure and process - number and skill mix of staff, appropriate protocols for problem solving. Typical of settings where there is a significant measure of cognitive impairment there is little recourse to the view of the recipients of care as to what their wants and their experiences of care are. This paper explores critical approaches to accessing views and experiences and suggests how care protocols can be built from these.

Smit, Brigitte, *University of Johannesburg*
Ethnographic narratives of teachers in a young democracy

The concern of this paper is the design genre of a hybrid of ethnography and narrative inquiry that portrays teacher identity as lived experience in the context of educational and political change. We write up the lived experience of teachers and construct identity portraits. We also capture school culture with ethnographies of various schools in South Africa, to elicit the essence of what gives life to schools as cultures of education (Bruner 1996). Data collection methods comprise of non-participatory observation in ethnographic mode, dyadic interviews, journal data, with photo data from teachers photographing activities. Data are analysed for ethnographic content, discourse and narrative, to give thick descriptions (Geertz 1973) of schools and narratives of teacher identity. This approach enables a discursive analysis of identity, to illuminate how teachers forge identity in their work environment, which shifts beyond the boundaries of what is normally known as 'school' in a transformational context.

Smith Rotabi, Karen, *Virginia Commonwealth University*
During Times of War: Rumor as Evidence?

Sociologist and Social Welfare Professor Howard W. Odum (1884-1954) was a qualitative research pioneer. His earliest work, African American song documentation, was published in 1910. As founding editor of *The Journal of Social Forces*, Odum challenged racism in this national publication, including criticizing the KKK. During WWII, Odum noted new racial tensions in the South as white men deployed, thereby leaving good jobs vacant for African Americans. In *Race and Rumors of Race* (1947, 1997), Odum documents divisive rumors that emerged across the South and instilled inter-racial fear as a new social and economic order prevailed. Evidence included rumors of black laborers carrying ice picks and women organizing Eleanor Clubs, named in honor of Eleanor Roosevelt. Odum's method for gathering the rumors, analysis of the tales, and relevance of his work will be discussed. Rumor as a divisive tool will be explored in current context, including propaganda taking place during times of war.

Smith, Amy Marie, *Bowling Green State University*
Trash or Treasure: Inherited Artifacts as Family Narrative

In this text I examine family artifacts as communicative of family history. I am particularly interested in determining the positionality of the artifact: Does the artifact tell the family story, or does it become the story? Grounded in feminist rhetorical criticism, I use autoethnography (Bochner, Ellis), narrative inheritance

(Goodall), and family story (Poulos) to investigate artifacts passed on in my own family. Family narrative is a key element in identity formation, one that involves further study. This text uses artifacts as one small pathway of communicating family narrative and identity.

Smith, Amy Marie, *Bowling Green State University*
Just Warming Up: Exploring Service Learning

Over the last decade, service learning, or scholarship of engagement, has gained increasing popularity. In this text I study one such program. Hartfield Learning Community, a service-centered university living and learning community, offers several different engagement opportunities to their undergraduates. Using autoethnographic and student narrative data, I examine one such opportunity, a local subset of the Warm Up America service group. Hartfield sets forth very specific learning objectives for these "community impact" programs. My study explores these objectives, to better understand the ways in which students meet, or fail to meet, them. This critique is useful to the field of pedagogy to facilitate better understanding of practical methods and goals for scholarship of engagement.

Smith, Phil, *Eastern Michigan University*
An OUT(in)lan{dish} po(l)em/it-ics uv DISability stud tease in ed DUCAT ion

An excessive, incomprehensibly (ill)elliptical ->poetics<- of disability studies ®esearch repres©entation, this post/conceptual presentation explores an (ir)rationale for the use of a po(l)em/it-ic post(al) discourse, using a writhing, critical, dismodernist grammar, rhetoric, and syntax. Intentionally outlandish and overwhelming, it offers a way to de-in(out)scribe the metaph(l)oric, medicalized, ventriloquizing, and normative discourses of social science/special education, establishes the critical ludicity/lucidity of textual practices and impractices within special educational rese[arch], and calls for an unspeakably exorbitant visual and aural w(h)or(e)d conflagration in disability studies research representation that can more outlandishly represent the multipli{city} of human experience and educational endeavors. This manifestic rant avo[yeur]ids the never-transparent language inscribing the offalic and violent taxonomy <tax on me> of norm(&)al special education research, by offering an undiscovered, unkempt, disorderly, and promiscuous littoral/literal ideology to unpack specie(s)AL ed DUCAT ion scanty science.

Smith-Shank, Deborah L, *Northern Illinois University*
Interrogating Holy Cards

Holy cards are a small but significant part of a Catholic visual culture. These are small rectangle cardstock images of the saints, angels, Jesus, and/or his mother Mary. You can buy them at religious stores with blank backs or with special prayers printed on them that are associated with the icon on the front. You can receive them at funerals with an icon on the front and the name and birth/death data of the deceased on the back. I remember getting them from the nuns when I did anything special in school. Ask any person with a Catholic background about holy cards, and you will find that they remember them fondly and many have special stories connected to particular cards. Some people have hundreds of holy cards they have collected throughout the years. This

presentation will report on insights gleaned from a micro-ethnographic study of holy cards by interrogating the notions of evidence, truth, voice, and authenticity.

Somekh, Bridget, *Manchester Metropolitan University*
Action Research and Change: The Importance of Theories and Methodologies

Wilf Carr has recently written, with a specific reference to my own work: "But why do we assume that the need for an intellectual justification for action research can only be met by articulating its methodological rationale? Why is it felt necessary to import the methodological discourse of the social sciences into debates about the nature and conduct of action research?" In this paper I will reflect on the assumptions underlying these questions and pose and reflect upon counter questions: Might a claim that action research is a-methodological serve to create an unhelpful separation in its core purpose of integrating research and action rather than the reverse? In what sense might action research be weakened as a force for change and empowerment if its connections from its roots in social and cultural psychology were severed? What has action research gained or lost from its appropriation by philosophers in the work of Carr and Kemmis, and Elliott'

Spanierman, Lisa Beth, *University of Illinois at Urbana-Champaign*
A Constructed White Racial Reality

See Todd, Nathan Ross

Spatig, Linda, *Marshall University*
Perceptions of Preceptor Training in the Dietetic Supervised Practice Experience

See Gould, Mary Kathryn

Speedy, Jane, *Bristol*
My mother-in law swallowed me whole: Magical realism as cross-disciplinary method

This paper explores the ways in which people move effortlessly in and out of encounters with the magical,fictional, everyday, theoretical, practical and philosophical, emotional and the real, (to name but a few) in psychotherapeutic conversations. Most scholarly accounts of therapy practice mirror established traditions of qualitative inquiry and create complex distinctions between 'fictional' and 'factual' representations of psychotherapy. Magical realism is offered as a 'subversive' research method, which supports accounts that move seamlessly between different dimensions of people's life experience. Magical realist literatures have traditionally been generated by writers in countries at the margins of global power relations, and connections are made with people entering psychotherapeutic exchanges, who have often found themselves either at the margins of their own lives and/or of their own societies. The author's working space within 'the largest mock gothic building in Europe' is presented as a fertile site for magical realist research.

Speedy, Jane, *Bristol*
Doing collective biography with the unassuming geeks

This paper has been co-written by a middle-aged female academic/narrative therapist and a group of young men aged between seventeen and twenty-five. The young men describe themselves collectively as 'the unassuming geeks. They have all spent time in their lives seriously considering and in some cases attempting suicide. This paper explores the ways in which particular collective witnessing and writing practices sustained this group and provided platforms and multiple voices to speak from. The edges of therapy, research and writing, between collective and individual voices and between culture, agency and identity become blurred and troubled in this process. Constructs of therapy as an 'individualised talking practice' and research as a professional writing practice are questioned and subverted, as are current 'suicide prevention strategies'. Issues of ethical know-how and accountability towards each other are also considered.

Spencer, Nancy, *Bowling Green State University*
In Search of "Terra Australis:" My Grand Slam "Magical Mystery Tour"

I played in my first tennis tournament at 15 and became smitten with tennis. Since then, I have been fascinated with Australia, home to the best players in the world during the 1960s. I thought if only I could step foot on the "land down under," I would be imbued with a "magic" that would transform me into one of the greatest'like "Rocket" Rod Laver or Margaret Court, two of the best in the world. Drawing upon autoethnography and critical theories, this paper documents my travels to Australia and explores my previous understandings of this space as a site of transformation. Following Denzin (2003), I seek to interrogate my previous experiences in tennis as they relate to current praxis in the global context of international sport so as to ultimately produce a "performative, reflexive ethnographic project" (p. xi).

Spinks, Nigel, *Henley Management College*
Effacing the facts: Critical Realism and the Politics of Evidence

See Reid, Benjamin Jon

St Leger, Pamela, *The University of Melbourne*
Eight Treasure Soup: Voice, Perspective and Evidence in a Collaborative Project

See Godinho, Sally

St. George, Sally, *University of Louisville*
Coming Out of the Shadows: The Researcher's Context

Published research customarily reveals the researcher's credentials, titles, and professional affiliation, and perhaps funding source(s) and theoretical orientation. However, readers are rarely provided detailed information about the researcher's context and the impact that context has had on the research project. At The Qualitative Report we believe that it is necessary for each author of qualitative research to, within the text of the manuscript, explicitly situate himself/herself relative to the research by clearly elaborating his/her interest, intention, and investment in the project. We ascribe to the belief that an author's connections to the topic and his/her motivations for conducting research have a

significant influence on all aspects of the research protocol and in the findings of the research. In this paper we will discuss the ways in which such transparency assists readers in evaluating the merits of the project and enhances confidence in the study's findings.

St. George, Sally, *University of Louisville*
Qualitative Analysis Transparency

See Wulff, Dan

St. George, Sally, *University of Louisville*
Facilitating Coherence across Qualitative Research Papers

See Chenail, Ronald

St. George, Sally, *University of Louisville*
Helping Authors to Situate Local Research within a Global Context

See Duffy, Maureen

Staikidis, Kryssi, *Adelphi University*
Paintings as "Evidence": Three Decades of Genocide Against Guatemalan Mayan Peoples

This article examines Mayan paintings as historical documents, political platforms and conduits for cultural transmission in two local Mayan communities. Particular attention is paid to the recent history of genocide of Mayan peoples in Guatemala and the production of paintings as visual reminders of cultural loss and regeneration, as well as visual means to protect Mayan future generations. Collaborative ethnography and decolonizing methodologies (Lassiter, 1998; Tuhiwai-Smith, 1999) are used in this study; thus, Mayan artists speak through written dialogues and interviews in first voice regarding massacres that were kept clandestine for three decades. This paper addresses the potential and capacity for paintings to relay concepts of social justice. In two Mayan contexts, paintings are seen by artists as didactic works that express outrage and concurrent hope; art is used "as evidence" of the capacity to resist injustice.

Stake, Robert, *University of Illinois at Urbana-Champaign*
Evaluating Gilmore Foundation EFA School Arts

Evaluation and Assessment in Art Education are both necessary and complex. In 2006, a team of Michael Scriven, Amy Gullickson and the presenters spent six months and $25000 engaged in a responsive evaluation of ten years of K-12 school arts in Kalamazoo. Following Maxine Greens Lincoln Center approach, EFA had specially trained classroom teachers and teaching artists providing eight sessions of conceptualization and interpretive study of an art performance each semester. A range of advancement and enrichment courses and travel opportunities were provided for individual students. The main issues explored were (1) design and conduct of curricular offerings, (2) values and qualification of arts educators, (3) dedication and leadership of EFA director (4) seriousness of participating teachers, (5) gaps and overlaps with the regular arts program in the schools, (6) absence of arts integration, (7) absence of critical study of visual culture, (8) the use of advisory committees, (9) involvement of local arts community, and (10) engagement with educational and community partners.

Standish, Hilary Anne, *Texas A&M University*
A case study of African American educators in Texas before and after desegregation: A counter-narrative

A key tenet of critical race theory is that the master narrative, which has dominated discourse in the United States, can be deconstructed by articulating counter-narratives that value the perspectives of individuals whose voices have traditionally been silenced. This paper reports on the experiences of eleven African American teachers who worked in two Texas communities. The educators were asked to describe their perceptions of teaching in segregated schools, their recollections of the desegregation process, and their perceptions regarding teaching in desegregated schools. While interview data was analyzed using both the categorical-content and holistic-content methods of narrative analysis, this presentation will focus on one of the overarching themes that emerged from the findings using the latter method. The participants stories revealed that, throughout their careers, the educators grappled with marginalization amid expectations of conformity. The notion of double consciousness is used to describe how the participants grappled with these competing realities.

Starker, Tehia, *University of Nebraska - Lincoln*
Qualitative Methods and Culturally Responsive Teaching

As the number of students of color increase in public schools, teachers of color are on the decline. As a result, many children of color will be placed in classrooms where the culture, values, and socioeconomic status will be different from their teachers. Given this reality, teacher educators have turned their attention towards preparing preservice teachers to become culturally responsive. Numerous studies have been conducted to evaluate the effectiveness of courses and teacher education programs with regards to producing culturally responsive teachers. Within these studies, qualitative methods were used to facilitate the process of becoming culturally responsive. As such, the presenter discusses the usefulness of qualitative methods, including interviews, reflexivity, observations, journaling, and focus groups, in promoting culturally responsive teaching. Overall, the presenter emphasizes that qualitative versus quantitative methods may provide greater opportunities to improve teacher education programs while producing efficacious culturally responsive teachers.

Stewart, Paul, *University of Melbourne*
Settler colonialism, the history wars and online primary sources: deconstructing administrative discourse concerning the "Natives"

See Genat, Bill

Stittihikul, Pragasit, *Walailak University*
Annual Report of Language and Literacy & Social Studies Divisions

Dr. Changyong Yang, the chair of the Social Studies Division, and Dr. Pragasit Stittihikul, the chair of the Language and Literacy Division, will evaluate annual activities of their divisions; give feedback to the Executive Committee, and intro-

duce a strategic plan to oversee policy and planning, administration, organization and programming in their divisions.

Stonebanks, Christopher Darius, *Bishops*
"Revisiting Mianscum's 'telling what you know' in Indigenous Qualitative Research"

In his 1972 court appearance, (James Bay Cree vs. James Bay Energy Corporation), Francois Mianscum was asked to swear on the Bible to "tell the truth". The Cree hunter had been summoned to account for his "way of life" and speak about the impact of massive development on his traditional hunting ground by the construction of hydroelectric damns. After contemplation and deliberation of a seemingly routine court request his translator responded, "He does not know whether he can tell the truth. He can only tell what he knows." (Richardson, 1972, P. 46) Cited by some (Clifford, 1986; Stonebanks, 2007) for its importance, how can his words guide researchers approach to "honesty" in qualitative inquiry? This paper turns to the significant members of Mianscum's life to ask how they interpret his statement and what messages can be gained from it while carrying out research in both the indigenous and non-indigenous context.

Strier, Roni, *University of Haifa*
Authorship or partnership? Researcher- participant relationship in qualitative research: Examining the power balance/imbalance and its meaning

See Karnieli-Miller, Orit

Strömpl, Judit, *University of Tartu*
Interpretations of violence among Estonian children: an example of using the mixed method for evidence

The aim of this paper is to discuss one possible implementation of qualitative methods in policy-oriented research. The study "Violence and abuse: the children's perspective" was commissioned by Ministry of Social Affairs of the Estonian Republic and the Estonian Science Foundation. To understand the children's perspective we applied the constructionist grounded theory (Charmaz 2005). However, by the (post)positivist tradition (which is predominated in Estonia), the results of qualitative studies are relied on less for making social-political decisions. In order to verify our results, we mixed qualitative and quantitative methods in the same study. We used the model of Sequential Exploratory Strategy (Creswell 2003), whereby the first stage consisted of a qualitative study, followed by the quantitative study of the distribution of main issues among the general population. All qualitative results were confirmed in the quantitative stage.

Stuckless, Tara, *Regina*
Pre-service mathematics teacher identity: A discourse analytic perspective

How do the discourses manifested in pre-service teacher talk position pre-service mathematics teachers? What kinds of math-teacher identities are possible from these positions? In this presentation I share research that looked at the subjectivities constructed/revealed by conversations with a small group of pre-service mathematics teachers at the University of Regina. I will also share

epistemological issues I encountered in using a discourse analytic methodological framework. Primarily, how can I do discourse analysis in good faith when I am aware that my own discursive framing greatly shapes how I interpret and represent my participants talk? This work was carried out as a pilot project for my PhD research.

Summers, JeanAnn, *University of Kansas*
The politics of evidence: How do we define "evidence based practice?" and what is the best way to disseminate it?

See Brotherson, MaryJane

Sun, Kang, *Bowling Green State University*
The Other Side of the Wall: Constructing Meaning and Identity in the Mural Making Process

See Dako-Gyeke, Phyllis

Sutter, Judith A., *Argosy University*
Autoethnography as a research and training method

This presentation will demonstrate how autoethnography can be used as both a research methodology as well as a self-exploration tool for counselors. We will show how autoethnography, Ellis, C. (2004), can be a valuable tool to teach counselors-in-training. This methodology can be instrumental for enhancing sensitivity when interpreting field observations and conducting ethnographic interviews. Additionally, autoethnography can be used by counselor educators to develop counselors' multicultural competencies skills. This workshop will present a field experience of three doctoral counseling students learning ethnographic research methodology and using autoethnography as a self-exploration tool. The session will be interactive and handouts will be available. This presentation is applicable to researchers, students, counselor educators, and trainers. Ellis, C. (2004). The ethnographic I: A methodological novel about autoethnography. New York. Altamira.

Swaminathan, Raji, *University Of Wisconsin-Milwaukee*
Site Seeing: Interpreting the 'field' in fieldwork

Finding Nemo is a metaphor that captures how qualitative researchers traditionally think about the process of "searching" for a research site. 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 researchers is to negotiate a right way with the right people to get there. This approach downplays the role that researchers assume in conceptually, temporally and materially shaping the "field" that they study. 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 on ethnographic processes, this presentation will foreground the "field" rather than considering it the backdrop of ethnography

Swaminathan, Raji, *University Of Wisconsin-Milwaukee*
"It's a Dark and Stormy Night": Interpretive writing in qualitative research

See Ayers, William

Sydnor, Synthia S., *University of Illinois at Urbana-Champaign*
On Snowglobes, Peace and Sport

A narrative that wonders about the lexis of "sport and peace." Especially examines the historiography of the concept of "Olympism" and uses the metaphor of the snowglobe to illuminate ideas about the universality and meaning of sport.

Takahashi, Masami, *Northeastern Illinois University*
Last Kamikaze: Testimonials from WWII Suicide Pilots

This video explores the minds of former suicide bombers who participated in the first well-orchestrated suicide mission in modern history, the one carried out by the air arm of the Imperial Japanese Navy during WW II. Although in the beginning, these suicide pilots were university graduates and intellectual elites in their 20s, by 1942 the Navy was aggressively recruiting a large number of boys who were only in their low teens. Fortunately, some never flew their final suicide mission because the war ended before it was their turn to fly out. The producer interviews several friends of his deceased father (who was also a former suicide pilot) to understand the mindset and motives behind such an extraordinary behavior. Now in their 70s and 80s, these individuals reflect upon their past and talk candidly about their lives, issues related to patriotism, spirituality, and ongoing turmoil in the Middle East.

Tamas, Sophie E., *Carleton University*
Research, trauma and recovery

Some social scientists working in alternative, arts-based, autoethnographic, and participatory action research, along with many artists, seem to pursue goals which are analogous to those of trauma recovery. These include the integration of repressed or marginalized experience into shared narratives, the redevelopment of more inclusive identities and beliefs, and the restoration of communal connection. Through a review drawing on Canadian cultural production, contemporary qualitative research, and the discourse of trauma recovery, this paper argues that the current crises of truth and representation may be viewed as symptoms of trauma, writ large. If, as researchers, artists, and/or activists, we hope to produce both knowledge and healing, reframing our work within the context of trauma recovery as understood by feminist therapists may both complicate our understanding of and clarify our responses to the dilemmas we confront.

Tan, Aik-Ling, *Nanyang Technological University*
Power relationship in the learning of Biology: Who is in control?

Research in science education appears to lack focus on the social domain which allows one to develop a deeper understanding the social interactions in the learning process which leads to the learning of science in schools. Focusing on how social norms are constructed by students and teachers and how social

norms in turn shape the behaviour of students and teachers, this study examines learning of biology in a Singaporean classroom from the lenses of interaction analysis. It is found that the interaction between teachers and students are influenced by the amount of control which teachers keep in the classroom. The power of the teacher to act in the classroom is in turn determined by curriculum documents and the rules and norms set by the body of scientific knowledge. The agency of students in a highly teacher control learning environment is limited to asking questions to aid them in task completion.

Tanggaard, Lene, *Aalborg University*
Dialogue and disobedience in research interviewing

In this paper it is argued that qualitative interview research will to a large extent gain from a more comprehensive attention to confrontational, active interviewing. The baseline argument is that research interviewing may in this way produce objective knowledge, not as a mirror of the object/subject, but by allowing the object (the interviewee) to fight back (Latour, 2000). In the paper, empirical examples of confrontational, active interviewing are presented and it is discussed how to proceed with a conversational model for interviewing in qualitative research inspired by the Socratic idea of shared inquiry. Active-confrontational forms of interviewing share many of the epistemological ideas behind active interviews initially described by Holstein & Gubrium (1995, 2003), but it is also a particular style of interviewing with emphasis on forming the interview as a conversation.

Taylor, Christopher A., *The Ohio State University*
Cultural Perceptions of Healthy Weight in Appalachian Caregivers

See Williams, Kelli J.

Taylor, Janette Yvette, *University of Iowa*
Engaging Racial Autobiography as a Teaching Tool for Womanist Inquiry

Racial autobiography, self narratives on how one learned about the idea of race, has been underutilized as a tool to familiarize and orient students in the process of critical inquiry for nursing research. This session presents information on how racial autobiography can inform pedagogical/educational practices when teaching students about womanist and critical methodologies. We, in a faculty-student partnership, explore how racial autobiography: 1) repositions students to effect an epistemological change 2) challenge dominant ideology, and 3) function as a link between the student and critical theories for use in nursing research. The course description, structure and content are outlined. Student reactions to racial autobiography are presented and implications in terms of teaching critical inquiry are discussed. Teaching is a powerful act through which we can influence research for social change, social justice and health nationally and globally.

Teague, Rodney C, *Duquesne University*
Rhizoanalysis of Demeter's Bounty (a therapy experiment or experimental therapy): evidentiary support for practice (still) under way

Deleuze and Guattari (D&G) advance an ontology of multiplicities preferring rhizomic organization. Rhizome connects any point to any other point,

itself composed of "directions in motion," challenging us to radically rethink researcher reflexivity and the role of evidence. D&G suggest the superfluity of the subject to phenomena of interest. The method that begins nowhere and ends everywhere attends not to a point of view but to an arc of view. Evidence in a becoming-world must be conceived not as replicable data stockpiled to inform future practice but as elucidation of the engines of rhizomic becoming. It traces the ever-expanding lines of an emergent assemblage attempting to answer the question "how does it work?" The practice informed by this kind of evidence is happening right now. Rhizoanalysis of the assemblage constituted through the Demeter's Bounty project will demonstrate such a method and its corresponding evidentiary support.

Teasley, Cathryn J., *Universidade da Coruña*
Forging a 'critical pedagogy of cross-cultural networking': implications of the Romani identity movement in cyberspace

This work explores the pedagogical implications of an innovative social movement mobilizing around collective identity and social justice: Romani or Gypsy (trans)nationalism. Channeled through an increasingly popular use of cyberspace throughout the diaspora, this unique struggle holds significant relevance to the advancement of civil rights not only amongst the Roma, but also indirectly amongst the heterogeneous youth and educators of schools throughout cosmopolitan societies, for it may serve to problematize some of the monological organizing principles and selective cultural preferences that marginalize and are otherwise taken for granted in the world-cultural institution of schooling (Ladwig 2000). A critical pedagogy of cross-cultural networking will serve to guide this inquiry, the aim being to promote a kind of inter-cultural and trans-territorial awareness at school that may just allow learning and knowing in these globalizing times to move beyond mere "inclusion" and towards a more multi-directional form of integration and, ultimately, emancipation.

Tejada, Luz Maria, *Autonomous U of San Luis Potosi*
A Critical Evaluation of Five-Year Teaching Qualitative Research Experience in the Health Field

See Mercado-Martinez, Francisco J.

Telesiene, Audrone, *Kaunas University of Technology*
What counts as evidence in social-constructivist research: a case of research on environmental discourse in Lithuania

The paper is based upon authors experience while writing and defending a research report "Environmental Discourse in Lithuania in 1989-2005". The research aim was to analyze the content of environmental discourse (as taking place within environmental periodicals) and changes in discourse order in Lithuania in 1989-2005 (a post-soviet period). Theoretical principles of the research mainly relied upon theory of social constructivism. Methodological principles relied upon qualitative social research paradigm and critical discourse analysis. During the presentation of the research report discussions arose around questions of "what should be counted as evidence", "by what mechanism the interpretations and conclusions might be substantiated". In the paper author presents the mechanism of substantiating the interpretations and conclusions

that she has used. Namely, substantiation took forms of citation and rehashing of meta-propositions and typical or salient opinions, text pieces. Are these enough to substantiate an interpretation? Is an opinion or utterance of discourse actor sufficient and valid evidence? What if, following social constructivism, a research report is just another construct of social reality instead of being a report of the reality constructs created by the researched? These and other questions are called into discussion in the paper.

Tellado, Itxaso, *Northern Illinois University*
Analisis de las percepciones de las personas participantes en la gestion de la escuela de adultos

En el ambito de la educacion de personas adultas se estan usando cada vez mas nuevas formas de investigaciones cualitativas. En este caso se presenta el trabajo desarrollado en el marco de una tesis doctoral sobre la gestion dialogica de la educacion de personas adultas en España. Para dicho estudio se realizo un estudio de caso en un centro educativo de personas adultas en Barcelona, España. El estudio de la gestion dialogica surge de la necesidad de documentar las practicas y procesos desarrollados por las personas participantes en educacion de adultos que gestionan el centro educativo al que asisten. La metodologia cualitativa empleada fue la metodologia comunicativa critica. Esta metodologia, tal y como se emplea en este estudio, promueve y toma como herramienta central el dialogo y la participación en la construccion del conocimiento, en tanto que no prioriza la acumulacion de informacion sino su uso y sus resultados.

Tellado, Itxaso, *Northern Illinois University*
The critical-communicative perspective in social research

This paper draws on the implementation of the critical-communicative perspective as a framework for social research. This perspective is grounded on a humanistic epistemological viewpoint. From this approach, we conceptualize the subject of study as a human construction whose meanings are built in a communicative way. This approach involves both structures and individuals. Researchers framed in this approach face the real world as complex phenomena in which institutions, organizations, social relations, and individuals are connected. From this perspective there is not an interpretative hierarchy between researchers and participants. They are all involved in the research at the same level. Critical-communicative methods bring all these interpretations together and offer a detailed understanding about the subject of study. Furthermore, from this approach research is understood as a tool to understand the subject of study as well as to transform it. In this paper we provide examples to illustrate that.

Teoh, Jase L, *Illinois State University*
Simulations as Potential Tools for Learning and Instruction in Digital Literacy

In this day and age, Daley (2006) urges the definition of literacy to be expanded to acknowledge the prevalence of the digital media in our everyday lives. The rapidity with which digital media has changed society pushes the concept of literacy to embrace new meanings - to be literate in the 21st century includes not only the ability to read, write, view, speak, and listen, but also to compose, produce, design, manipulate, and self-actualized (Jones-Kavalier & Flannigan, 2006). Yet we have little research that examines how simulations

can be used as potential tools for learning and instruction in digital literacy. This study employs phenomenology as the primary data gathering approach to examine twelve secondary preservice teachers utilization of simulations in digital literacy.

Tettegah, Sharon, *University of Illinois at Urbana-Champaign*
Annual Report of Educational Psychology and Learning & Special Education Divisions

Dr. Sharon Tettegah, the chair of the Educational Psychology and Learning Division, and Dr. Sheila L. Macrine, the chair of the Special Education Division, will evaluate annual activities of their divisions; give feedback to the Executive Committee, and introduce a strategic plan to oversee policy and planning, administration, organization and programming in their divisions.

Themane, Mahlapahlapana, *University of Limpopo*
The use of the interview method among school children aged 7-13 in the South African rural schools

The paper reports on the difficulties in the use of the interview method among children aged 7-13 in rural primary schools of South Africa. The purpose of the study was to find out whether children perceived their schools as safe and friendly places or not. The study followed a qualitative approach were sample of 10 primary school children (5 boys and 5 girls) were selected by means of a purposive strategy. Data was collected by means of two methods namely observation and interview. The results indicate that children can open up and provide valuable information although it takes time for them to trust a stranger

Thomas, Stefan, *Free University of Berlin*
The Change of Evidence in Social Science

Evidence and truth in qualitative research are strongly related to the question of the characteristics of the particular subject in social science and its research interests. The growing popularity of qualitative research is linked to a certain change in the framework of reference guiding the evaluation of validity und relevance of empirical research results. In my paper, I want to point out three general dimensions on which the self-understanding of social science considerably changed the premises and prepositions of what can count as true data and adequate interpretation. a) The change in the academic and cultural discourse concerning the objectives of scientific knowledge production b) The shift in the self-localisation on the continuum of universalism vs. perspectivism c) The adherence to the premises of subject related appropriateness of research findings in opposition to the priority of the "right" method

Thompson, Jayda, *University of Illinois at Urbana-Champaign*
Media Making in Marginalized Spaces: Hip Hop Feminism in the Digital Age

The increased popularity of digital video enables marginalized groups to contribute to a once technological and economically privileged space. The mediated space of hip hop via the rap music video reifies a male gaze that contains and dismembers the visual Black female body. In collaboration with other young Black women from my local community, my videographic work explores the dual process of identifying and redefining the Black female body by illustrating our (re)imagined spaces. I share film production, cultural criticism, and the political economy of the film industry. They share a standpoint that enables me to see how we can re-articulate and recreate meaning from media representations. This project calls attention to the necessity of integrating Black feminist approaches to media making, and Black feminist theorizations across axes of difference. Ultimately, my work highlights the heterogeneity of Black female voices from the hip hop generation.

Thordardottir, Thordis, *Iceland University of Education*
Children's ideas of gender in children's literature and popular culture

Research has changed in the last two or three decades, away from scientist researching children, to doing research with children. In this research children are active participants. They are interviewed in focus groups and are informed of the researcher work. This raise moral questions of how far can preschool children be informed of the researcher's goals. These children have stereotyped ideas of gender but it is also some kind of doubt in their narratives. Some of the children show ideas of gender equality. Even so strength is a big issue for the children but it has different meaning for boys and girls. It's seems to be naturally aspiring for boys while girls have difficulties with identifying themselves to a strong female protagonists. This paper draws on qualitative doctoral research which is meant to describe 68 children's construct of gender imagesees.

Thordardottir, Thordis, *Iceland University of Education*
Mothers' and preschool teachers' discourse on the role of literature and popular culture for children's gender development

The focus in this presentation is on the attitudes of mothers and teachers to the pedagogical role of children's literature and popular culture in young children's education. The data used, is part of the author's doctoral research on Icelandic preschool children's cultural literacy and is based on interviews with 11 mothers, 8 preschool teachers and 3 assistants in two different playschools in Reykjavík, Iceland. The teachers are mostly interested in educational values and the use of the material to help children construct different kind of knowledge of their closest environment and to help them create social abilities and tolerance for differences. They consider children's literature as very important to create identity, stimulate creativity and to encourage play. Teachers and mothers consider untraditional gender activities as (they it appears in the stories of Pippi longstocking as both important and dangerous for girls. There are no such considerations for boys. In the playschools the children and teachers read and discuss literature and popular culture daily as a part of the school program. The mothers believe children's material is an important part of their domestic lives and helps to create relationship between family members. Not all mothers are active in reading for their children but TV, CDs, videos and computer are in daily use. Mothers worry about the hard core soft sell and global marketing of children's literature and popular culture mentioning that it influences their children far too much but think that the use of computers could bring forward children's learning.

Thurmond, Karen, *University of Memphis*
Un-knowledged voices: Performing a fourth world scenario

Wiki, the democratic form of knowledge construction, excludes potential collaborators without access to the technology. Will it be that those who "have" get to contribute (and maybe even get to know) and those who "have not" dont even know there is a discussion and a collaboration. Are non-contributors by virtue of their lack of access without knowledge? How does discussion of scholarly knowledge in qualitative research change when all who have a contribution also have access to collaboration? What might be the implications for wikis in qualitative research in considering voices that need to be heard beyond restrictive boundaries of access, power relations, race, location, nationality, and other myriad forms of marginalization? Through narrative performances, I will explore possibilities of collaboration in the fourth world that identifies least developed countries or voices in the margin living in any part of our rank ordered First, Second, and Third World.

Tian, Dexin, *Blowling Green State University*
The Other Side of the Wall: Constructing Meaning and Identity in the Mural Making Process

See Dako-Gyeke, Phyllis

Tivis, Tierra Bernardine, *University of Illinois at Urbana-Champaign*
Research with African American Mothers who were Crack Cocaine and Heroin Addicts

Critical race feminism (CRF), Black feminist thought (BFT), and theories of resilience provided the foundation for the study's theoretical framework. Tenets of CRF and BFT were also employed as methods of collecting and analyzing counternarratives about prenatal drug exposure. My research questions addressed the mothers' perceptions of their: (a) social interactions with their children; (b) child's development and academic achievement; and (c) parental involvement with professionals charged with facilitating their child's developmental and educational progress. This paper will explore my experiences as an African American female researcher learning from African American mothers' about drug addiction and parenting. Personal reflections of my social and class position within the context of the researcher/participant relationship will be shared. Lastly, I will discuss a few challenges imposed by the IRB and its impact on my relationship with the mothers.

Todd, Nathan R., *University of Illinois at Urbana-Champaign*
Utilizing Liberal and Conservative Narratives to Promote Dialogue

Animosity between political groups in America has escalated to the point where liberals and conservatives are said to be, "at war" regarding a host of issues. This climate makes research on contested issues especially difficult: Are there appropriate social aims for such research? How do studies avoid real or apparent misuse as mere advocacy tools for one particular agenda? This presentation will share our own bi-partisan attempt to investigate public narratives of sexual orientation in a way both credible and accessible to diverse political communities. Data will be presented from twenty in-depth interviews with citizens spanning the liberal/conservative spectrum. Distinct narratives of sexual orientation that emerged will be compared. The remainder of the presentation will discuss approaches to utilizing these narratives to promote dialogue and understanding between liberals and conservatives. Directly contrasting narratives, highlighting within-group variability, exposing common higher-order values across narratives, and other approaches will be discussed.

Todd, Nathan R., *University of Illinois at Urbana-Champaign*
A Constructed White Racial Reality

One aspect of interrogating whiteness is to examine how white individuals make sense of themselves and their part in the racial milieu of the United States. To explore this question, 90 semi-structured interviews (average length 33 minutes) were conducted with white undergraduate students. Participants were asked to reflect on times they were aware or felt evaluated because they were white, how being white affected their personal relationships, how they managed stereotypes and dealt with racism, how they felt about being white, and to reflect on interviewer provided statements illustrating white privilege. These data will be utilized to focus on how white participants constructed a racial reality that enabled them to escape responsibility for white privilege and social inequality. A few components of this racial reality include colorblind ideology, the definition of racism as individual hate acts, blaming others beyond the self for racism, and sensitivity to being labeled as racist. Implications of this particularly constructed racial reality will be discussed.

Tombro, Melissa Leigh, *University of Illinois at Urbana-Champaign*
Personal Performance: Critically Engaging Popular Personal Writing in the Rhetoric and Composition Classroom

On a daily basis we take in the life experiences and stories of others while giving our own back. This type of communication moves beyond the everyday into our classrooms and scholarship where we deal with a student population engaging in personal rhetoric on popular sites such as Facebook and Myspace and where we engage the personal to teach both rhetorical strategy and social content. My research investigates how Performance Studies helps us understand the positionality of personal writing in Composition and Rhetoric and how it can be legitimized. Current movements in Performance Studies draw on the creation of the self and larger social change concurrently, in which students create critical personal narratives in the classroom that can allow them to understand their cultural standing, political investments, and academic position in new and interactive ways. Concepts of performance allow us rhetorically to critique writings about the self by implying the inclusion of the reader (other), to draw on the performance involved in our students' daily writing outside of the classroom, and even to return to a moment when performance and writing were considered part of the same discipline.

Toprakci, Erdal, *Cumhuriyet University*
Annual Report of Higher Education and Organizational Leadership & Math Science and Technology Divisions

Dr. Erdal Toprakci, the chair of the Higher Education and Organizational Leadership Division, and Ugur Baslanti, the chair of Math Science and Technology Division, will evaluate annual activities of their divisions; give feedback to

the Executive Committee, and introduce a strategic plan to oversee policy and planning, administration, organization and programming in their divisions.

Torres, Nicolás, *Universidad de Antioquia*
¿El cambio en la educacion para la salud: un asunto de verdad o de legitimidad?

See Peñaranda, Fernando

Torres, Nicolás, *Universidad de Antioquia*
Los programas de promocion de la salud: necesidad de dialogo entre verdades y racionalidades diferentes

See Peñaranda, Fernando

Torres, Nicolás, *Universidad de Antioquia*
Health Education Threatened By Evidence Based Medicine

See Peñaranda, Fernando

Townsend, Anne Frances, *University of British Columbia*
Policy, practice, and funded qualitative health research: interview accounts and interviewer accountability

Qualitative health research investigates complex issues from the patient perspective. As health researchers we have a moral responsibility to generate data, which respect individual experience, and advance the goal of building an effective and fair health care system. Particular challenges arise when attempting to gain both insight into the multiple lived realities of individuals, and communicate 'hard' evidence to policy makers. Data generated in the interview context present core problems of interpretation. In this paper I suggest that to reveal both the richness, and the evidence-based usefulness of interview accounts is an ethical exercise. I suggest the need to address 4 dimensions of validity, whilst being transparent about the research process, goes some way towards resolving the problem of the status of interview accounts. In this way qualitative findings can investigate, and underline the significance of individual experience, and usefully inform health policy, improve health practice, and enhance health care.

Townsley, Nikki, *University of Colorado, Boulder*
The Body Tells Time:Writing the Fragile Hold on the Past, Present, and Future

See Ellingson, Laura

Tripp-Reimer, Toni, *University of Iowa*
Re-Modeling Evidence: A New Approach for Evaluating Evidence for Practice

Despite the recent enormous growth of the Evidence Based Practice (EBP) movement, clinicians still have considerable difficulty incorporating evidence in their practices. In depicting evidence hierarchies for clinical practice guidelines, most EBP authorities place findings from meta-analyses of randomized clinical trials at the top, a practice that privileges researchers over clinicians. The purpose of this paper is to propose a tiered and multi-dimensional model of evidence that integrates this traditional hierarchy, Kearneys hierarchy of qualitative evidence, and context domains originating from Practice Theory. The model characterizes evidence for interventions on the bases of scope (granularity of the target concern) and confidence/certainty (density of knowledge base), in addition to specific context domains. This multi-dimensional model of evidence should have considerably more utility practitioners than the traditional hierarchy.

Tripp-Reimer, Toni, *University of Iowa*
Circumstances of Evidence, Evidence of Circumstances

See Ayres, Lioness

Trujillo, Nick, *Sacramento State University*
"Grief: Tragedy, Love Story, or Romantic Comedy?"

According to the National Cancer Institute, ten million Americans have some form of cancer, and it is the second leading cause of death in the United States behind heart failure. In addition, nearly forty million baby boomers born between 1945 and 1955 are in their fifties and sixties. These boomers have begun to confront their own or their spouse's mortality for the first time. The author offers an autoethnographic account of grief following the death of his spouse. He narrates her death and his experiences in the year after her death, focusing especially on his interactions with others. The deceased spouse's voice, taken from ethnographic interviews before her death, is also included. The voices of relatives and friends who participated in various grief rituals are provided as well. This account, narrated in many voices, presents the grief experience as a tragedy, a love story, and a comedy.

Tsukamoto, Satoshi, *Aichi University*
Active Interviews for Cross-cultural Understanding

I will present how I interviewed informants who have cross-cultural experiences in Japan and how my questions encouraged them to reflect on their cross-cultural experiences. I interviewed nineteen Americans who stayed in Japan either for study or for business and asked them to talk about how they thought about their experiences in Japan. Each interview lasted for one hour or more, and during the interview I sometimes mentioned my own cross-cultural experiences in the United States. Sharing similar experiences in a different setting deepens the informants understanding of their own experiences, and I would like to examine how to elicit rich date and how to interpret them by using my experiential knowledge on living in a different society for about seven years.

Tullis Owen, Jillian Ann, *University of South Florida*
Final Resting Places on the Web: An Analysis of Language and Ethics

Virtual memorials are burgeoning as a popular space for loved ones to memorialize the dead. This study examined the narratives and figurative language from 22 web memorials on the website virtualmemorials.com. The analysis of the texts reveals narratives as a tool for healing, understanding loss, and sharing grief with others. The use of figurative language illuminates survivors' admiration for loved ones, expresses a sense of resolve about death, and the belief that those memorialized are in a better place. The findings suggest that virtual or online memorials are well suited to help people share narratives about grief, which in turn aid the grieving process. The authors conclude with a discus-

sion of the ethical issues surrounding these performances of grief, including the authorial freedom and editorial control that the World Wide Web suggests.

Turgut, Yildiz, *Mersin University*
Participants' evaluation of the evidence

This present study is the continuation of the previous study done in May 2006. Through social constructionism as a theoretical perspective that gives importance to culture, language and interaction, the initial qualitative study aimed to investigate the interactions of adult, advanced-level English-language learners who were coming from different cultural backgrounds, and their meaning making process during reading and writing activities. The participants were six English Language Institute students attending to the advanced level reading and writing class. This present study through social constructionist theoretical framework investigates how the same participants have contributed to the data analysis phase of the study and assisted to the researcher to evaluate the evidence. The findings analyzed though discourse analysis (Gee, 2005) and further implications for scientifically based research (SBR) will be discussed with the audience.

Uchimura, Kátia Yumi, *UFC Fortaleza*
Family Health Program In Brazil: Perspectives of Quality on Evaluation

See BosiI, Maria Lúcia Magalhães

Ulusoy, Mustafa, *Gazi University*
Academic Coordination at the International Association of Educators

The academic coordinator, Mustafa Ulusoy, and the Secretary Hye-Young (Lisa) Park will report the yearly budget of the standing committees and the association.

Ulusoy, Mustafa, *Gazi University*
A Qualitative Case Evaluation Of Fourth Grade Turkish Students' Perceptions About Reading To Learn

The main purpose of this study is to examine two fourth grade Turkish students' perceptions regarding reading to learn in content areas. After the third grade, students start reading to learn instead of learning to read. In this study, following questions were discussed: a) What are these students' perceptions about reading to learn? b) Which reading strategies they use when they read the content out of the school without help from their teachers? After reviewing the related literature, one-hour long semi-structured interviews were conducted with two fourth graders. These students are accepted as higher achievers by their teachers and parents. Then, emerged themes and issues were followed with an unstructured interview style. The study results revealed that students use re-reading, underlining, and note taking strategies to understand the content. Interview results also showed that students do not use such graphic aids as charts, pictures, and tables to comprehend the content.

Urata, Yu, *Kyoto University*
Zen Buddhist monks' meaning in life

The issue of meaning in life has received more attention in recent years, and a variety of empirical, quantitative research has showed a wide variety of sources of meaning in life and importance of them for individuals. On the other hand, a qualitative approach attempts to uncover the nature of meaning from the participant's own worldview and understandings. Meaning is constructed within his or her sociocultural context such as religion and cultural worldview. This study examined the question about the meaning in life by analyzing the narratives of Zen Buddhist monks. Semi-structured interview were conducted with Zen Buddhist monks. Then using the Kawakita Jiro (KJ) method, the data were analyzed qualitatively, focusing on how the participants constructed their life meanings from the perspective on Buddhism.

Urbina-Aguilar, Adriana, *Universidad de Montreal, Quebec. Canada. Universidad Autonoma de San Luis Potosi, Mexico.*
El rol del evaluador: instrumentando la participacion de actores en un proyecto de evaluacion participativa

En un contexto de profundas transformaciones de los servicios de salud mexicanos, la participacion de multiples actores en las fases de planeacion y concepcion de una evaluacion de programas institucionales es necesaria a fin de sostener su actualizacion y proveer un juicio esclarecido sobre su impacto. Cuando se decide iniciar un proyecto de evaluacion participativa en un contexto donde el proceso participativo constituye una innovacion, encontramos poca literatura disponible sobre la forma de guiar esta practica. En un estudio cualitativo donde el objetivo es elaborar un cuadro de referencia teorico-metodologico sobre la instrumentacion de la participacion de un comite de pilotaje, el rol del evaluador (animador, facilitador, investigador, observador) presenta desafios eticos, tecnicos, metodologicos y teoricos. Reflexiones emergidas del terreno sobre estos desafios seran presentadas en esta pre-conferencia.

Valenzuela Martínez, María del Carmen
The importance of the motivation, the confidence and the segurity in the development of the creative potential in students of design: A qualitative exploration

See Palacios-Villavicencio, Ma. de la Luz

Van Cleave, Jessica, *University of Georgia*
Representation and domestication: Towards an ethical presentation of educational research

The author draws on Foucault's (1977) ideas of documentary accumulation, disciplining the body, and the creation of the case to explore how we domesticate data in the research process. Domesticated data, a term created by the author, are the complex, untamed data of human interaction that have been reduced to fit ordinary definitions. These data are not only important to making sense out of transcripts, but also to maintaining the vivacity of human interaction. Foucault's discussion of disciplining reinforces these ideas of domestication, as he explains that the ultimate goal for the body is docility, for "a body is docile that may be subjected, used, transformed, and improved" (1977, p. 136).

Data also attempts to subject the objects of research, making them manipulable and domesticating them in the form that best suits the researcher's purposes. This paper seeks to trouble ordinary understandings of data using a case-study of one pre-service teacher and her attitudes towards teaching. Through a combination of a traditional case study, marginalia, and graphic representation, the author seeks to highlight her subjectivities and allow for a multi-voiced product that opens up new spaces for meaning.

Van Cleave, Jessica L., *University of Georgia*
Deconstructing Student Teacher

This paper seeks to deconstruct the concept of student teacher using an analysis of the practice/theory binary to open up new possibilities for what student teaching can be. Having a multiplicity of perspectives on the discourses of teacher preparation, we have become convinced of a snag in the system. The discourses that produce teacher education deploy the practice/theory binary in ways that privilege practice, experience, over theory. One of the spaces where the snag is most evident is student teaching. The teacher education program and the field experience placement are the most apparent sites in which these discourses are carried out, deployed differently in each, with different effects, but both versions of the discourse rest securely in lived experience. We seek to examine the practice/theory binary and how its deployment limits and warps what might be valued in teacher education and what the term "good teacher" can mean.

Van't Hof, Marcia Sue, *University of Colorado, Boulder*
Front-Loading Participatory Research

In an attempt to collaborate at every stage of the qualitative research process, I am involving participants in the methods design stage of a study of cross-race (black/white) friendships between women in metro Detroit. The primary research (still to come) will seek out the narratives of women who are invested in cross-race friendships, but I intend that the research methodology will reflect my commitment to the egalitarian participation of researched/er. Thus I have written a preliminary survey questionnaire that asks women who are invested in cross-race friendships to share their methods preferences should they be asked to tell the stories of their relationships. My paper will describe the rationale for the preliminary survey, present the survey itself, and describe how I located participants and received their responses. Finally, I will explain how I analyzed the responses and allowed them to shape the design of the current, primary research. I intend that my reflexivity in front-loading participatory research will allow other researchers to open avenues for more collaborative, democratic participation in their own work.

Vannini, April S.,
Of Walking Shoes, Boats, Golf Carts, Bicycles, and a Slow Technoculture

See Vannini, Phillip

Vannini, April Suzanne, *Royal Roads University*
Well... my son is First Nations and HE IS NOT A THIEF!

It is my turn to talk, pass me the feather. This performance is based on auto-ethnograpic stories: the author will engage in an indigenous talking circle performance, with the aim of story-ing her life as a white mother to a mixed blood (European and Canadian First Nations) son. Throughout her stories she reflects on her constant negotiation of what it means to be a white mother to a son who has mixed blood. How do mothers of racialized, stigmatized offspring deal with racism and how do they negotiate their own identities when confronted with racist discourse'

Vannini, Phillip, *Royal Roads University*
Of Walking Shoes, Boats, Golf Carts, Bicycles, and a Slow Technoculture

Use of means of public and private transportation such as airplanes, trains, automobiles, or ferry boats plays an obviously important role in such matters as urban planning, environmental regulation, and economic development, but, just as important are outcomes of symbolic (i.e. cultural) nature. For example, according to Canadian communication theorist Harold Innis (1971) the development of a transcontinental railway was instrumental to both the economic development and the political identity of Western Canada. Similarly, the development of quick, reliable, and relatively affordable commercial air service stands as one of the key characteristics of late modern globalization (Harvey, 1989). To all intents and purposes means of transportation are indeed vessels or media of communication through which people, ideas, and material travel across cultures and through which cultures travel across peoples. The proposed larger project intends to examine the role played by the British Columbia Ferry Corporation in the society, history, and culture of coastal British Columbia. The research goal of this project is to begin to understand, from an ethnographic and communication ecology perspective, how BC Ferries as both a technology and as a medium of communication shape the sense of space, time, and identity in certain areas of coastal British Columbia.

Vardaman, James, *University of Memphis*
Using qualitative research to inform the policy-making process

See Wright, Paul M.

Vargas-Hernandez, José G., *Instituto tecnologicod e cd. Guzman*
Indigenous Movements and Indigenous Political Ecology in Latin America

This paper is aimed to analyze the indigenous movements in Latin America after a brief historical review and under the frame of indigenous political ecology. Indigenous movements are crossing the borders through the formation of transnational networks following some strategies. Finally it is discussed the implications.

Vargas-Hernandez, José G., *Instituto tecnologicod e cd. Guzman*
Features of Social Movements' Conceptualization

This paper is aimed to analyze the main features of the concept of social movements. Any social movements have as basic features: informal networks,

shared beliefs and solidarity, conflict's issues, collective identity and action, use of various forms of resistance and protest, and political strategy of movements.

Vargas-Hernàndez, Josè Gpe., *Instituto tecnològico de Cd. Guzman*
Historical Social Approach to Social Movements for Recognitions of Indigenous Rights in Contemporary Mexico

This paper iam to analyze the hIstorical social approach of social movements for recognition of indigenous rights in contemporary México.

Vazquez-Galarza, Tonatiu, *Universidad Autonoma Metropolitana-Xochimilco*
Estan los datos sobre inseguridad alimentaria y vejez, pero no la percepcion de los ancianos: necesidad de una mirada cualitativa para el estudio del acceso a los alimentos en poblacion adulta mayor de la Ciudad de Mexico

See Rivera-Marquez, Alberto

Villagrá-Sobrino, Sara, *University of Valladolid*
What the eye doesn´t see: An Inquiry (cowiki-) based learning case study

See Jorrín-Abellán, Iván Manuel

Villavicencio, Ma. de la Luz Palacios, *Universidad Tecnológica de la Mixteca*
La importancia de la motivación, la confianza y la seguridad en el desarrollo del potencial creativo en estudiantes de diseño. Una exploración cualitativa

En los ultimos años, las instituciones educativas se han interesado en promover el desarrollo del potencial creativo de sus estudiantes; sin embargo, estas fungen como estimulo o como obstaculo para la estimulacion de la fantasia y la creatividad. El problema se deriva directamente de la relacion docente-alumno establecida en el aula de clases, independientemente del modelo pedagogico que la institucion aplique en el proceso de enseñanza-aprendizaje. Objetivos: 1) Explorar el impacto que tiene la relacion docente-alumno sobre la motivacion, la confianza y la seguridad de los alumnos; 2) comparar las diferencias en la estimulacion del potencial creativo de los estudiantes entre dos instituciones de educacion superior (tradicional y modular). Método: se identifico el tipo de relacion establecida entre docentes y alumnos en tres grupos de cada universidad elegida. Se exploro el perfil docente relacionado con el desarrollo potencial creativo de los estudiantes de diseño. Resultados: el perfil del docente y la relacion que existe entre profesores y alumnos es determinante en el desarrollo del potencial creativo de los estudiantes, independientemente del modelo educativo de la institucion. Al favorecer la motivacion y la seguridad en el estudiante, este obtiene mayor confianza para proponer, expresar y desarrollarse como ser humano pleno y creativo.

Viruru, Radhika, *Texas A&M University*
Cultural Images in Standardized Testing in Texas

The purpose of this paper is to look at the content of the reading portion of standardized tests administered in Texas to 3rd, 4th and 5th graders between 2000 and 2006. This focus is important related to multiple postcolonial concerns emphasizing the need to direct an anti-imperialist gaze not only upon US policies around the world but also within the United States. Further, standardized tests also offer unique insight into the logic of imperialist multiculturalism that emerges from a conflation of interests between business and government. Passavant (2005) has commented that in a post 9/11 world, even if the emphasis has been upon smaller government, this has not always translated into less control over peoples lives. Rather, states have sought out other ways in which to achieve their power. A detailed examination of the products put forward in such situations helps in the process of understanding and deconstructing imperialist logic

Vitale, Alisha, *University of South Florida*
Truth in Life Research

See Adams, Tony

Vivoni, Francisco, *University of Illinois at Urbana-Champaign*
Scuff Marks the Spot: Challenges to Evidence-Based Research through an Artifact Ethnography of Skateboard Traces

Skateboard traces are pervasive throughout public space. Palimpsests of wax, dirt, and board art adorn the built environment as remnants of a criminalized everyday practice. Through an ethnography of skateboard traces as artifacts, this research project challenges evidence-based truth claims of transparency and accountability. Scuffed street furniture such as ledges, benches, planters, and handrails are found throughout the architectural landscape of the University of Illinois at Urbana-Champaign. Rather than scrutinizing defacement as commonsensical incriminating evidence, skateboard traces are reassessed as the morphing remains of a continually enacted creative appropriation of public spaces. Authorship anonymity and use discretion motivate the longevity of this subterranean spatial performance. Scuff marks the spot for street skateboarders engaged in place-making through shared practices of caring for the built environment.

von Heydrich, Levente, *Michigan State University*
Unheard Voices From Children's Foster Care: An Autoethnographic Case Study

Over the past thirty years, children's foster care has developed as a critical component in a total system of care for addressing the needs of children who are orphaned, without family support, and are at risk for mental and emotional disabilities. The ultimate goal of the U.S. foster care system is to return children to their parents when problems in the home have been resolved and minimal safety standards for minor's personal well being are met. When children cannot be returned into the care and custody of their parents and their adoptions is not possible, authorities maintain these minors in their various foster care settings for longer periods of time. An unfortunate outcome of this phenomenon is that generations of young people grow up "lost" in the foster care system. This paper synthesizes an autoethnographic perspective with case analysis as a method of inquire to explore the foster care experiences of one child while considering how my own reactions as his case manager have recursively shaped and transformed these qualitative data. Data were assembled through historical case notes, reflections of my thoughts and emotions related to life events, interviews with the child, and observations of the systemic interactions and institutional policies that impacted us both. There are two major purposes for

this exploratory qualitative study. The first purpose is to examine my reactions as someone who is an active agent in the child's life and as a participant in the foster care environment. Secondly, to recognize the self of the researcher, in how my approach and emotional reactions have been constructed and influenced by my ethnic background.

Walsh, Carol
Autoethnography as a research and training method

See Sutter, Judith A.

Walster, Dian E., *Wayne State University*
Conversations with email

This paper is about the effects email has on personal interactions and communication. It was created through using writing as an inquiry method to "question" the mixed orality and textuality of email. It is presented as conversations with the medium of email, the messages sent via email and the senders of email. I daily struggle with my email. I receive messages that appear to be personal, colloquial and immediate--characteristic of information oral communication. I perceive many of these messages as distant, unresponsive and isolated--characteristic of more formal written communication. I find myself confused about how I am supposed to maneuver socially, politically and personally. As my Ph.D. is in "Educational Communications and Technology" this is also a scholarly concern. By writing a series of conversations with my email I examine these perplexities.

Wang, Lurong, *University of Toronto*
An Ethnography of Literacy: Writing for Equalities

This paper investigates the role of ethnographic writing that plays in constructing synergic efforts between the researcher and the participant to strive for equalities in encounters with institutional agents. Based on ethnographic research with skilled immigrants from Mainland China to Toronto, this paper focuses on a key participant who takes advantage of literacy skills in English in the process of negotiating and dealing with institutions. Drawing on multiple data including conversational interviews, reflective journals, and literacy artifacts from a perspective of the participant, I show how writing acts as a tool that leads the participant to engage in the cycle of questioning, acting, and reflecting on interactions with institutional agents. The paper emphasizes the importance of the researcher's partnership with the participant in developing a better understanding of questions about positioning and relationships in ethnographic writing practices.

Wang, Yu-Wei, *Southern Illinois University*
Voices from the Margin: A Case Study of A Lesbian's Experience with Same-Sex Sexual Violence

Lesbian, gay, and bisexual population reported a higher rate of sexual victimization experiences than heterosexual population (Balsam et al., 2005). The extant literature tends to focus on the impact of rape on the development of lesbian identity, but the influence of woman-to-woman sexual assault on existing lesbian identity was rarely discussed. Very little is known about how lesbians cope with the posttraumatic stress from same-sex sexual violence and how this experience affects their sexual identity and life. Thus, the current study aims to understand a lesbian's experience with same-sex sexual violence and to give the survivor a voice and space to tell her story. Three in-depth interviews were conducted with a 49-year-old lesbian survivor over one-year period. The survivor reported similar sequalae experienced by heterosexual women and lesbians who were raped by men. Yet, she also reported unique challenges facing lesbian survivors of same sex sexual violence (e.g., lack of helpful resources, feeling extremely alone because she does not know anyone else who had similar experiences). Implications of the results for future research and treatment issues will be discussed.

Wang, Yu-Wei, *Southern Illinois University*
Trauma Recovery of Taiwanese Rape Survivors: Gender and Sociocultural Contexts

This study aims to understand the impact of gender socialization and sociocultural context on the postrape recovery process of Taiwanese survivors through qualitative case study approach. Rape is a serious societal concern in Taiwan, yet relevant research is still in its infancy. Also, there is a dearth of studies on Taiwanese male survivors. Therefore, female and male survivors of various types of rape were invited to participate in in-depth interviews. Results revealed the impact of gender and cultural values (e.g., chastity, loss of face) on survivors' trauma and coping processes. The lack of help-seeking venues and the stigma attached to seeking psychological services greatly limited the resources available to the survivors. Implications of this study for public policy, research, and clinical practice will be delineated. In addition, I will discuss the ethics and politics of conducting this research using qualitative inquiry to promote social justice for rape survivors in Taiwan.

Warren, John T., *Southern Illinois University Carbondale*
Experience and Autoethnography: Writing a Possible Self without Foreclosing Critique

I first read Joan Scott's accounting of experience in an undergraduate course and I remember being affected so powerfully by it. I remember believing that Scott was right and all those who relied on experience played it as a trump card, leaving others without any point of entry. I staked much on this and as I proceeded with my graduate education, I would go back to this essay as a touchstone, using my experience of this essay as evidence against those others who tried to hold on to the power of personal voice as an (or the most) important form of argument. Even as I published my own autoethnographies, I found myself constantly reminded of the dangers Scott's scholarship warns of; this was especially significant as my scholarship began to include much more personal issues of my own sexuality. This essay is my attempt to find an articulate voice in autoethnography while holding on the powerful reminders Scott so importantly demands of us.

Webb, David Robert, *Victoria University*
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 British Columbia*
Fabricating Interests: Methodologies for the Study of Covert and Panoptic forms of Power in Educational Micropolitics

Within, I reintroduce covert and panoptic conceptions of power operating, and often neglected, within micropolitical inquiries. By re-introducing covert and panoptic conceptions of power, I argue that micropolitical interests can be fabricated through the macropolitical context. Thus, I argue that the rationalist perspectives operating in many frameworks of micropolitical studies contribute and perpetuate the conceptual weaknesses attributed to them. Fabricated interest groups, then, represent more useful and docile educators within micropolitical spectacles monitored by the macropolitical gaze for increased accountability production. First, I discuss two theories of power and examine the implications these theories of power have for micropolitical research. Finally, I discuss four methodological implications arising from the reintroduction of covert conceptions of power within micropolitical inquiries.

Webster, David W, *Boston University*
Learning about coping with life's challenges from the experience of living through major depression

Major depression is a difficult and sometimes fatal disability. Yet, living through and recovering from the experience can be a powerful teacher. Fifteen women, ages 30-50, talked about what they learned from depression. The presenter used qualitative narrative analysis to learn what common themes of the women's lived experiences were and where the women diverged. Presentations based on these interviews at local conferences have proven to be of interest to people living with mental illness, practitioners in psychiatric rehabilitation settings, and qualitative researchers. The material presented has sparked discussion of what has worked for the research participants as they learned from depression. Some of the presentation has been straightforward, and parts have been controversial (such as finding that toxic relationships were as important as positive relationship for many of the women).

Weddle-West, Karen, *University of Memphis*
Voices from Tennessee: An Examination of the Effect of Legislation on Minority Access to Higher Education

See Lowery, Regina A.

Wee, Su-Jeong, *University of Illinois at Urbana-Champaign*
Drama in the Integrated Curriculum for Early Childhood Education

This research explored the collaboration between a drama specialist and classroom teachers at a private school in a metropolitan city. Specifically, this research addressed how a drama specialist collaborates with classroom teachers and what types of discipline-based knowledge the specialist brings to the collaboration. By using a case study, this research attempts to see the particularity and complexity of drama education and collaboration between a classroom teacher and a specialist. Data sources included interviews, observations, and a review of documents. First, 1 kindergarten drama class and 2 first grade drama classes by a drama specialist were observed for 8 weeks. Also regular subjects classes and other special classes were observed. Second, formal and informal interviews were conducted with the drama specialist, classroom and other art teachers, and assistant director. The frequency and duration of the interview varied. Last, the documents analyzed included the school mission, the national, state, and district drama and arts curriculum, and a curriculum map, the teachers' teaching plans, evaluation forms, their letters to parents, and other documents.

Wee, Su-Jeong, *University of Illinois at Urbana-Champaign*
Drama curriculum in early childhood education

This research explores the disciplined artistic knowledge of drama instruction when drama instruction is taught by a drama specialist to early childhood students at a private school. Specifically, the research questions are (1) what are the contents and structures of drama instruction? and (2) what pedagogy does a drama specialist bring to her instruction? By using a case study in a natural setting (Stake, 1995), this research attempts to examine the particularity and complexity of drama education. These questions are addressed by (1) observations, focusing on curriculum contents, pedagogies, and structures, (2) in-depth interviews with the drama specialist, exploring her beliefs and assumptions about drama teaching, and (3) a review of documents. First, 1 kindergarten and 2 first grade classes' 8 week drama program has been observed. In-depth interviews with the drama specialist were carried out 8 times, each for about 45 minutes. The documents analyzed included the school mission, the national, state, and district drama and arts curriculum, and a curriculum map, the teachers' teaching plans, evaluation forms, and their letters to parents.

Weems, Lisa, *Miami University of Ohio*
Spaces of the Normal and Beyond: How Identity Impacts Public Same-Sex Performative Acts and Alliance

Gay Straight Alliances (GSAs) may provide a space to destabilize the taken-for-granted assumptions about sexuality and desire. However, as Cathy Cohen (2005) and other "quare" black queer theorists argue, some of the gender transgressions celebrated in queer studies are afforded to only those with a certain level of cultural, racial or economic privilege. Drawing on observations of

GSAs, I examine to what extent openly "queer" (and by that I mean hetero- and homo-sexual) performative acts are possible and desirable among African American, Latino/a and Asian American students. I consider how the groups both enable and constrain non-normative sexual identities and performances. Under what circumstances can and does sexual or gender "border crossing" occur both inside and outside of GSA? How is this sexual border crossing or fluidity valued in relation to other forms of crossing? To what extent do particular spaces both allow for and constrain identities and forms of alliance'

Weigt, Jill Michele, *California State University, San Marcos*
Whiteness in Welfare Work

Using ethnographic and in-depth interview data, the proposed paper will examine how whiteness is both produced and institutionalized in three diverse welfare offices in a predominately white state in the U.S. This paper draws on an institutional ethnography approach, linking local events and practices to extralocal power relations. I find that each of the three branch offices offers a different view into the ways that whiteness operates, with various levels and types of privilege granted to the clientele who most closely meet normative expectations of whiteness. In each case, whiteness reveals itself as embedded in workers' expectations surrounding work, family, and participation with welfare programs. The paper further explores how these practices are institutionalized through policies. The findings offer a qualitative reading on Neubeck and Cazenave's (2001) claim that more diverse states construct more punitive welfare laws.

Weir, Gera, *Michigan State University*
Payday Lending Ecology: A Critical Approach

See Distelberg, Brian John

Weir, Geraldine R., *Michigan State University*
Exploring evidence of the community in family therapist training: Punctuating who we are

See Bak, Jennifer Marie

Welch, Lynne B., *Marshall University*
Perceptions of Preceptor Training in the Dietetic Supervised Practice Experience

See Gould, Mary Kathryn

Wells, Anita, *University of Memphis*
When you don't hear, what do you communicate? Un/settling accountability in qualitative research when working with deaf population

In this current moment of qualitative research, we are faced with issues of academic rigor and trustworthiness. Evidence-based inquiry and discourses around accountability seem to encourage confidence in the merit of research. In this autoethnographic performance, I re/act to the challenges of working with a deaf population and to the multiple barriers of communication, including interviews and member checks. Situated within a research institution, I demonstrate the disciplining on qualitative methods when constructing knowledge about the deaf population. How does a qualitative researcher work with/against/through the various communication barriers that flatten and reduce the experiences of the deaf participants and ensure rigor, trustworthiness, and merit? What disciplinary gazes do I accommodate to and what do I resist? How do I further co-opt qualitative methods while questioning the issues of mitigated voice by using an American Sign Language interpreter, an always already inadequate form of communication with deaf participants'

Wells, Brooke E., *The Graduate Center at the City University of New York*
A Feminist Approach to Understanding the Role of Alcohol in Female Sexuality

The true nature of the much-researched relationship between alcohol and sexuality has yet to be fully explicated, and the role of gender is typically ignored. Consequently, we inquired: What are women's motivations for and negative consequences of combining alcohol and sexual activity and how are these gendered in nature? Utilizing grounded theory and content analysis of 60 narratives of young women (ages 18-29) relating recent experiences combining alcohol and sexual activity, we found that women often perceive alcohol to facilitate initiation of sexual activity, relaxation and enjoyment of the experience, and the expression of sexual desire. Conversely, they also report that alcohol is linked with anorgasmia, loss of control, unsatisfying sex, and ambivalence/regret about the sexual experience. Findings are situated in an understanding of the gendered norms and expectations surrounding women's sexuality to understand the ways in which gendered sexuality influences women's motivations to combine alcohol and sexual activity.

Wertlieb, Donald, *Tufts University*
Building Resilience among Children-at-Risk: Action Research to Guide Community-based Programs

See Boehm, Amnon

Westhues, Anne, *Wilfrid Laurier University*
Making structures visible: Theory use, validity, and transferability in qualitative research

See Grant, Jill

Westhues, Anne, *Wilfrid Laurier University*
Collaborative Research as Subversive Practice? Can we challenge structures through collaboration?

See Grant, Jill

Whelan, Tim, *Juravinski Cancer Centre*
Evidence-Based Medicine: Clarity and Consistancy in the Definition and Meaning Within the Medical Literature

See Freeman, Emily

White, Julie, *La Trobe University*
Crafting narratives, writing lives: Maintaining researcher identity in a large nationally-funded Australian qualitative study

This paper narrates our story of working on a nationally-funded Australian study focused on connectivity of young people who have experienced chronic illness or accident trauma. This study comprises a large team of nine researchers and one of the strengths of the project is the range of methods involved and the considerable diversity of the team. A brief description of the way the project was developed is considered in relation to the practical implementation issues that have arisen as a result of methodological difference within the research team. At this early stage of the project the authors have worked to provide an alternative viewpoint to a perceived preoccupation with empirical 'evidence' and the analysis of data. Rather than focusing on the analysis of data, we have focused on linking narrative theory with the interview process and key elements such as voice, stance, perspective and characterisation.

White, Julie, *La Trobe University*
Eight Treasure Soup: Voice, Perspective and Evidence in a Collaborative Project

See Godinho, Sally

Wilder, JeffriAnne, *University of Florida*
The social construction of mental illness stigma

See Koro-Ljungberg, Mirka Elina

Will, Marvin, *(retired professor)*
Positioning in a Case of Accounting Fraud

This is an attempt to understand the roots of corporate wrongdoing by studying how an insider in a major case of accounting fraud experienced the events at the time. Research methodology based on Heideggerian phenomenology was used in collecting and analyzing data obtained from interviewing a former CFO who was convicted and spent jail time for distributing fraudulent financial statements to shareholders. The researchers took a social constructionist approach and applied positioning theory in interpreting the data. They concluded that from an insider's perspective, corporate wrongdoing does not result from the types of causes and rational decision making processes that are conventionally cited in books and articles on business ethics; instead, it is explainable in terms of the complex, shifting dynamics of day-to-day social interactions. The case also questions whether evidence and truth reside in the CFO's "lived experience" or in the "objective facts" presented in court.

Williams, Kelli J., *Marshall University*
Cultural Perceptions of Healthy Weight in Appalachian Caregivers

Adolescents in Appalachia consume diets inconsistent with federal guidelines and are relatively inactive. Such characteristics place them at high risk for obesity and related health conditions. Previous research of rural West Virginia youth revealed unrealistic and unhealthy perceptions of weight that were shaped by family members, especially caregivers. In order to address healthy weight perceptions in adolescents, it is important to understand weight beliefs

of those who provide care for and influence them. Focus groups were conducted with primary caregivers of adolescents throughout the state. Analysis of focus group data indicated that caregivers had many misconceptions regarding healthy weight, which were similar to those expressed by adolescents previously. Caregiver participants cited Internet, popular magazines, and their children as sources of information on healthy weight, and many indicated overweight as a problem among adolescents in West Virginia. These data provided valuable information for use in developing obesity prevention programs in Appalachia.

Wilson, Anita, *Lancaster, UK*
Impossible Images: Collaborative Photography and Research in Prison

A boy, reading a letter in his cell, agrees to be captured on film. A prison guard - shoulders back and chest out - strikes a pose for the camera. A young man invites us in to photograph his cell - a space inscribed with graffiti, toothpaste, and the traces of present and past lives. He sees it transformed by the camera into a visual and iconic masterpiece of design and artistry. Photography in prison is conventionally disallowed, tokenistic or has an institutional agenda. To undertake collaborative, institutionally supported and meaningful photography as a means of exploring issues of identity and survival is recognised by those both inside and beyond the system as almost unbelievable. This paper describes one such impossible, unbelievable but successful project - a collaboration between an ethnographer and a photographer, between the prison and the outside world - between people who recognised the importance of self-identity, mutual respect and human survival.

Wilson, Anita, *Lancaster, UK*
'As I buy my biscuits - with real money in a system that operates without cash - and leave the jail, it strikes me that there is something bizarre about carrying a paper plate on which are balanced four teddy bear biscuits past the security cameras and out into another world' : Knowing our place in the borderlands of prison life

Researchers, keen to (re)place their collaborators at the centre of their projects, often fail to think about their own position, both in terms of the research itself and the environment in which it takes place. While quantitative projects offer a disengaged space from which to operate, ethnography requires some honest reflexivity as to where we ourselves are situated as we strive to conduct ethical and engaged inquiry. In my research, prisoners and I have established that prison is not a total institution. It contains a third space, opened up on the borderlands between the institutional and the social with its own codes of ethics and membership. Working in this milieu, the questions I ask myself form the basis of this paper and are generic to anyone attempting to truly engage with their research environment. What space am I really researching? What space am I researching in? What is my place and how best am I to secure and keep it'

Wilson, Sue, *University of Bristol*
Friend and Foe? Technology in a collaborative writing group

See Sakellariadis, Artemi

Witt, Allison, *University of Illinois at Urbana-Champaign*
Lost in Translation: Qualitative Inquiry in Transnational Evaluation

Higher education has become a global business, with two million students worldwide studying outside their home country and millions more enrolled in postsecondary education run by a foreign provider within their home country. Perhaps more than any other sector, higher education epitomizes the myriad complexities and contradictions of modern globalization. This paper will examine the use of qualitative methods in evaluation of transnational programs. Values must necessarily inform the criteria of any program evaluation, but in a transnational context, which country,s values govern the inquiry? When evaluating a transnational program, do researchers work from the values of the home campus culture or of the host campus culture or a hybridity? By reviewing recent case studies, program evaluations, and other assessments of transnational programs, this study will examine the sometimes conflicting cultural values that inform such research, and indeed, the programs themselves.

Witte, Jim, *Auburn University*
Recareering as tenure track faculty: The collaborative learning community

See Saltiel, Iris M

Witte, Maria Martinez, *Auburn University*
Recareering as tenure track faculty: The collaborative learning community

See Saltiel, Iris M

Witz, Klaus G., *University of Illinois at Urbana-Champaign*
Types of college students involving self in finding a career and life direction

See Bae, SungAh

Witz, Klaus G., *University of Illinois at Urbana-Champaign*
The consciousness and spiritual development of the child

This paper points out that the entire psychological and educational literature (with only a very few isolated exceptions) talks only about what the child "is conscious of" (which can be described "objectively"), not about her "state of consciousness". The paper (1) discusses how a subjective understanding of a young child's consciousness can developed in intensive individual case studies using micro-analysis and essentialist portraiture; (2) suggests that there is tremendous potential for intensive case studies research (again including micro-analysis and essentialist portraiture) of the child's development of values and beginning spiritual feelings as part of his "primary group consciousness" in family, pre-school, elementary school etc; and advocates the use of Pestalozzi's conception of the innere Anschauung of a person to understand the child's spiritual state.

Wolf, Kay N., *The Ohio State University*
Cultural Perceptions of Healthy Weight in Appalachian Caregivers

See Williams, Kelli J.

Wong, Alina, *University of Michigan*
Reframing the researcher/researched dialogue

In this paper, the authors reassess the process and relationship between co/researchers and participants. In an exploratory study of racial identity construction among Asian American graduate students, we experimented with occupying simultaneously the roles of participant and researcher by interviewing each other. This paper is a reflection on the relationship as it developed through the research process, and how occupying the dual roles affected the project and interpretations. We address questions of authenticity, ownership, and authorship. As researchers and participants, who owns the research? How are decisions made during and about the research process? And how are differences or alternative perspectives discussed and/or resolved? We hope to challenge the binary norms of the researcher/participant relationship to complicate the arbitrary definitions of researcher and researched. Our approach renegotiates the traditional power structures of the research process.

Wong, Phyllis, *Arizona State University*
Dreaming Freedom vs. Freedom in Dreams: Resident Alien Life in the United States

Their performance represents the joint collaboration of two immigrant graduate students' experiences of engaging the experience of being in the United States in an 'illegal' liminal space. The notion of the American dream, recurrent dreams, and the nightmare of dealing with the naturalization process is presented In a discursive journey of experience.

Woodford, Michael R., *University of Michigan*
Qualitative Research Informing Social Policy: Learning from Cases of Citizen Participation in Policy-making

Finding ways to influence social policy has been a longstanding challenge facing the qualitative research field. Many maintain that the problem rests with the general belief among policy makers that quantitative research is more scientific than qualitative inquiry, thus more applicable to social policy development. This paper argues that this assumption is only part of the problem, and that qualitative researchers need to better understand the complexity of policy making and what is necessary to make the policy process inclusive of the voices of non-state actors. The field of citizen participation offers important openings into this. Drawing on a collective case study of three citizen participation initiatives, this paper addresses the question: what qualities and conditions are necessary to promote meaningful participation in policy decision-making? In presenting the results of this inquiry, this paper focuses on the lessons learned about meaningful engagement that are insightful to qualitative researchers in our pursuit to inform social policy.

Woodford, Michael R., *University of Michigan*
Research with Small, Connected Communities: The Challenges of Promoting New Knowledge while Upholding Research Standards

When conducting in-depth qualitative studies with small, connected communities, researchers often experience ethical tensions between the scientific goal of advancing new knowledge in ways that authentically present participants'

subjectivities and the ethical responsibility to protect participant confidentiality and to minimize risks. Strategies to deal with these tensions can be planned in advance, in other circumstances they emerge and are addressed during data analysis, and in some cases they go unnoticed. This paper examines these dilemmas in the context of two studies: a case study exploring the experiences of community advocates and public administrators involved in participatory policy-making and a phenomenological-hermeneutics inquiry delving into the use of the arts and creative writing in social work practice and research. The strategies used to address these tensions are outlined and critically appraised in terms of their advantages and disadvantages. We conclude with principles to help guide other researchers who face similar challenges.

Wootton, Kathleen
"Revisiting Mianscum's 'telling what you know' in Indigenous Qualitative Research"

See Stonebanks, Christopher Darius

Wright, Paul M., *University of Memphis*
Using qualitative research to inform the policy-making process

Although qualitative research offers unique contributions to the policy process, its influence is often limited. This presentation will address a central question of this conference, "How can qualitative research inform the policy-making process?" In response to the current obesity epidemic, federal and state policies have been passed related to the quality and quantity of physical education provision within schools. While such initiatives appear logical, evidence indicates these policies have frequently proved ineffective. We are conducting a two-year funded project that builds in-depth case studies and develops a detailed, multilevel understanding of how policy is developed, enacted and implemented at state, district and school levels. Through an engaged discussion, we will highlight issues related to research design, access, representation and standards of quality. We will also address strategies to maximize the influence qualitative research might have on the policy-making process.

Wulff, Dan, *University of Louisville*
Qualitative Analysis Transparency

Qualitative analysis assumes many forms and all researchers conduct their analyses in unique ways. In writing about one's qualitative research, describing the analysis by connecting it to broad traditions (e.g., grounded theory, ethnography, phenomenology) begins to situate the process of data transformation, but fails to communicate the specifics of that process in sufficient detail. To borrow the notion of "thick description," qualitative analysis is best revealed through detail and illustration. Not only will the readers better understand precisely what happened in transforming the data into codes, themes, and/or categories, they may develop greater confidence in whatever findings or results come forward. This level of analytic detail is frequently absent in articles about qualitative research; in The Qualitative Report we mentor our authors to include specifics regarding how they did their analysis. The challenge of including this information is in showing precisely what was done within the journal article length format.

Wulff, Dan, *University of Louisville*
Coming Out of the Shadows: The Researcher's Context

See St. George, Sally

Wulff, Dan, *University of Louisville*
Helping Authors to Situate Local Research within a Global Context

See Duffy, Maureen

Wulff, Dan, *University of Louisville*
Facilitating Coherence across Qualitative Research Papers

See Chenail, Ronald

Wyatt, Jonathan, *University of Oxford*
No Longer Loss: Autoethnographic Stammering

This paper is a performative, autoethnographic exploration of the (continuing) experience of loss, asking how we come to know loss as the losing event itself becomes more distant and the lost begins to fade in the memory. Following an earlier paper about the death of my father three years ago (Wyatt, 2005) I tell further stories about my father and draw from encounters in my counselling practice. I work with the Deleuzian concept of 'stammering', as I attempt to find words that take 'lines of flight' and that do justice to the aporetic.

Wyatt, Jonathan, *Oxford*
Two Men Talking — a nomadic inquiry into collaborative writing

See Gale, Ken

Xie, Shuang, *Bowling Green State University*
Are you sure you are Chinese?: Rethinking linguistic identity and ethnical identity

The ultimate purpose of this paper is to explore or to rethink the relation between linguistic identity and national and/or ethnical identity. I used to believe that an individual's linguistic identity is closely related with his or her ethnical identity. Some previous scholarship (e.g.,La Page & Tabouret-Keller, 1985) confirmed this belief. However, my belief is shaken by my personal communication with people in realistic life. For example, a woman identifies herself as a Mongolian even if she is unable to say "Hello" in Mongolian language. Also, there are some American Born Chinese(ABC)identify themselves as Chinese in terms of ethnicity, but they cannot speak Chinese language. In this study, combining autoethnography and in-depth interview of other people about their lived experience, I explore the influence of linguistic identity on individuals' ethnical identity. Based on he findings of this study I argue that linguistic identity has not a significant influence on people's ethnical or national identity.

Xinren, Chen, *Nanjing University*
International Association of Educators in Asia and Europe

See Dedeoglu, Hakan

Yakura, Elaine, *MIchigan State University*
The preponderance of the evidence: The value of lived experience in organizational autoethnography

The goal of this paper is to compare and contrast the definitions and issues of evidence in workplace narratives about discrimination from two different disciplines: law and organization studies. For example, in the U.S., legal case law is made up of stories that arise out of the facts of a particular situation. In organizational autoethnographies by women, narratives of work lives and experiences also emerge for the reader. Yet the rules of presentation and the criteria for the quality or success of the stories in the two different arenas are very different. In contrasting and exploring these rules and criteria, we stand to gain a greater understanding of the organizational and cultural forces that shape our experiences in the workplace and develop strategies for understanding a broader range of work experiences.

Yamamoto, Satomi, *University of Illinois at Urbana-Champaign*
Studying Social Service Agents and Vulnerable Populations: Methodological and Procedural Challenges

The aim of this paper is to share methodological and procedural challenges I had when studying nonprofit organizations, street-corner laborers, and Filipino nurses in the United States. First, I will outline procedural challenges which I have encountered when seeking research approval to study vulnerable populations from the Institutional Review Board (IRB). I will illustrate my experiences on a study of Filipino nurses from the University of Chicago and on the research of migrant workers from the University of Illinois. Second, I will explain why the structured-interview method is neither efficient nor effective when studying nonprofit organizations. I will illustrate that the participant-observation method may be a better alternative in some cases. Lastly, I will delineate the difficulty of establishing a rapport with street-corner laborers. The description of my experience may alert social scientists to realize the importance of giving back to the studied populations after the completion of the project.

Yang, Changyong, *Southwest China University*
On the Relative Rationality of the Subjectivity in Qualitative Research

Qualitative research focuses on the discovery of the reality characterized by patterns and regularities that may be used to describe, explain, and predict phenomena. In qualitative research, researchers often develop close, intimate relationships with participants. So it is often difficult for both the researcher and the research to be "objective". Subjectivity is unavoidable and subjectivity is an important character of qualitative research. The purpose of this paper is to analyze the rationality of subjectivity of evidence. a) Subjectivity can diffract different research methods, and can help the research go much further. b) Subjectivity can make the researcher inquire different aspects of evidence. c) With the subjectivity in mind, the researcher can be more and more competent. d) Subjectivity in qualitative research can make the researcher available to provide a complete explanation about the evidence. Yet the rationality of the subjectivity of evidence is relative, value neutrality should be considered as a general principle in qualitative research.

Yang, Changyong, *Southwest China University*
On the Strategy of Self-disclosure in Qualitative Research

Self-disclosure (SD) is an important skill in getting information from participants, yet the strategy of how to use it would influence the effectiveness of the research. This paper discusses some of the strategies. a) Use time to built trust. Self-disclosure is based on trust, but it takes time to build trust among people, you will never tell other people your personal matter before you know each other very well. b) To express yourself equally and properly to whoever your senior or inferior c) Using the proper means to attract others. d) To adjust yourself to adapt the communicating manner of the people you are doing researching on.

Yeomans, Melinda, *Southern Illinois University Carbondale*
Confrontation with Post-Colonial Privilege: Race, Gender and an Autoethnographic Journey through Bangladesh

On my journey through Bangladesh in 2003, I experienced both the wreckage of confronting post-colonialism and the expansion of personal consciousness that has irreversibly changed my identity as a scholar, feminist, woman, American, activist and practicing Sufi. This trip was a journey through the liminality Anzaldua speaks of when she states how these splits are "somehow healed so that we are on both shores at once and, at once, see[ing] through serpent and eagle eyes." From new height and depth, the confrontation with both the privilege of being a White-Westerner, a practicing Sufi, and then simultaneously the oppression experienced for being a woman remains a productive tension within my experience. I recount here how I performed my gender and racial identity in a manner that resulted in accepted into enclaves traditionally closed to Westerners, especially women, and how this hybridity finds me as a member of a pan-global community.

Yeomans, Melinda Leigh, *Southern Illinois University Carbondale*
Poetic Justice: The Journey from Subaltern to Subject in the Work of Joy Harjo

Breaking the silence of colonial discourse, Native American poet Joy Harjo determines to survive the crushing weight of the dominant social narrative in a manner that transforms both herself and the language of the culture in which she writes. The purpose of this essay is to investigate Harjo's articulation of her experience within a post-Marxist frame, using a Foucaldian postcolonial critique in order to demonstrate how a poet resists the discursive practices of the Western Enlightenment project. Critic Karen Vintges describes how Michel Foucault and postmodern theorists building on Foucault's work use his investigations of power to understand the politics of cultural discourse. The grand narratives of Western modernity, the ideas and perspectives that originated in the Enlightenment, and political liberalism, are postmodernism's target par excellence. Western modernity's claim of human progress through reason is criticized as imprisoning people in a restrictive identity and as the will to dominate all kinds of "irrational" others'the abnormal, the senseless, the "stranger." (277) Harjo escapes from this silencing through poetry. She credits writing with her "survival" and demonstrates through it her ethos reflective of the social and personal responsibility which Foucault calls a "lived ethic" and the "elaboration of one's own life as a personal work of art" (Foucalt 49).

Yeomans, Melinda Leigh, *Southern Illinois University Carbondale*
Nihilism to Nearness: T.S. Elliot and the Language of Gnosis

Over the course of T.S. Elliot's writing life we witness a remarkable transformation in his consciousness and poetic style. Elliot was profoundly concerned with the evidence of experience as a topic for exploration, not only as a poet but as a philosopher. After completing his master's degree in English at Harvard, Elliot pursued his PhD in philosophy at the Sorbonne, Harvard, Marburg, and Oxford, completing his dissertation in 1916. In Elliot's renowned earlier works, "The Love Song of J. Alfred Prufrock" (1915) and the "Wasteland," (1922) major themes are the heaviness of linear time, mortality and loss of belief in what appears to be a soulless, fractured world. What is witnessed in these early poems and the Witness of these events are disconnected. The fragmented style which interrupts the iambic pentameter of Prufrock culminates in the Wasteland as many disjointed voices speaking from, and into a great void with only occasionally recognizable meter. What constitues Elliotsevidence of existence changes dramatically by his writing of the "Four Quartets" (1943). This paper looks at the evidence of experience and how it shifts from nihilistic astrangment and distance, to the nearness and gnosis expressed in The Four Quartets (1943).

Yildiz, Rauf, *Yuzuncu Yil University*
Annual Report of Knowledge Management and Information Sciences & Art and Museum Education Divisions

Dr. Rauf Yildiz, the chair of the Knowledge Management and Information Sciences, and Martina Riedler, the chair of the Art and Museum Education Division, will evaluate annual activities of their divisions; give feedback to the Executive Committee, and introduce a strategic plan to oversee policy and planning, administration, organization and programming in their divisions.

Yomtoob, Desiree Rachel, *University of Illinois at Urbana-Champaign*
Something about Truth: Where words cannot take us

Where words cannot take us... me, this body performs meaning. I know the world. Spoken and written language can only tell us what we decide we want to say masks, in plain view..... but our moving bodies tells us in a different way. In each sweep of a gesture, there is the capability to openly free up the message of our being, through allowing the quality of movement to speak. The disciplining of what determines truth, and knowledge of truth, is determined by who we understand human beings to be (what is possible, or not possible)...when in actuality...our varieties are endless, as are our truths...and so are the possiblities for our delicious differences, which only serve to make us more responsible to perform in service of each others dignity, universally, in the relationships of each moment. The possiblities of the language of the bodies expressive quality can support this. This presentation will be a perfomance art piece, based on movements drawn from a practice of an improvisational movement methodolgy which I am currently developing. Peace.

Yoneda, Fusako, *Ohio State University*
Whose stories are they? Re-considering the ownership of narratives in narrative inquiry

In this paper, I discuss the ownership of narratives in narrative study. Since summer 2005 to winter 2006, I had collected stories of several children with mixed cultural heritages and explored what it meant for them to grow as bicultural students. In this narrative study, I encountered many challenges regarding the ownership of narratives. For example, because the participants were elementary school children whose languages were not fully developed, it seemed difficult for them to tell stories in detail, and their narratives were often very short. Therefore, in many interviews I was the person who talked more to ask questions and fill in the stories. As a result, I frequently felt that I controlled the narratives. Referring to my struggles and theories of narrative inquiry, I make several suggestions on how to conduct narrative research in which both the researcher and the participant(s) can own and represent the narratives.

Yoshihama, Mieko, *University of Michigan*
Theater as a Dissemination Method and a Tool for Social Change

See Choi, Joon

You, Yeanmi, *University of Illinois*
Oh! A Sad Winner!

With the emergence of nationalism, many countries have capitalized on modern sport events such as the Olympic Games as a medium, not only for fortifying their national identity, but also their nationalism.(Allison, 2000; Dias, 1996; Ha & Mangan, 1994; Ismail, 1997; James, 1969; Jayatilake, 1996 & Nauright, 1992). From late 19th to early 20th century some countries under colonization (e.g. China, India, Sri Lanka, and Korea) had utilized physical activities, sports, or some athletes' images as a tool for reinforcing their nationalism, national identity and power to resist imperialism. One good example is the afflictive image of Kee-Chung Sohn on the podium in the 1936 Berlin Olympic Games. Although Sohn was a gold medal winner in the marathon competition, he was anguished by the fact that as Korean he had to run as Japanese, watch the raising of the Japanese flag and listen to the Japanese anthem. At this time Korea was under the colonial reign of Japan. This miserable image of him played a vital role to stimulate Korean nationalism. Sadly his image as a sad winner was seen as a symbol of international peace in the Nazi Olympic Games which was wrapped with "international friendship and brotherhood nations" (Kershaw, 1993) for its propaganda. I will illustrate the sad image of Sohn as a strong example of Korean national resistance against Japanese occupation through an ethnographical performance. This poem was developed from an interpretive framework, textual analyses of archival sources on Sohn (both primary and secondary sources) and ethnographical analysis of his life.

Young, Margaret Laurene, *Bradley*
Petit Narratives

This paper is an autoethnography that includes three generations of women. It is not meant to be a self-involved collection of memories, but it is an exploration of universal experiences and how they are played out in the lives of specific

women, how they are passed on to succeeding generations. It demonstrates very clearly how more than just gold is passed down from generation to generation. By looking at the ecriture left by each of the generations the universal themes of life, death, birth, relationships and progress are brought to life in a new way. We have blithely and in many cases rightly abandoned the grand narratives espoused by our historians of the past. Petit Narratives is one way to replace the grand narratives of our past. One way to replace them is by looking at the petite narratives of ordinary people responding to universal themes.

Young, Miho, *University of Illinois at Urbana-Champaign*
A Case Study of an English for Scientific Purposes Class at a Japanese University

Many native English speakers teach English at different levels of schools in Japan. Most of those English instructors leave Japan or switch schools in a few years because of the expiration of their contract. Issues, such as poor communication between Japanese faculty members and foreign English instructors and human resource education in a limited employment system are well-known issues among foreign instructors who have taught English in Japan. In addition to these issues, this case study specifically revealed and examined issues regarding an English for Science Purpose (ESP) class at a prestigious private university in Japan. I visited the ESP classroom during the fall semester in 2004 and had several interviews with the English instructor, his students, his colleagues, and the division head. Because of a number of issues, foreign instructors remain quiet despite obvious problems regarding ESP courses. These issues will be the focus of the current presentation.

Young, Miho, *University of Illinois at Urbana-Champaign*
Oversea E-mail Exchange Project Between America and Japan: The Experiences of Two High School Teachers

Presented in this study are two English teachers' experiences using an overseas e-mail exchange project, which was conducted between an American and a Japanese public high school in 2003. Although technology-based instruction has gained much attention because of its advantages, the disadvantages and teachers' experiences of applying technology in their classrooms have not yet clearly been revealed. Through a qualitative analysis of classroom observations, interviews, and e-mail correspondences, both the advantages and disadvantages of using e-mail exchange as a part of English teaching were examined. Due to a lack of communication between the two teachers and differences in their assumptions about the project, their expectations about students' learning were shown to be misaligned. The results suggest that the participating teachers may have lacked a clear understanding of the nature of e-mail exchanges regarding how students learn English. Each teacher's assumptions about the project, the causes of infrequent communication, and students' feedback will be discussed during the presentation.

Zhao, Yanjun, *Southwest China University*
On the Relative Rationality of the Subjectivity in Qualitative Research

See Yang, Changyong

Zhao, Yanjun, *Southwest China University*
On the Strategy of Self-disclosure in Qualitative Research

See Yang, Changyong

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Chhabra, Meenakshi, *Lesley University,* **2014**
Chircop, Andrea, *Dalhousie University*, **1006**

Cho, Jeasik, *University of Wyoming*, **2027, 2058**
Choi, eun ok, *Inje University*, **2066**
Choi, Joon, *Virginia Commonwealth University*, **2024**
Choi, Sunghee, *Penn State University*, **2016**
Christ, Thomas William, *University of Hawaii*, **1047, 1056**
Christou, Miranda, *University of Cyprus*, **2012, C2012**
Chromy, Sam, *University of Bristol*, **2084**
Chun, Jeffrey, *University of Michigan*, **2015**
Cisneros Puebla, César A., *Universidad Autónoma Metropolitana – Iztapalapa, México*, **1042, C1042, S6**
Civil, Marta, *The University of Arizona,* **S4**
Clark/Keefe, Kelly, *Appalachian State University*, **1008**
Clarke, Adele, *University of California at San Francisco*, **2048**
Clementz, Annie Rae, *University of Illinois at Urbana-Champaign*, **2075**
Clementz, Rae, *University of Illinois at Urbana-Champaign*, **1083**
Clow, Barbara, *Dalhousie University*, **2060**
Cody, Allison, *University of Memphis*, **CS16**
Coffey, Amanda, *Cardiff*, **2014**
Colyer, Corey J., *West Virginia University*, **CS5**
Compton-Lilly, Catherine Filomena, *University of Wisconsin-Madison*, **2024**
Conklin, Thomas Arthur, *John Carroll University*, **1072**
Connolly, Kate, *Concordia University*, **1044, 2060, C1044**
Contreras-McGavin, Melissa, *University of Southern California*, **1019**
Cook, Loraine Dale, *University of the West Indies*, **1095, C1095**
Corroto, Carla, *University of Wisconsin–Whitewater*, **1087**
Cox, Susan Margaret, *University of British Columbia*, **2029**
Coyle, Michael, *Arizona State University at Tempe*, **CS11**
Crane, Betsy, *Indiana University of Pennsylvania*, **1097**
Creamer, Elizabeth G., *Virginia Tech University*, **2030**
Crespo, Richard D., *Marshall University*, **1029**
Creswell, John, *University of Nebraska*, **1035, 2065**
Crunkilton, Dhira D., *Southeast Missouri State University*, **1062**
Cruz-Santiago, Michelle, *University of Illinois at Urbana-Champaign*, **1029, C1029**
Cuellar, Raven, *Miami University*, **1024**
Cuello, Diana, *Duquesne University*, **1060**
Cuevas Portilla, Jimena, *Escuela Nacional de Antropología e Historia, México,* **S3**
Cunliffe, Ann L., *University of New Mexico*, **1003, 1075**

Dako-Gyeke, Phyllis, *Bowling Green State University*, **1096, 2016, 2054**
Damianakis, Thecla, *University of Toronto*, **2029**
Damiano, Natasha, *University of British Columbia*, **2029**
Dark, Kimberly, *Cal State San Marcos*, **1050, 1098**
Darling, Shelley , *Northern Ontario School of Medicine. Canada*, **2066**
Dastjerdi, Mahdieh, *International Institute for Qualitative Methodology, University of Alberta*, **2075**
David, Emmanuel A., *University of Colorado at Boulder*, **CS15**

Davidson, Judith A, *University of Massachusetts-Lowell*, **1065, 2053, C1065, C2053**
Davies, Bronwyn, *University of Western Sydney*, **1036, 2032, C1036**
Davis, Amira Millicent, *University of Illinois*, **2025**
Davis, Kathy, *Utrecht University*, **1063**
de Freitas, Elizabeth M., *Adelphi University*, **1046**
De la Garza, Amira, *Arizona State University*, **C2021**
Dedeoglu, Hakan, *University of Florida*, **1020, 2001, 2019, C2001, C2019**
Delmar, Charlotte, *Aalborg Hospital Science and Innovation Center, Aarhus University Hospital*, **2063**
Denison, Jim, *University of Alberta*, **1055**
Denzin, Norman, *University of Illinois at Urbana-Champaign*, **1084, 2053**
Deo, Nandini, *Yale University*, **2058**
DePouw, Christin A., *University of Notre Dame*, **1071**
DeStefano, Lizanne, *University of Illinois at Urbana-Champaign*, **C2029**
de Vries, Kylan Mattias, *Southern Illinois University Carbondale*, **CS15**
Diez-Palomar, Javier, *The University of Arizona*, **1051, 1017, S4**
diGregorio, Silvana, *SdG Associates*, **1065**
Dillard, Cynthia B., *Ohio State University*, **1018, 1068, C1018**
Dimitriadis, Greg, *SUNY Buffalo*, **2032**
Distelberg, Brian John, *Michigan State University*, **1049**
Diversi, Marcelo, *Washington State University at Vancouver*, **2077, C2077**
Douglas, Kitrina, *University of Bristol*, **1076**
Drisko, James W., *Smith College*, **2041, 2075**
Duffy, Maureen, *Barry University*, **1100, 1100, 1100, 1100**
Dundas, Ingrid, *Bergen, Norway*, **2045**
Durham, Aisha S., *University of Illinois at Urbana-Champaign*, **1067, C1067, 2068, 2081**
Dush, Lisa, *UMass Amherst*, **1074**
Dutta, Urmitapa, *University of Illinois at Urbana-Champaign*, **2018, 2034, 2057, 2074, C2074**
Dykins Callahan, Sara B, *University of South Florida*, **1007**
Dyrness, Andrea, *Trinity College*, **1041, C1041**
Dyson, Ben, *University of Memphis*, **1049**

Eagle, Teresa Robertson, *Marshall University*, **1015**
Egerod, Ingrid, *Copenhagen University*, **1015**
Eggen, Astrid Birgitte, *University of Oslo*, **1079**
Ehrensal, Kenneth N, *Kutztown University of Pennsylvania*, **2027**
Ehrensal, Patricia A.L., **2047**
Eibenschutz, Roberto Roberto, *Universidad Autónoma Metropolitana Xochimilco*, **1099**
Eisikovits, Zvi, *University of Haifa*, **1047**
Elfstrom, Jennifer L., *Miami University*, **1024**
Ellingson, Laura, *Santa Clara University*, **1008, C1008**
Ellis, Carolyn, *University of South Florida*, **1053, 1084, 2049, C1053, C1087, C1084**
Ellwood, Constance, *University of Western Sydney*, **1036**

Eng, Eugenia, *The University of North Carolina at Chapel Hill*, **1089**
Engelsrud, Gunn, *University of Oslo*, **2055**
Erdem, Goksel, *Canakkale Onsekiz Mart University, Turkey,* **T1**
Erdem, Gunhan, *Canakkale Onsekiz Mart University, Turkey,* **T1**
Erickson, Frederick, *University of California, Los Angeles*, **1035, 2048**
Ertem, Ihsan Seyit, *University of Florida*, **1033, 2019, C1033**
Eryaman, Mustafa Yunus, *University of Illinos*, **1020, 2001, 2019, C2001, C1020, C2019, T1**
Escobar, Gloria, *Universidad de Antioquia*, **2010, 2076, S5, S10**
Etherington, Kim, *University of Bristol*, **2037, 2078**
Etowa, Josephine, *Dalhousie*, **1007**
Evans, Kevin David, *The Ohio State University*, **1008**
Evron, Lotte, *Faculty of Health Science, Copenhagen University*, **1015**

Falmagne, Rachel Joffe, *Clark University*, **1013**
Fambrough, Mary J, *Alliant International University*, **2077**
Fassler, Andreas, *Virginia Commonwealth University*, **1065, 2067**
Faulkner, Sandra Lea, *Syracuse University*, **1077**
Fayter, Rachel, *Wilfrid Laurier University*, **1066**
Fehrman, Dar Lee, *University of Wisconsin–Milwaukee*, **1006**
Felix-Bortolotti, Margot, *Northern Ontario School of Medicine*, **2066**
Fenton, Nancy Elizabeth, *Brock University*, **1060, C1060**
Fernández de Sanmamed Santos, María José, *Servicio Vasco de Salud-Osakidetza, España*, **1073, S6**
Ferry, Hugh, *University of Memphis*, **1049**
Fidyk, Alexandra, *National-Louis University*, **1094**
Filmer, Alice A., *University of Illinois at Urbana-Champaign*, **2056, C2056**
Finley, Susan, *Washington State University*, **2010, 2026, 2064, C2010**
Finocan, Gillian M., *Miami University*, **1024, 1091**
Fishman, Darwin Ben, *University of Maryland, College Park*, **2014, C2014**
Fitzgerald, Alannah Teresa Dysart, *Concordia University*, **2063**
Flaherty, Michael, *Eckerd College*, **CS7**
Flaspohler, Paul D., *Miami University*, **1024**
Flores, David, *University of Michigan*, **1022**
Flores Ángel, Mario Alberto, *Universidad de Guadalajara, México*, **S9**
Fontana, Andy, *University of Nevada at Las Vegas*, **CS6, CS16**
Force, William, *University of Missouri at Columbia*, **CS7**
Foss, Christina, *University of Oslo*, **1015**
Foster, Elissa, *University of South Florida*, **1087**
Fournillier, Janice B., *Georgia State University*, **1067, 1089, C1089**
Fox, Ragan , *California State University, Long Beach*, **2083**
Frankel, Paul, **2075**
Frankham, Jo, *University of Manchester*, **2036, C2036**
Freeman, Emily , *National Network on Environments and Women's Health*, **2031, 2066**
Freeman, Melissa, *University of Georgia*, **1092, 2053, C1092**
Fricke, Ruth Marilda, *UNIJUI-Universidade Regional do Noroeste do Estado do Rio Grande do Sul*, **1010, 1049, 2058, C2058, C1049**

Fritz, Elzette, *University of Johannesburg*, **1010**
Fuehrer, Ann, *Miami University*, **1024**
Fuentes, Xochitl, *U of Guadalajara*, **2045**

Gage, Jeffrey Dean, *City Campus, Christchurch Polytechnic Institute of Technology*, **1051**
Gajjala, Radhika, *Bowling Green State University*, **1062, 1080, 1096, C1062, 2083**
Gale, Ken, *Plymouth*, **2037, C2037**
Galindo, Fernando, *Universidad Mayor de San Simón*, **2001**
Gallagher, Charles, *Georgia State University*, **1082**
Gallo Cadavid, Luz Elena, *Universidad de Antioquia, Colombia*, **S5**
Gandha, Tysza M., *University of Illinois at Urbana-Champaign*, **1083**
Garcia, David G., *University of California Los Angeles*, **2033**
Garcia, Paloma, *The University of Barcelona*, **1051**
García Quintanilla, Magda, *Universidad Autónoma de Nuevo León, México,* **S7**
Garii, Barbara, *SUNY-Oswego*, **1097**
Garrett, Amanda L., *University of Nebraska-Lincoln*, **2073**
Gawley, Tim, *Wilfrid Laurier University (Canada)*, **CS5**
Geist Martin, Patricia, *San Diego State University*, **1008, 1031, C1031, 2002**
Geleto, Adem Kedir, *Haramaya*, **1007**
Gemignani, Marco, *Duquesne University*, **1097**
Genat, Bill, *University of Melbourne*, **1080, C1080**
Gendron, Sylvie, *Universidad de Montréal, Québec*, **S6**
Genis, Asher, *Levinsky College og education*, **1047, 2051**
Giardina, Michael, *University of Illinois at Urbana-Champaign*, **2049, C2049**
Gilat, Yitzhak, *Levinsky College of Education*, **1047, 2051**
Gildersleeve, R. Evely, *Iowa State University*, **1019**
Gilgun, Jane, *University of Minnesota*, **2032, 2060**
Gill, Hartej, *University of British Columbia*, **1004**
Gimenez, Joaquim, *The University of Barcelona*, **1051**
Gingras, Jacqui R., *Ryerson University*, **2077**
Glover, Troy Daniel, *University of Waterloo*, **2022**
Godinho, Sally, *The University of Melbourne*, **1032**
Goldsmith, Joy V., *Young Harris College*, **1015, C1015, 2022**
Gómez-Sánchez, Eduardo , *University of Valladolid (Spain)*, **2083**
Gonick, Marnina, *Penn State University*, **1036**
Gonzalez y Gonzalez, Elsa M., *Texas A&M University*, **1058, 1058**
Gonzalez, Elsa, *Texas A&M University*, **1052**
Gonzalez, Jamie, *University of Nebraska - Lincoln*, **1069**
González Tovar, María Juana, *Universidad de Guadalajara, México*, **S9**
Goodall, H. L. (Bud), *Arizona State University*, **1084, 2080**
Goode, Jackie, *University of Nottingham*, **1077**
Goodwin, David R, *Missouri State University*, **2011**
Goodwin, Sheilia Rae, *Indiana University*, **2060**
Gotto, George Swift, *University of Kansas*, **1097**

Gottschalk, Simon, *University of Nevada at Las Vegas*, **CS6**
Gould, Mary Kathryn, *Marshall University*, **1015**
Gowen, Cindy, *University of Bristol*, **1090, 2037**
Granados Cosme, José Arturo, *Universidad Autónoma Metropolitana – Xochimilco, México*, **S9**
Grande , Sandy, *Connecticut College*, **1068**
Grandes, Gonzalo, *Osakidetza-Basque Health Service*, **2066, S10**
Grant, Jill, *University of Northern British Columbia*, **1012, 2070**
Grant, Karen R., *University of Manitoba*, **2060**
Grattan, Kelly, *Indiana University of Pennsylvania*, **1097**
Green, Denise O., *University of Nebraska-Lincoln*, **2073, C1069**
Greene, Jennifer, *University of Illinois at Urbana-Champaign*, **2065**
Greenhalgh-Spencer, Heather, *University of Utah*, **1057**
Grier, Tiffanie, *University of Memphis*, **CS12, CS16**
Grills, Scott, *Brandon University (Canada)*, **CS14**
Grimes, Diane Susan, *Syracuse University*, **1077**
Grimes, Jennifer, *Indiana State University*, **CS11**
Grube, Vicky, *Appalachian State University*, **1011, 2009, C1011**
Gubrium, Erika K., *(American Association of University Professors)*, **1074, 2010**
Guilian, Lesa M., *California Institute of Integral Studies*, **2035, 2079, C2079, C2035**
Guiliano, Jennifer Elizabeth, *University of Illinois*, **1076, C1076**
Guillemin, Marilys, *Melbourne*, **1060**
Guiney Yallop, John J., *The University of Western Ontario (Canada)*, **1026, CS4**
Gunzenhauser, Michael G, *University of Pittsburgh*, **1079**
Gust, Scott, *Bowling Green State University*, **2038**

H.Tafaghodtari, Marzieh, *Ottawa*, **1003, C1003**
Hackett, P. Tom, *Columbus State University*, **1031, 2082**
Haines, Rebecca J., *University of British Columbua*, **2067, 2072**
Hall, Desiree, **2044, 2067**
Hall, Peter, *University of Missouri at Columbia*, **CS7**
Hall, Tom, *Cardiff*, **2014**
Halley, Jean, *Wagner College*, **1094, 2078, C2078**
Halse, Christine Margaret, *University of Western Sydney*, **2029**
Haltinner, Kristin Marie, *American*, **1034, 2079**
Hammock, Amy C., *University of Michigan*, **1022**
Hanbury, Eric W., *Carnegie Mellon University*, **CS11**
Handel, Gerald, *City University of New York*, **CS7**
Hanemaayer, Ariane, **CS15**
Hanley, Una Margaret, *Manchester Metrpolitan University*, **2076**
Harris, Gennie S., *George Fox University*, **1007, C1007**
Hart, Jennifer L, *University of Missouri-Columbia*, **1031**
Hart, Rona, *Tel Aviv University*, **1021, C1021**
Harte, Helene Arbouet, *University of Cincinnati*, **1089**
Hasford, Julian, *Wilfrid Laurier University*, **1066**

Hasinoff, Amy Adele, *University of Illinois at Urbana-Champaign*, **1029, 1048**
Haskell, David Ian, *University of Illinois at Urbana Champaign*, **1076**
Hastings, R. N., *Southern Illinois University Carbondale*, **1079, 2072**
Hauge, Solveig, *University of Oslo*, **1086**
Hay, Trevor, *The University of Melbourne*, **1032, 2059**
Hayes, Sharon, *University of Florida*, **1032, 1065, 2010**
Heald, Susan, *University of Manitoba*, **2024**
Hebert, Terri R, *University of Central Arkansas*, **2009**
Heggen, Kristin, *Oslo*, **1060**
Henne, Richard B, *Indiana University*, **1045**
Hennessy, Kristen, *Duquesne University*, **1057, 1095**
Hennink, Monique Marcelle, *Emory University*, **1042, 1042**
Herrmann, Andrew, *USF*, **1075, C1075**
Hess, Jacob Z., *University of Illinois at Urbana-Champaign*, **1075**
Hesse-Biber, Sharlene, *Boston College*, **1009**
Hewitt, Nicole M., *Indiana University of Pennsylvania*, **1097**
Hirshfield, Laura Ellen, *University of Michigan*, **1022, C1022**
Hiscock, Julia, *Manchester*, **1072**
Hoeck, Bente, *Aarhus University*, **2063**
Hoffman, Joann L., *Fielding Graduate University*, **1050, C1050**
Hogendorp, Melanie , *University of Illlinois at Urbana-Champaign*, **1083**
Holbrook, Teri, *University of Georgia*, **2050**
Holdsworth, Clare, *Liverpool*, **2006**
Hole, Rachelle Deanne, *University of British Columbia*, **1078**
Holman Jones, Stacy, *University of South Florida*, **1070, C1084**
Holmes, Dave, *University of Ottawa*, **1003, 2030**
Holmes, Rachel, *Manchester Metropolitan University*, **2046**
Holum, Lene Christin, *Oslo*, **2035, 2070**
Hordatt Gentles, Carol Christine, *University of the West Indies, Mona, Jamaica*, **1079**
Horejes, Thomas Patrick, *Arizona State University*, **1056**
Horner, Pilar, *University of Michigan*, **1023**
Hornsby-Minor, Evette, *St. Lawrence University*, **1093, C1093, CS4**
Hsieh, Ivy Haoyin , *University of Florida*, **1032**
Hsieh, Sophie Yahui, *Ming Chuan University*, **1016**
Huang, Wanju, *University of Illinois at Urbana-Champaign*, **2002**
Huggins, Richard Timothy, *Oxford Brookes University*, **2047**
Hughes, Judy Ann, *University of Northern British Columbia*, **2012**
Hughes, Michelle Rose, *Arizona State University*, **1085**
Humerfelt, Kristin, *University of Stavanger*, **2035, 2044**
Humphreys, Michael, *University of Nottingham*, **2007**
Hundley, Melanie, *University of Georgia*, **2050**
Hunt, Geoffrey, *Institute for Scientific Analysis*, **2014**
Hurst, Carol Grace, *Virginia Commonwealth University*, **2006, 2061, C2061**
Husband, Terry , *The Ohio State University*, **1018**
Hussey, Emily, *Indiana University Northwest*, **CS6**
Husting, Ginna, *Boise State University*, **2072, C2072**

Ibarra-Espinosa, Manuel Leonardo, *Universidad Autónoma Metropolitana – Xochimilco, México,* **S5**
Ide, Kanako, *University of Illinois at Urbana-Champaign*, **1064**
Ieshima, Akihiko, *Kyoto University*, **2046, J5**
Ignacio, Emily Noelle , *University of Washington*, **2007**
Ilves, Kadi, *Tartu*, **2052**
Invernizzi, Marcia A., *University of Virginia*, **2044**
Isaac, Carol, *University of Florida*, **1032, 2008, 2061, C2008**
Isaza, Andrés, *Facultad de Medicina Universidad del Rosario, Colombia,* **S1**
Ivashkevich, Olga V, *University of Illinois at Urbana-Champaign*, **2016**

Jackson, Alecia, *Appalachian State University*, **1004**
Jackson, Alecia Youngblood, *Appalachian State University*, **2036**
Jackson, Beth E., *York University*, **2060**
Jackson, Melanie Njeri, *Virginia Commonwealth*, **2022**
Jacobs, Cindi, *UMass-Lowell*, **2053**
Jager, Kathleen Burns, *Michigan State University*, **1090, 1090, 2034**
Jamil, Omar Bashir, *DePaul University*, **2073**
Janisch, Roy Frank, *Pittsburg State University*, **1048**
Jarillo, Edgar, *Universidad Autónoma Metropolitana - Xochimilco*, **2076**
Jarillo-Soto, Edgar, *Universidad Autónoma Metropolitana Xochimilco*, **1095, S10**
Jean-Charles, Alex, *University of Illinois at Urbana-Champaign*, **2001, 2047, C2047**
Jenkins, Mercilee, *San Francisco State University*, **2038**
Jezewski, Mary Ann, *University of Buffalo*, **2066**
Johnson, John, *Arizona State University*, **2032**
Johnson, Margaret, *National-Louis University*, **1028**
Johnson, Marne, *Western Michigan University*, **CS9**
Johnston-Parsons, Marilyn, *University of Illinois at Urbana-Champaign*, **1096**
Jones, Liz, *Manchester Metropolitan University*, **2046**
Jones, Stacy Holman , *University of South Florida*, **1068**
Jones, Violet Johnson, *The University of Texas at El Paso*, **1051, 1071, C1051**
Jorrín-Abellán, Iván M., *University of Valladolid (Spain)*, **1062, 2083**
Jürgensen, Kirsten Schultz-Larsen, *Copenhagen University*, **1015**

Kacen, Lea, *Ben Gurion University*, **1021**
Kahveci, Nihat Gurel, *University of Illinois*, **1020, 1072, 2001, 2013, C2013, C1020**
Kalmbach Phillips, Donna, *George Fox University*, **2011**
Kamberelis, George, *State University of New York at Albany*, **2048**
Karis, Terri, *University of Wisconsin–Stout*, **1026, 2017**
Karnieli, Mira, *Oranim, College of Education*, **1060**
Karnieli-Miller, Orit, *University of Haifa*, **1047, 2029, C1047**
Kaufmann, Jodi Jan, *Georgia State University*, **2028, C2028**
Kawashima, Daisuke, *Kyoto University*, **2017, 2069, J5**

Kay, Linda, *Concordia University*, **1044**
Keats, Patrice Alison, *Simon Fraser University*, **1089**
Keifer-Boyd, Karen T., *The Pennsylvania State University*, **1027**
Kelly, Benjamin, *McMaster University (Canada)*, **CS17**
Kemp-Delisser, Khristian, *Univ. of Illinois*, **C1037**
Kendall, Lori, *University of Illinois at Urbana-Champaign*, **1047, CS14**
Kennedy, Katherine, *Carthage College*, **1011**
Kershaw, Emma Jane, *San Diego State University*, **2031**
Kidd, Jacquie Dianne, *University of Auckland*, **1016, 2005, C1016**
Kien, Grant, *University of Illinois at Urbana-Champaign*, **2084, C2083, C2084, CS3**
Kierans, Ciara, *The University of Liverpool*, **2022**
Kim, Eunyoung, *University of Illinois at Urbana-Champaign*, **1081**
Kim, Hyunsu, *Penn State University*, **1011, 2072**
Kim, Ji-Young, *University of Illinois at Urbana-Champaign*, **2056**
Kim, Minam, *Pennsylvania State University*, **2016, 2072**
Kim, Soojung, *University of Incheon*, **1090**
Kim, Young Joo, *Ulsan University*, **2066**
Kirkevold, Marit, *Oslo*, **1086, 2030**
Kline, Yvonne Michelle, *University of South Florida*, **2059, 2077, C2059**
Klopper, Hester, *North-West University*, **1032, 1086**
Knafl, Kathleen A., *Oregon Health Sciences University*, **1013, 1013**
Knight, Wanda Bridges, *Penn State*, **1063, C1063**
Knudson, Roger, *Miami University (Ohio)*, **1091, 2041**
Koc, Mustafa , *Suleyman Demirel University*, **1020**
Koelsch, Lori E, *Miami University*, **1024**
Kohn, Nathaniel, *University of Georgia*, **1064**
Koksal, Dincay, *Canakkale Onsekiz Mart University, Turkey,* **T1**
Konrad, Shelley Cohen, *University of New England*, **1014**
Koro-Ljungberg, Mirka, *University of Florida*, **2010**
Koro-Ljungberg, Mirka Elina, *University of Florida*, **1032, 2057, C2057, C1032**
Kotarba, Joseph, *University of Houston*, **CS6, CS16**
Kovacs, Pam, *Virginia Commonwealth University*, **1038**
Kovacs, Pamela Johnson, *Virginia Commonwealth University*, **1012**
Krug, Gary, *Eastern Washington University*, **CS3**
Kubo, Kazuyo, *University of Illinois at Urbana Champaign*, **1048**
Kuntz, Aaron M., *University of Massachusetts Amherst*, **1019**
Kwon, Soo Ah, *University of Illinois at Urbana-Champaign*, **1041, C1041**

Lagana-Riordan, Christine, *University of Texas at Austin*, **1098, 2035**
Lake, Hillary, *University of Oregon*, **1075**
Landrum, Ann, **1030**
Lane, Carol, *University of Memphis*, **2040**
Lanthier, Stephanie, *Queens University*, **1028**
Larke, Patricia James, *Texas A&M University*, **1004**
Larson, Elizabeth A., *University of Wisconsin–Madison*, **1056, 2052, 2071**
Larusdottir, Steinunn Helga, *Iceland University of Education*, **2011, 2082**

Larusdttir, Steinunn Helga, *Iceland University of Education*, **1061**
Lashua, Brett, *Cardiff*, **2014**
Laurita, Cristina, *Duquesne University*, **1072, 2079**
Lawson, Erma , *University of North Texas*, **1099**
Lawson, Robert F., *The Ohio State University*, **1029**
Learmonth, Mark, *University of Nottingham*, **2007, 2063, C2063**
Ledderer, Loni, *University of Southern Denmark*, **1073**
Ledgerwood, Angela D., *Miami University*, **1024**
Leduc, Nicole, *Université de Montréal*, **1007**
Lee, David Haldane, *University of South Florida*, **1050, 2031, 2034**
Lee, Dong-Hoo, *University of Incheon*, **1062**
Lee, Jong-Hyun, *University of Illinois at Urbana-Champaign*, **1030**
Lee, Young Ah, *Ohio State University, Lima*, **1096**
Legard Larson, Mindy, *Linfield College*, **1059, 2011**
Lehan-Mackin, Melissa A., *University of Iowa*, **2076**
Leisey, Monica, *Virginia Commonwealth Universtiy*, **1031, 2024, C2024**
Leiva, Loreto Evelyn, *Pontificia Universidad Católica de Chile*, **1016, 2034**
Leuenberger, Christine A., *Cornell University*, **CS17**
Levan, Karen M., **2022**
Levesque, Peter Norman, *University of Ottawa*, **1015**
Levin, Dana S, *University of Michigan*, **1023**
Levine, Alissa Hope, *McGill*, **2015**
Lewis, Amanda, *University of Illinois at Chicago*, **1082, C1082**
Lewis, Magda, *Queens University*, **1028, C1028**
Lewis, Patrick J., *University of Regina*, **1074, C1074**
Lieblich, Amia, *The Hebrew University*, **1021**
Lin, Ching-Chiu, *University of Illinois at Urbana-Champaign*, **1040**
Lin, Jen, *Arizona State University*, **2021**
Lin, Yueh-Mei, *University of Illinois at Urbana-Champaign*, **2002**
Lincoln, Yvonna S., *Texas A&M University*, **1052, 1058, 2080, C1058**
Lindemann, Kurt, *San Diego State University*, **1056**
Linnell, Sheridan, *University of Western Sydney*, **1036**
Linstead, Stephen A, *University of York*, **1003**
Liu, Guangyu, *Southwest China University*, **1065, 1096, 2017, 2018**
Lockford, Lesa, *Bowling Green State University*, **1087**
Loignon, Christine, *McGill University*, **1007**
London, Asha Danielle Barber, Erika Beth, *Michigan State University*, **1090**
López Coutiño, Berenice, *Universidad de Guadalajara, México*, **S9**
Loseke, Donileen R., *University of South Florida*, **1026, C1026, 2080**
Lovett, Maria Kristin, *University of Illinois at Urbana-Champaign*, **1092**
Lowber, Stephen S, *City University*, **2079**
Lowe, Amanda B, *Duquesne University*, **1096**
Lowery, Regina A., *University of Memphis*, **2051**
Lozanski, Kristin E., *University of Alberta*, **2058**
Luhman, John Teta, *University of New England*, **1075**
Luka, Robert C., **1005**
Luke, Katherine P, *University of Michigan*, **1023**
Luna, Zakiya, *University of Michigan*, **1022**

Lust, Matt, *Minnesota State University*, **CS12**

Mabasa, Layane Thomas, *University of Limpopo*, **2075**
MacKenzie, Sarah, *Bucknell University*, **2062**
MacLure, Maggie, *Manchester Metropolitan University*, **2046**
MacRae, Christina, *Manchester Metropolitan University*, **2046**
Macrine, Sheila, *Montclair State University*, **1001**
Madison, D. Soyini, *University of North Carolina*, **1052**
Mair, Michael, *The University of Manchester*, **2022**
Makagon, Daniel, *DePaul University*, **1006**
Mamidipudi, Annapurna, **1080**
Mancera, Ariel, **2044**
Mandujano-Candia, Elvira, *Universidad Autónoma Metropolitana – Xochimilco, México*, **S6**
Mangum, Afiya M, *Howard University*, **2039**
Manning, Killian, *University of North Carolina-Greensboro*, **1053**
Markula, Pirkko, *University of Alberta*, **1055, C2055, C1055**
Marrero, Isaac, *University of Barcelona*, **1045**
Marshall, Jane Marie, *University of Illinois at Urbana-Champaign*, **1054**
Martin, Carmel, *Northern Ontario School of Medicine*, **1078, 2034, 2066, C1078**
Martin, Juana Robledo, **2012, 2034**
Martin, Viv, *University of Bristol*, **1016, 2037, 2084**
Martinez Bautista, Maria Nonantzin, *Universidad Autónoma Metropolitana – Xochimilco, México,* **S2**
Martínez Maldonado, María de la Luz, *Universidad Autónoma Metropolitana – Xochimilco*, México, **S5, S7C**
Martínez-Mones, Alejandra , *University of Valladolid (Spain)*, **2083**
Martínez Salgado, Carolina, *Universidad Autónoma Metropolitana – Xochimilco, México*, **1073, C1073, S6**
Matsunobu, Koji, *University of Illinois at Urbana-Champaign,* **J5**
Matthews, Julie, *University of the Sunshine Coast*, **2001**
Matusek, Jill Anne, *Miami University*, **2061**
Maxcy, Brendan, *University of Missouri-Columbia*, **1031**
Maxwell, Joseph, *George Mason University*, **1035, 2048, 2065**
Mayo, Cris, *University of Illinois at Urbana-Champaign*, **1037, C1037**
Mazzei, Lisa A., *Manchester Metropolitan University*, **2036, C2036**
Mboka, Abu Karimu, *Arizona State University, Tempe*, **CS11, CS13**
McAindriu, Colm, *Capella*, **1009**
McAlpin, Jennifer , *University of Illinois at Urbana-Champaign*, **2025**
McCann, Kim, *Bowling Green State University*, **1057**
McCloskey, Anne, *University of Illinois at Urbana-Champaign*, **2057**
McCray, Erica D., *University of South Florida*, **1088**
McDonagh, Deana, *University of Illinois at Urbana-Champaign*, **2009**
McElroy, John M., *Michigan State Universrity*, **1090, 2034, C1090, C2034**
McElroy, John Maxam, *Michigan State University*, **1081**
McGibbon, Elizabeth, *Xavier University*, **1007, 2084**
McHatton, Patricia Alvarez, *University of South Florida*, **1088, 1088**

McIntosh, Heather, *The Pennsylvania State University*, **2060, C2060**
Mcintosh, Linda C., *North Carolina Agricultural and Technical State University*, **1060, 2067**
McKegg, Kate, *The Knowledge Institute Ltd*, **1015**
McKitrick, Sean Arlan, *Binghamton University*, **2045, C2045**
McLaren, Peter, *University of California, Los Angeles*, **C1001**
McLean, Cheryl A., *University of Georgia*, **1009**
McPhail, Brenda Jean, *University of Toronto*, **1027**
McPherson, Charmaine, *St. Francis Xavier*, **1007**
McRae , Chris, *University of South Florida*, **1053**
Mebane, Elvira, *United Voices of Efland-Cheeks*, **1089**
Medved, Caryn E., *Ohio University*, **2068**
Meeker, Mary Ann, *University of Buffalo*, **2066**
Mercado, Marilyn, *Teachers College, Columbia University*, **1098, C1098**
Mercado-Martinez, Francisco J., *U of Guadalajara*, **2045**
Merrill, John Bryce, *University of Colorado at Boulder*, **2005**
Meunier, Dominique, *University of Montréal*, **1017**
Meyer, Julienne, *City University*, **1086, 2044**
Mifsud, Dione, *Malta*, **1094, 2037**
Miller, Dan E., *University of Dayton*, **CS7, CS13**
Miller, Diane L, *Oberlin College*, **1023**
Miller, Jaclyn, *Virginia Commonwealth University*, **1012, 1038**
Miller, Kimana, **2067**
Miller, Lisa Lynne, *Arizona State University*, **1085**
Miller, Montana, *Bowling Green State University*, **1005, C1005**
Milligan, Melinda, *Sonoma State University*, **CS14**
Miner, Stacey, *Arizona State University*, **2021**
Miskovic, Maya, *National-Louis University*, **1094, 2007**
Mobley, Alex M, *University of Illinois*, **1076**
Molina, Gloria, *Universidad de Antioquia, Medellín, Colombia*, **S10**
Monobe, Gumiko , *The Ohio State University*, **1018, 2069**
Monson, Paul, *Miami University (Ohio)*, **1091, 1091**
Montoya, Yvonne, *Arizona State University*, **2021**
Moorthi, Gayatri, *University of Illinois at Urbana-Champaign*, **1054, C1054**
Moreira, Claudio, *University of Illinois at Urbana-Champaign*, **1059, 1077**
Morella, Kymberly A, *Oklahoma State University*, **1005**
Morris, Patricia McGrath, *Virginia Commonwealth University*, **1038, C1038**
Morse, Janice, *University of Alberta*, **2032, 2053, C2032**
Morse, Janice M., *University of Utah*, **1035**
Morseu-Diop, Noritta Pele, *University of Queensland*, **1080**
Motobayashi, Kyoko, *OISE, University of Toronto,* **2074, J4**
Moula, Alireza, *Linkopings Universitet (Sweden)*, **CS12, CS13**
Moyle, Wendy, *Griffith University*, **1086**
Moyo, Otrude N., *University of Southern Maine*, **1048**
Mukherjee, Dhrubodhi, *Southern Illinois University*, **1028**
Mulder, Cray, *University of Illinois at Urbana-Champaign*, **1054**
Muñoz, Candice, *Bowling Green State University*, **1096, 2016**

Munson, April, *University of Illinois at Urbana-Champaign*, **1040**
Munson, April Simpson, *University of Illinois at Urbana-Champaign*, **2075, C2075**
Murphy, Jonathon, *University of Memphis*, **CS16**
Murray, Stuart J., *Ryerson University*, **1003, 2030, 2048**
Mutai, Wairimu Wanjau, *Kent State University*, **1090, 2017, 2042, 2082**
Mutcheson, Megan, *University of Waterloo (Canada)*, **CS2**
Mynatt, Don, *University of Memphis*, **CS1**

Nair, Manjusha S., *Rutgers University*, **1081, C1081**
Najmias, Carolina, *Universidad de Buenos Aires*, **2071**
Nash, Jeffrey Eugene, *University of Arkansas at Little Rock*, **2007, C2007**
Nava, Robert Chavira, *George Fox University*, **2051**
Nelson, Geoffrey, *Wilfrid Laurier University*, **1066, C1066**
Nencel, Lorraine, *Vrije Universiteit*, **1063, 2023, C2023**
Nespor, Jan K., *Virginia Tech*, **2027, C2027**
Neville, Eryca, *University of Missouri-Columbia*, **2001, C1001**
Neville, Eryca R., *University of Missouri- Columbia*, **2019**
Newman-Gonchar, Rebecca A., *RG Research Group*, **1012, 1074, C1012**
Newton, Julianne H., *University of Oregon*, **1075**
Nguyen, Thu Suong T., *University of Missouri-Columbia*, **1031**
Nicholas, Christina, *University of Nevada at Las Vegas*, **CS6**
Nicholas, Michael Paul, *University of South Florida*, **1074**
Nicholls, David Antony, *Auckland University of Technology*, **2008**
Nichols, Lawrence T., *West Virginia University*, **CS5**
Nicolau, Belinda, *McGill*, **2015**
Niehaus, Linda, *University of Alberta*, **1035**
Nishigaki, Etsuyo, *Wakayama Medical University*, **2066, J2**
Nitzel, Camie, *University of Nebraska*, **1069**
Noaparast, Khosrow Bagheri, *Tehran University*, **1017**
Noaparast, Mohammad Zoheir Bagheri, *Tehran University*, **1017**
Noble, Bonnie, *Alliant International University*, **1059, 2079**
Noffke, Susan E, *University of Illinois at Urbana-Champaign*, **2003, 2004, C2003, C2004**
Nolan III, James J., *West Virginia University*, **CS5**
Nordstrom, Susan Naomi, *University of Georgia*, **1003**
Norman, Becky, *University of Nebraska - Lincoln*, **1069**
Nyaberi, David, *University of Illinois at Urbana-Champaign*, **1040, C1040**
Nygreen, Kysa, *University of California at Santa Cruz*, **1041**
Nymark, Ellen Demas, *University of Northern Arizona*, **1002**

O'Sullivan, Melissa, **1030**
O'Connor, Mary Katherine, *Virginia Commonwealth University*, **1038, C1038**
Ochocka, Joanna, *Wilfrid Laurier University*, **2070, C2070**
Ocon, Carmen, *University of Illinois at Urbana-Champaign*, **1064**
Ogdon, David, *University of Memphis*, **2040**
Oglesbee, Jill , *The Ohio State University*, **1018**

Oldenburg, Angela M., *University of Iowa*, **2076**
Oltmann, Shannon M, *Indiana University*, **2045**
Omi, Yasuhiro, *University of Yamanashi,* **J1**
Ortiz, Karen, *Arizona State University*, **1002**
Ortiz-García, T., *Universidad Autónoma Metropolitana – Xochimilco, México*, **S6**
Oswald, Laura R, *University of Illinois*, **1079, C1079**
Owen, Jillian Tullis, *University of South Florida*, **1053**

Pacheco, Edith, *El Colegio de México, México*, **S8**
Pajoohesh, Parto, *University of Alberta*, **2031**
Palacios-Villavicencio, María de la Luz, *Universidad Tecnológica de la Mixteca*, **1030**
Palmi, Christopher Joseph, *National-Louis University*, **2073**
Park, Hye-Young, *University of Illinois*, **1058, 2001**
Park, Mijung, *University of California, San Francisco*, **2041, C2041**
Parker, Kimberly Nicole, *University of Illinois-Urbana Champaign*, **1046, C1046**
Parra Beltrán, Leonardo, *Centro de Estudios Médicos Interculturales, Colombia,* **S1**
Parry, Diana Catharine, *University of Waterloo*, **2022, C2022**
Parsons, Jeffrey T., *City University of New York*, **2078**
Pascale, Celine-Marie, *American University*, **1071**
Pasque, Penny A, *University of Michigan*, **1012**
Pasque, Penny A., *University of Michigan*, **1019**
Payne, Elizabethe, *Syracuse University*, **1037**
Payo, Janire, *Osakidetza-Basque Health Service*, **2066, S10**
Pelias, Ron, *Southern Illinois University*, **1084, 2080**
Pelias, Ronald J., *Southern Illinois University Carbondale*, **1084, C2038**
Peluso, Natalie M., *University of Connecticut at Storrs*, **CS2**
Peñaranda, Fernando, *Universidad de Antioquia*, **2010, 2076, S5, S10**
Pentikäinen, Johanna Karelia, *University of Art and Design Helsinki*, **2009**
Pérez, Isabel, *Facultad de Medicina Universidad del Rosario, Colombia,* **S1**
Perkins, Lawrence Leslie, *Texas A & M*, **1077**
Perry, Pamela, *UC-Santa Cruz*, **1082**
Pessach, Liat, *University of Haifa*, **2029**
Peter, Elizabeth, *University of Toronto*, **2084**
Petersen, Eva Bendix, *Monash University*, **2008**
Pfeffer, Carla A., *University of Michigan*, **1022, C1022**
Phillips, Donna Kalmbach, *George Fox University*, **2011**
Phillips, Jaigris, *York University (Canada)*, **CS9**
Picart, Caroline Joan Kay, *Florida State University*, **1009, 1013, C1009**
Picart, Kay, *Florida State University*, **1052**
Piccardo, Claudia, *University of Turin*, **1026**
Pierre, Yvette , *The Ohio State University*, **1018**
Pinney, Amy, *Southern Illinois University Carbondale*, **2038**
Piper, Heather, *Manchester Metropolitan*, **1024**
Pitre, Paul E, *Washington State University*, **1043**

Placier, Peggy L, *University of Missouri-Columbia*, **1031**
Polaniecki, Sherri, *University of Illinois at Urbana-Champaign*, **1040**
Polsa, Pia Ewa, *Swedish School of Economics and Business Adminsitration*, **2042**
Poole, Mary, *USF*, **1075**
Poole, Mary Catherine, *Unvirsity of South Florida*, **1051, 2061**
Popadiuk, Natalee , *Simon Fraser University*, **2025, 2062**
Popov, Lubomir Savov, *Bowling Green State University*, **1050, 1078, CS14**
Porr, Caroline Jane, *International Institute for Qualitative Methodology, University of Alberta*, **1099, 2075, C1099**
Poser, Jessica Ruth, *University of Illinois at Chicago*, **1089**
Potter, Sandra Ixa, *University of Nebraska - Lincoln*, **1069**
Poulos, Christopher, *University of North Carolina-Greensboro*, **1087, 2080**
Poulos, Christopher N., *University of North Carolina-Greensboro*, **C1053**
Powell, Kimberly, *The Pennsylvania State University*, **2033**
Powell-Williams, Melissa, *Southern Illinois University Carbondale*, **CS15**
Powell-Williams, Todd, *Southern Illinois University Carbondale*, **CS15**
Price-Stalides, Dimitrios Jason, *Southern Illinois University Carbondale*, **1028**
Pruit, John, *University of Memphis,* **CS1**
Prus, Robert, *University of Waterloo (Canada)*, **CS3, CS5**
Puddephatt, Anthony J., *Cornell University*, **CS5, CS17**

Quintero Saucedo, Jessica, *Escuela Nacional de Antropologia e Historia, Mexico,* **S3, S8C**
Quiñones-Rivera, Maritza, *University of Illinois at Urbana-Champaign,* **S5**

Racionero-Plaza, Sandra, *University of Wisconsin–Madison*, **1017, S4**
Radsma, Jenny, *University of Maine at Fort Kent*, **2059**
Rail, Genevieve, *University of Ottawa*, **1003, 2030, 2048, C2048**
Ramšak, Mojca, *Ljubljana Graduate School of the Humanities*, **2022**
Rambo, Carol, *University of Memphis*, **1087, CS4**
Ramirez Garcia, Jorge I., *University of Illinois at Urbana-Champaign*, **1029**
Ramirez, Juana Castro, *San Luis Potosi Mexico*, **2034, 2043**
Ramos Santoyo, Lilia, *Universidad Autónoma Metropolitana – Iztapalapa, México*, **S9**
Rasmusson, Sarah L., *University of Illinois at Urbana-Champaign*, **1028, 1063**
Rathyen, Cristina, *University of Hawaii*, **1046**
Ray, Nichole Michele, *University of Georgia*, **2013**
Reedy, Patrick, *Newcastle University*, **2026, C2026**
Regonini, Suellen Rader, *University of South Florida*, **1027**
Reid, Benjamin Jon, *Henley Management College*, **1034**
Reilly, Rosemary C., *Concordia University*, **1065, 2060**
Retolaza, Ander, *Osakidetza- Basque Health Service*, **2066, S10**
Reyka, Michael, *Indiana University of Pennsylvania*, **1097**
Rice, Elizabeth Ilah, *University of Wisconsin–Milwaukee*, **2041, 2082**
Richards, Elizabeth, *University of New England*, **2010, 2082**

Richardson, Laurel, *Ohio State University*, **1084, 1084, 2049**
Rickard, G. Keilan, *Duquesne University*, **1005**
Riedler, Martina, *University of Illinois*, **1001, 1040, 2019**
Riforgiate, Sarah E., *Arizona State University*, **2021**
Rinehart, Robert E, *Washington State University*, **1043, C1043**
Rios-Bustos., Mercedes-Esmirna, *Facultad de Estudios Superiores Zaragoza. UNAM.*, **1095**
Rivera-Márquez, José Alberto, *Universidad Autónoma Metropolitana – Xochimilco, México,* **S6**
Rivera Velazquez, Celiany, *University of Illinois at Urbana-Champaign*, **2068**
Ro, Yeonsun Ellie , *University of Illinois at Urbana-Champaign*, **1020**
Roberts, Kolleen, *Arizona State University*, **2021**
Roberts, Lorna, *Manchester Metropolitan University*, **2036**
Robertson, Joanne Marie, *St. Johns University*, **2075**
Robinson, Jude, *University of Liverpool*, **2006, C2006, CS16**
Robles-Silva, Leticia, *University of Guadalajara*, **1014, C1014**
Rodriguez, Araceli Lopez, *San Luis Potosi*, **2034, 2043**
Rodríguez, Santiago Andrés, *Universidad de Buenos Aires*, **2071**
Rodríguez-Guerra, A., *Universidad Autónoma Metropolitana – Xochimilco, México*, **S6**
Roer-Strier, Dorit, *Hebrew University*, **1025**
Rohloff, Rebecca Plummer, *University of Illinois at Urbana-Champaign*, **1092, 2035**
Rolling, Jr., James Haywood, *The Pennsylvania State University*, **2033, C2033**
Romero, Mary, *Arizona State University*, **1002**
Roos, Vera, *North-West University*, **1032, 1086**
Rosas Merida, Sara Ruth, *Escuela Nacional de Antropología e Historia, México,* **S3**
Rosenthal, Joshua, *New School for Social Research*, **CS9**
Roulston, Kathryn J., *University of Georgia*, **1072, C1072, 2053**
Rubia-Avi, Bartolomé, *Universidad de Valladolid, Spain*, **1062, 2083, S5**
Ruiz-Requies, Inés, *Universidad de Valladolid, Spain*, **S5**
Russell, Larry E., *Hofstra University*, **1053**
Ryan, Katherine, *University of Illinois at Urbana-Champaign*, **2065, C2065, C1083**
Rybas , Natalia , *Bowling Green State University*, **2083**
Rybas, Natalia, *Bowling Green State University*, **1062**

Saavedra, Cinthya M, *University of North Carolina at Greensboro*, **1002, 1085**
Sabar Ben Yehoshua, Naama, *Tel Aviv University*, **1021, C1021**
Sadeghi, Shiva, *OISE/University of Toronto*, **1061, 2071, C2071**
Sakellariadis, Artemi, *University of Bristol*, **2084**
Sakellariadis, Artemi Ioanna, *Bristol*, **1050, 2037**
Salas, Lorraine Moya, *Arizona State University*, **1075**
Salas, Natalia, *Pontificia Universidad Católica de Chile*, **1016, 2034**

Salinas-Urbina, AddisAbeba, *Universidad Autónoma Metropolitana-Xochimilco*, **1095, S10**
Saltiel, Iris M, *Troy University*, **1031, 2082**
Samuel, Judith E, *Family Matters*, **2044, 2067**
Sanchez de Serdio, Aida, *University of Barcelona*, **1045**
Sanders, Carrie, *McMaster University (Canada)*, **CS17**
Sanders, Chris, *York University*, **2051**
Sanders, Clinton, *University of Connecticut at Storrs*, **CS7**
Sandler, Jen D., *University of Wisconsin–Madison*, **1097**
Sands, Roberta G., *University of Pennsylvania*, **1025**
Santoro, Patrick Michael, *Southern Illinois University Carbondale*, **1064**
Sarkar, Sreela, *University of Massachusetts, Amherst*, **1081**
Sarmiento, Iván, *Instituto de Etnobiología, Colombia,* **S1**
Sathe , Laurie Anderson , *University of St Thomas*, **2061**
Satterthwaite, Jerome, **2062**
Saunders, Cynthia Marie, *University of Maryland*, **1073**
Scarduzio, Jennifer Ann, *San Diego State University*, **1031**
Schaeffer III, Sandy J, *University of Memphis*, **1039**
Scheurich, James, *Texas A & M University*, **2080**
Schikore Andina, Melanie, *UIC*, **1044, 2043**
Schilling, Karen Maitland, *Miami University*, **1024**
Schneider, Christopher, *Arizona State University at Tempe*, **CS3, CS11**
Schneider, Gary, *University of Memphis*, **1039**
Schwandt, Thomas A., *University of Illinois at Urbana-Champaign*, **1035**
Segor, Denise Adele, *Fielding Graduate University*, **1026, 1059, 2018, 2018, C1059**
Seiler, Steven, *University of Tennessee at Knoxville*, **CS2**
Sen, Anindya, *Northern Illinois University*, **1047, 1081**
Sen, Diane Ortega, *UF*, **1032**
Senese, Gaetano, *Northern Arizona University*, **1067**
Sepulveda, Enrique, *University of California at Davis*, **1041**
SETA, Takeshi, *Wakayama redcross hospital*, **2066**
Sévigny, Robert, *Université de Montréal*, **1007**
Shank, Gary D., *Duquesne University*, **2062**
Shaunessy, Elizabeth, *University of South Florida*, **1088**
Shealey, Monika Williams, *Florida International University*, **1088**
Shelley, Clarence, *University of Illinois at Urbana-Champaign*, **1067**
Shields, Carmen Colin, *Nipissing University*, **1060**
Shim, Woochan, *University of Kansas*, **1054**
Shin, Kuk-Won, *Chongshin*, **1050, 2042**
Shoemate, Alexis Raechel, *Alliant International University*, **2023**
Shore, Nancy, *University of New England*, **2010, 2082**
Shrader, Sara, *University of Illinois at Urbana-Champaign*, **1025**
Sikes, Pat, *Sheffield*, **1024, 2062, C1024, C2062**
Silva, Ruth De Conceicao, *University of North Texas*, **1017, C1017**
Silva Iturralde, María Isabel, *University of Illinois at Urbana-Champaign,* **S5**
Simmons, Juanita M, *University of Missouri-Columbia*, **1031**
Slaughter, Helen B., *University of Hawaii*, **1046, 1058**

Small, Neil, *University of Bradford*, **2030, C2030**
Smit, Brigitte, *University of Johannesburg*, **1010, C1010**
Smith Rotabi, Karen, *Virginia Commonwealth University*, **2051**
Smith, Amy Marie, *Bowling Green State University*, **1094, 2024, C1094**
Smith, Phil, *Eastern Michigan University*, **1056, C1056**
Smith-Shank, Deborah L, *Northern Illinois University*, **1025, C1025**
Somekh, Bridget, *Manchester Metropolitan*, **2044, C2044, C2004**
Spanierman, Lisa Beth, *University of Illinois at Urbana-Champaign*, **1057**
Spatig, Linda, *Marshall University*, **1015**
Speedy, Jane, *Bristol*, **2037, 2074, C2037**
Spencer, Nancy, *Bowling Green State University*, **1055**
Spinks, Nigel, *Henley Management College*, **1034**
Spry, Tami, *St. Cloud State University*, **C1087**
St Leger, Pamela, *The University of Melbourne*, **1032**
St. George, Sally, *University of Louisville*, **1100, 1100, 1100, 1100**
Staikidis, Kryssi , *Adelphi University*, **1092**
Stake, Robert, *University of Illinois at Urbana-Champaign*, **1040, 2064, C2064**
Stake, Robert E., *University of Illinois at Urbana-Champaign*, **C1040**
Standish, Hilary Anne, *Texas A&M University*, **1004**
Starker, Tehia, *University of Nebraska - Lincoln*, **1069**
Stewart, Paul, *University of Melbourne*, **1080, C1080**
Stittihikul, Pragasit, *Walailak University*, **1001**
Stonebanks, Christopher , *University of Bishops*, **1068**
Stonebanks, Christopher Darius, *Bishops*, **2026**
Strasser , Sarah , *Northern Ontario School of Medicine. Canada*, **2066**
Strier, Roni, *University of Haifa*, **2029**
Strömpl, Judit, *University of Tartu*, **2012, 2052**
Stronach, Ian, *Manchester Metropolitan University*, **2064**
Stuckless, Tara, *Regina*, **1046**
Sugrue, Noreen, *University of Illinois at Urbana-Champaign*, **1068, C1068**
Summers, JeanAnn, *University of Kansas*, **1097**
Sun, Kang, *Bowling Green State University*, **2016**
Sutter, Judith A., *Argosy University*, **2045**
Swadener, Elizabeth , *Arizona State University*, **2049**
Swaminathan, Raji, *University Of Wisconsin–Milwaukee*, **2028, 2058**
Sydnor, Synthia S., *University of Illinois, Urbana-Champaign*, **1043**

Taaffe, Claudine, *University of Illinois at Urbana-Champaign*, **C2081**
Takahashi, Masami, *Northeastern Illinois University,* **J3**
Tamas, Sophie E., *Carleton University*, **1044**
Tan, Aik-Ling, *Nanyang Technological University*, **2078**
Tanggaard, Lene, *Aalborg University*, **2020, C2020**
Tavory, Iddo, *University of California at Los Angeles*, **CS14**
Taylor, Christopher A., *The Ohio State University*, **1029**
Taylor, Janette Yvette, *University of Iowa*, **2076, C2076**
Teague, Rodney C, *Duquesne University*, **1003**
Teasley, Cathryn J., *Universidade da Coruña*, **1010**

Tejada, Luz Maria, *Autonomous U of San Luis Potosi*, **2045**
Telesiene, Audrone, *Kaunas University of Technology*, **2006**
Tellado, Itxaso, *Northern Illinois University*, **1017, S4**
Teoh, Jase L, *Illinois State University*, **1033**
Tettegah, Sharon, *University of Illinois at Urbana-Champaign*, **1001**
Themane, Mahlapahlapana, *University of Limpopo*, **1011**
Thomas, Daphne, *University of South Florida*, **C1088**
Thomas, Stefan, *Free University of Berlin*, **1032**
Thompson, Audrey, *University of Utah*, **1082**
Thompson, Jayda, *University of Illinois at Urbana-Champaign*, **2081**
Thordardottir, Thordis, *Iceland University of Education*, **1010, 2046, C2046**
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Tian, Dexin, *Blowling Green State University*, **2016**
Tivis, Tierra Bernardine, *University of Illinois at Urbana-Champaign*, **2017, 2071**
Todd, Nathan R., *University of Illinois at Urbana-Champaign*, **1057, 1075**
Togman, Jeffrey M., *Seton Hall University*, **CS16**
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Torres, Nicolás, *Universidad de Antioquia*, **2076**
Torres Castrejón, Cristina, *Universidad Autónoma Metropolitana – Xochimilco, México*, **S5**
Torres Ospina, Julio Nicolás, *Universidad de Antioquia, Medellín, Colombia*, **S5, S10**
Townsend, Anne Frances, *University of British Columbia*, **1073, 2018**
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Trunnell, Dana, *Arizona State University*, **C2021**
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Tullis Owen, Jillian Ann, *University of South Florida*, **2005, C2005**
Turgut, Yildiz, *Mersin University*, **2063**

Uchimura, Kátia Yumi, *UFC Fortaleza*, **1014**
Ulmer, Jeffery, *Pennsylvania State University at University Park*, **CS10**
Ulusoy, Mustafa, *Gazi University*, **1020, 2001**
Urata, Yu, *Kyoto University*, **2052, J5**
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Van Cleave, Jessica, *University of Georgia*, **2050**
Van Cleave, Jessica L, *University of Georgia*, **1046**
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Vannini, Phillip, *Royal Roads University*, **2084**

Vardaman, James, *University of Memphis*, **1049**
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Waghorn, Brittany, *University of Waterloo (Canada)*, **CS5**
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Webb, David Robert, *Victoria University*, **2057**
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Webster, David W, *Boston University*, **1016**
Weddle-West, Karen, *University of Memphis*, **2051**
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Weems, Lisa, *Miami University of Ohio*, **1037**
Weems, Mary, *John Carroll University*, **1067, 1087**
Weigt, Jill Michele, *California State University, San Marcos*, **1071, C1071**
Weir, Gera, *Michigan State University*, **1049**
Weir, Geraldine R. , *Michigan State University*, **1090**
Weirnik, Craig, *Pennsylvania State University at University Park*, **CS10**
Welch, Lynne B., *Marshall University*, **1015**
Wells, Anita, *University of Memphis*, **2040**
Wells, Brooke E., *The Graduate Center at the City University of New York*, **2078**
Wertlieb, Donald, *Tufts University*, **2052**
Westhues, Anne, *Wilfrid Laurier University*, **1012, 2070**
Whelan , Tim, *Juravinski Cancer Centre*, **2031, 2066**
White, Carolyne, *Rutgers*, **1067**
White, Julie, *La Trobe University*, **1032, 2059**
Wiest, Julie B., *University of Tennessee at Knoxville*, **CS9**
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Wiley, Norbert, *University of Illinois at Urbana-Champaign*, **CS8**

Will, Marvin, *(retired professor)*, **2079**
Williams, Kelli J., *Marshall University*, **1029**
Williams, Patrick, *Arkansas State University at Fayetteville*, **CS2**
Wilson, Anita, *Lancaster, UK*, **1045, 2072, C1045**
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Winston, Cynthia, *Howard University and University of Michigan*, **C2039**
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Witte, Jim, *Auburn University*, **1031, 2082**
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Witz, Klaus G., *University of Illinois at Urbana-Champaign*, **1030, 2002, C2002**
Wolf, Kay N., *The Ohio State University*, **1029**
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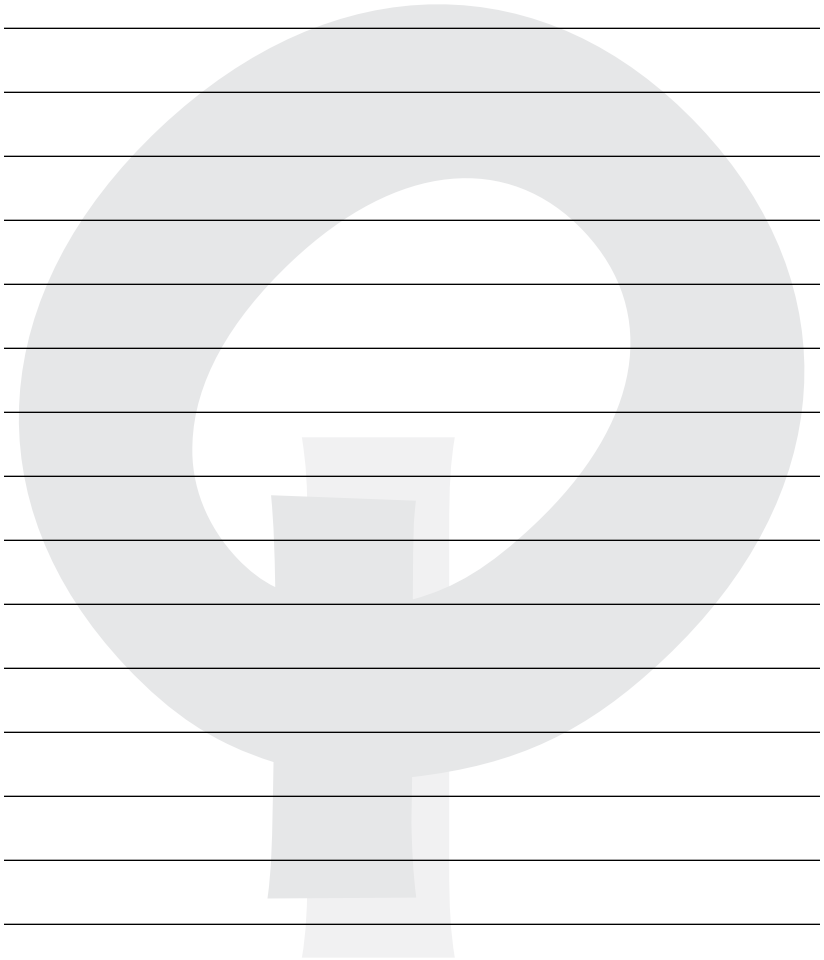
Zhao, Yanjun, *Southwest China University*, **1065, 1096, 2017, 2018**

Notes



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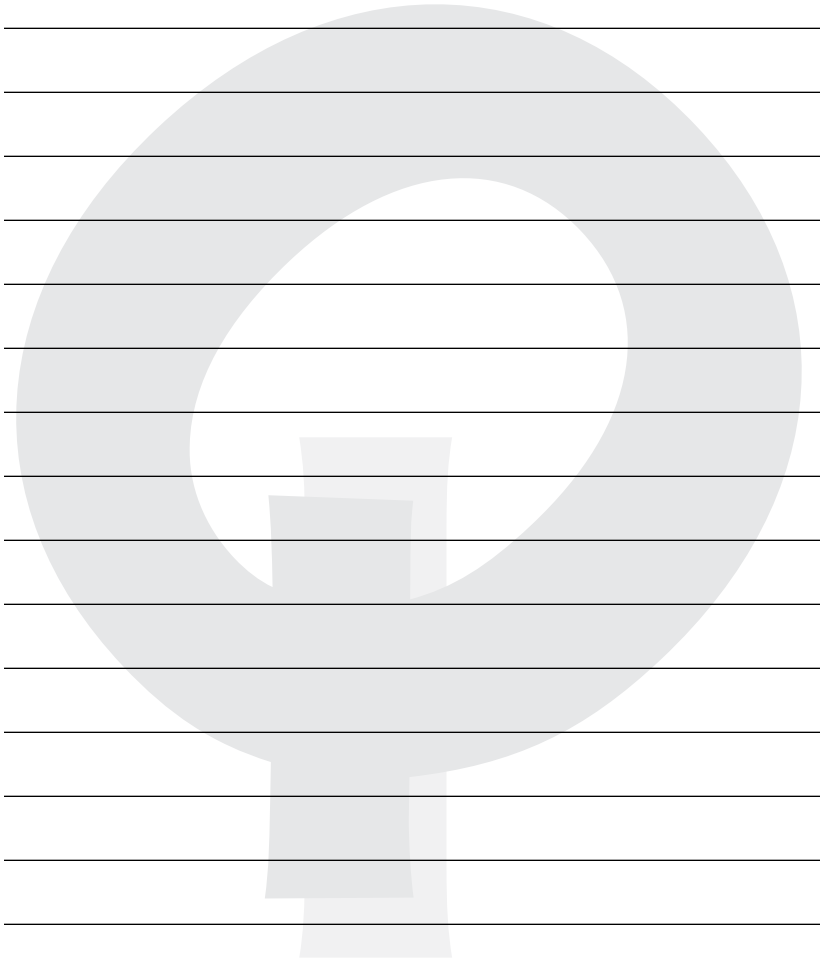

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