THIRTEENTH

Congress of Qualitative Inquiry

University of Illinois at Urbana-Champaign
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Poster: 01

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

Inclusion and Citizenship: A historical comparison of inclusive education policy discourses in Germany and the US, Curie L Lee, Universität zu Köln

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

Terminating a Wanted Pregnancy, Batsheva Guy, University of Cincinnati

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

POWER: Participatory Opportunity for Women Emerging Researchers in STEM, Batsheva Guy, University of Cincinnati, Caroline Cain, University of Cincinnati, Catherine Guy, University of Cincinnati, Olivia Hill, University of Cincinnati, Chara Hood, University of Cincinnati, Lauren Leesman, University of Cincinnati, and Tziporah Serota, University of Cincinnati

“I Would Feel Dirty”: Men and Women’s Constructions of People with Genital Herpes, Leah Beech, University of Calgary, Melanie Bayly, University of Saskatchewan, and Linda McMullen, University of Saskatchewan

Poster: 02

Relational insight and user involvement in the context of Norwegian community mental health care. A narrative analysis of service users’ stories., Rita Kristin Klausen, UiT The Arctic University of Norway

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

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

The Art of Perception, Dr. Eniola Tammy Lynn Burton Smith, National Louis University
Carving Out a Future Not By My Own, Not Only For Myself: Narrative Inquiry of Low Income Students’ Career Decision-making and College Entrance Experience in South Korea, *MISO HONG, Yonsei University*

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

Desafíos y tensiones de la investigación feminista: una propuesta desde las producciones narrativas, *Caterine Joanna Galaz Valderrama, Universidad de Chile*

**Poster: 03**

Pesquisa sobre performance/Pesquisa como performance, *André Azevedo Marques Estevez, Universidade de São Paulo*

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

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

“Making Sense:” Veterans with Post-Traumatic Stress Disorder See Their Experiences in New Ways through Poetry, *Charity Gamboa Embley, Texas Tech University*

Interactions among coaches, athletes and their association: A self-narrative of an assistant-coach in volleyball team, *Chia Hao Tsai, University of Taipei, and Li-chuan Kao, University of Taipei*

Understanding Student Experience for Adapting Mathematics Instruction: A Case Study of a Student with LD, *Samantha Marita, University of Cincinnati, Casey Hord, University of Cincinnati, and Zachary Gamel, University of Cincinnati*

“My job is to get them ready for the world...” Teachers’ perceptions of African-American English, *Megan-Brette Hamilton, Auburn University, and Laura S DeThorne, University of Illinois*
Poster: 04

Tratamento câncer de mama: desafios e dificuldades de uma paciente em tratamento no SUS, Cybelle Façanha Barreto Medeiros Linard, Universidade Estadual do Ceará, Lidia Andrade Lourinho, Universidade Estadual do Ceará, Maria Salete Bessa Jorge, Universidade Estadual do Ceará, Ilse Maria Tigre de Arruda Leitão, Universidade Estadual do Ceará, and JHENNIFER DE SOUZA GÓIS, UNIVERSIDADE ESTADUAL DO CEARÁ

Projeto Terapêutico Singular como ferramenta potente na tessitura da política de redução de danos, Lidia Andrade Lourinho, Universidade Estadual do Ceará, Cybelle Façanha Barreto Medeiros Linard, Universidade Estadual do Ceará, Ilse Maria Tigre de Arruda Leitão, Ednaiane Priscila de Andrade Amorim, Universidade Estadual do Ceará, Fernando Sérgio Pereira de Sousa, Universidade Estadual do Ceará, and Maria Salete Bessa Jorge, Universidade Estadual do Ceará

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

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

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

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

Itinerários Terapêuticos de pessoas em adoecimento mental, Maria Salete Bessa Jorge, Universidade Estadual do Ceará, Lidia Andrade Lourinho, Universidade Estadual do Ceará, Cybelle Façanha Barreto Medeiros Linard, Universidade Estadual do Ceará, Ilse Maria Tigre de Arruda Leitão, Universidade Estadual do Ceará, and Carlene Bezerra da Costa, Universidade Estadual do Ceará
**Poster: 05**

Educating Critically: Challenging the Familiar Contours of Literacy Education, *Bianca Nightengale-Lee, University of Louisville*

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

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


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

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

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

**Poster: 06**

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

Photovoice as a culturally and emotionally relevant methodology, *Nuria Jaumot-Pascual, The University of Georgia*
Avaliação responsiva construtivista e sua aplicabilidade metodológica na saúde,
FERNANDO VIRGILIO ALBUQUERQUE DE OLIVEIRA, UNIVERSIDADE ESTADUAL DO CEARÁ, Maria Salete Bessa Jorge, Universidade Estadual do Ceará, Cybelle Façanha Barreto Medeiros Linard, Universidade Estadual do Ceará, ilse maria tigre de arruda leitão, Universidade Estadual do Ceará, Lidia Andrade Lourinbo, Universidade Estadual do Ceará, and Jhennifer de Souza Gois, Universidade Estadual do Ceará

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

Decision Support Systems (DSS) for teachers and the development of linguistic competence, Marta Gràcia, University of Barcelona, Marcela Fabiola Frugone, Universidad Casa Grande, Maria-Josep Jarque, University of Barcelona, and Laura Amado Luz, Psychologist

Reflecting on Challenges with Visual Methodologies, Kate Shively, Ball State University

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

Poster: 07

The CYPHER: How Hip-Hop Culture Aids Development of Public School Educators, Michael Benjamin Dando, University of Wisconsin-Madison

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

Understanding Gender Fluidity, Kelli Zenner, SIUE

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

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

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

Resistencias y posibilidades de cambio en el modelo y en la práctica pedagógica de un colegio distrital, Irma Alicia Flores, Universidad de los Andes, and Silvia Paola Solano, Universidad de los Andes
Poster: 08

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

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

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

Pedagogia da dança de saläo: o contexto da criaçäo de um método, Joana Paula Barros, University of Sao Paulo, and Bianca T Ramallo, Faculdades Metropolitanas Unidas

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

“So we kind of tag team”: Family engagement and early literacy among low-income African-American families, Robin L. Jarrett, University of Illinois at Urbana-Champaign, and Sarai E Coba-Rodriguez, UIUC

Autoethnographic Research on the Experience as a Living-learning Community in Residential College Education, Minji Kim, Yonsei University

Poster: 09

Facebook, Instagram, and Twitter: Exploring the Role Social Media Plays as a Source of Knowledge for College Students, Crystal L. White, The University of Memphis

I teach, therefore I am: An autoethnographic study of teacher identity development., Karolina Achirri, Michigan State University
Las pérdidas sociales en adultos mayores diagnosticados con demencia, **José Roberto Gutierrez, UAEM**

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

Using Netnography to Explore Online Informal Learning, **Pei-Wei Lee, PSU**

The Effect of Family, Schools and Societal Relationships on A Special Need Child’s Development, **Esra Erbas, Indiana University Bloomington**

Debate’s Civic Calling, **Grace Giorgio, UIUC**

**Poster: 10**

Academic Physician Readiness for Change, **Susan Tyler, University of Cincinnati**

Revealing the Dawn - An Autoethnography of a Taiwan’s Marathon Runner, **Sheng-Wei Chen, 981608201, Kuo-Cheng Hung, National Taiwan Normal University, and Wen-Chen Huang, University of Taipei**

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

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

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

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

Making Rare Materials Hands-On: 3D Printing As Possibility For Rare Materials, **Jon Sweitzer-Lamme, University of Illinois Urbana-Champaign**
Poster: 11

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

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


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

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

Poster: 12

Tips to Improve Data Collection on the Sensitive Topic of Sexuality, Angela Towne, Kansas State University

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

Mental fitness Exploration – Perspectives of a Super Senior, Anne Merem, University of West Georgia
Exploring the process how education level has been inherent as cultural capital in high school, *Rana Ran Kim, Yonsei University, and Jaeyoun Hwang, Yonsei University*

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

**Poster: 13**

Exploring College Students’ Sense of Belonging through Living-Learning Communities, *Keely Latopolski, The University of Alabama*

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

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

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

Understanding the Lived Experience of Divided Families in Korea: A Mini-Ethnographic Case Study, *Heh Youn Shin, Penn State University*
1652  **Education: Educational Narratives**  
9:30-10:50

*Chair: Wesam M. Salem, University of Memphis*

Academic Narratives: Being Sociable and Lacking Time and Opportunities to Socialize, *Jean Kaya, Southern Illinois University at Carbondale*

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

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

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

Students’ stories of their learning motivation in inclusive, arts-integrated learning environments, *Irene Melabiotis, Western University*

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1653  **New Directions in Mixed-Methods Designs, I**  
9:30-10:50

*Chair: Emily Ignacio, University of Washington Tacoma*

Quality in mixed methods research: A review and suggestions for future discussion and research, *Sergi Fabregues, Open University of Catalonia; and Jose Francisco Molina-Azorin, Department of Management, University of Alicante*

Quantitizing qualitative data: Does it count?, *Carol Isaac, Mercer University-Atlanta*

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

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

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

9:30-10:50

*Chair: Shelley Cook, UBC Okanagan*

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

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

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

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

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

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

**Making Sense of Data: An Interdisciplinary Reflection, I**

9:30-10:50

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

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

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

Radically Reframing Critical Research, *Jim Scheurich, Indiana University - Indianapolis (IUPUI)*
Compound Qualitative Inquiry: A “Frankenstein’s Monster” with invisible stitches in QI approach integration, Raul A. Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and William Kist, Kent State University

The Impact of Digital Technologies on Personal Privacy, Humanistic Values and Social Ethics: An Examination of a Cyborgian-Robotic Society, Salvador Victor, Bethune-Cookman University

1656 Queer Theory
9:30-10:50

Chair: Allyson Dean, University of Oregon

Soul-searching: autoethnographic exploration of transformational change in and through therapy, Jay Myles, Counselling, Psychotherapy & Applied Social Sciences, University of Edinburgh

Queer Persistence, Ashleigh Bingham, Ball State University

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

Trans* Lives in THIS America, Kerri Mesner, Arcadia University

1657 Academic Journeys, I
9:30-10:50

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

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

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

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

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

Old clothes, Simone A.M. Mendonça, UFMG
Spotlight: “Portraying What Moves a Person” as an Inspiration and Goal in In-depth Qualitative Research

What Moves a Teacher to Embrace Exploration and InQuiry As Central to her Teaching Practice, David Goodwin, Missouri State University

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

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

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

Rural Communities

Chair: Anna Montana Cirell, Arizona State University

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

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

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

Empowering teens through radical pedagogy in a free community writing workshop, Chrissy J Cross, Stephen F. Austin State University
Practicing Collaboration: An Interdisciplinary Perspective, I

9:30-10:50

Chair: Danielle Nowosiadlo, University of South Florida

Revealing multiple voices in peer collaboration in urban schools: Video-mediated interviews, Miwa Aoki Takeuchi, University of Calgary, and Venise Bryan, University of Calgary

Researcher Positionality: Mirroring Experience in Teacher Professional Development Projects, Zulfukar Ozdogan, Indiana University, and Serife Sevis, Middle East Technical University

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

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

Understanding Identity: An Interdisciplinary Approach

9:30-10:50

Chair: Cassie J Brownell, Michigan State University

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

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

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

“I want to be someone”: Aims and Ambivalences at a Marginalized School in El Salvador, Christine Schmaldenbach, TU Dortmund University

A Rural Chinese Addresses Harvard Graduates: Using SFL and Discourse Analysis to Explore Grammatical Mobilization in the Graduation Speech, Lei Jiang, The University of Georgia
Qualitative Inquiry as Embedded Practice: Navigating the Public Sphere

9:30-10:50

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

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

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

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

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

9:30-10:50

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

Quality and Clarity: But What if we're Wrong About Social Science Research?, Rebecca C. Christ, University of Missouri

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

“This ‘So Called’ Research”: Social Studies Scholarship and the Question of Legitimacy, Sarah B. Shear, Penn State University-Altoona
Making Space and Being (in)Visible: Dance as Exploratory Abolition Work

9:30-10:50

1665   Writing

9:30-10:50

Chair: Rebekah Caroline Marcum, Tennessee Technological University

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

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

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

1666   Understanding the Role of Arts-Based Inquiry

9:30-10:50

Chair: Kris Rutten, Ghent University

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

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

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

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

Revisiting the ethnographic turn in contemporary art, Kris Rutten, Ghent University
1673  The Ludic

9:30-10:50

Chair: Rosemary C. Reilly, Concordia University

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

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

Unleashing Children’s [ ] [ ], Tiri B. Schei, Bergen University College

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

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

1675  Directions in Participatory Action Research, I

9:30-10:50

Chair: Kristen Haddad, University of Cincinnati

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

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

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

Challenges of Outsider Status: Conducting Community Participatory Research in a Multi-Stressed School, Shannon Natalie McCarthy, University of Alabama at Birmingham, and Jenna M LaChenaye, University of Alabama at Birmingham
1684  **Deleuze, I**  
9:30-10:50

*Chair: Wade Tillett, University of Wisconsin - Whitewater*

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

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

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

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

1685  **Education: Directions in Educational Research, I**  
9:30-10:50

*Chair: Aitor Gomez, URV*

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

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

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

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

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

9:30-10:50

Chair: Kerry Wilson, University of Illinois at Urbana Champaign

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

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

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

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

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

1687

9:30-10:50

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

1688

9:30-10:50

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

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

Communicating Incompetence: Unpacking the Election of Donald J. Trump, Sarah Taylor Maybak, James Madison University
Plenary: ““Mommas Don’t Let Your Babies Grow Up to Be . . .”: Revisiting Western Imagery and Grown-Up Cowboys”

1689  9:30-10:50

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

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

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

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

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

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

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

Plenary: Performance Ethnography as Qualitative Inquiry in the Public Sphere

1693  9:30-10:50

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

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

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

Reactions to Art-Based Research Forms of Qualitative Inquiry in the Public Sphere, Liora Bresler, University of Illinois Champaign
Temporal Embodiment: Dynamic Perspectives on Body Memory in Autoethnography

9:30-10:50

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

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

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

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

Language Education

9:30-10:50

Chair: Gresilda Anne Tilley-Lubbs, Virginia Tech

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


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

Poetic Mobilities: Mobile Autoethnographic Poetry

9:30-10:50
1703  Education: Teaching Diversities

11:00-12:20

Chair: Asilia Franklin-Phipps, University of Oregon

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

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

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

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

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

1704  New Directions in Mixed-Methods Designs, II

11:00-12:20

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

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


Playoffs and Payoffs: Game Theory Scenarios in Higher Education, Julie C Baker, Tennessee Tech University, Amanda Ellis, Tennessee Technological University, and Joseph Chappell, Tennessee Tech University
Contextualized Subjectivity: Blending Social Network Analysis and Qualitative Inquiry. Marissa Kaloga, The Ohio State University, Marissa Elaine Prinz Kaloga, The Ohio State University College of Social Work

Health Promotion in focus: Qualitative research for knowledge needs
1705
11:00-12:20

Making Sense of Data: An Interdisciplinary Reflection, II
1706
11:00-12:20

Chair: Dan W Royer, Ball State University

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

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

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

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

Homosexuality Within and Between Different Religions and Denominations
1707
11:00-12:20
**1708  Academic Journeys, II**

11:00-12:20

Chair: Minchun Chiang, University of Taipei

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


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

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

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

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**Spotlight: Analyzing Discourse and Regimes of Power/ Knowledge**

1709 11:00-12:20

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

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

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

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

The Multiple Resiliences of Electricity Systems – A Discourse Analysis on Anticipatory System Design in the Field of Public Power Supply, *Steffen Hamborg, Carl von Ossietzky University of Oldenburg*
1710 Cities of Culture
11:00-12:20

Chair: Christina Ceisel, California State University Fullerton

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

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

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


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

1711 Practicing Collaboration: An Interdisciplinary Perspective, II
11:00-12:20

Chair: Walter S Gershon, Kent State University

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

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

Collaborative Dissensus: Standing Together Through Disagreement, Walter S Gershon, Kent State University
Ciudadanía con Sentido: a methodological proposal for the development of citizenship capacities through DICT formation, James Acevedo Pedrozo, Universidad Pontificia Bolivariana UPB

1712  **Understanding Stigma**

11:00-12:20

*Chair: Ren VanderLind, Texas State University*

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

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

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

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

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

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

1713  

11:00-12:20

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

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

Wrestling the storm: Grassroots resistance to juvenile justice reform, Jamil Sewell, University of Georgia
Knowledge of the oppressor: Bringing to the margins to the center, Theresa Wright, University of Georgia

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

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

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

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

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

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

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

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

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

11:00-12:20

*Chair: Karin Hannes, KU Leuven, Belgium*

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

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

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

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

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

1717

11:00-12:20

**The Ecological**

11:00-12:20

*Chair: Geo Takach, Royal Roads University*

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

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

Finding the Middle: An Arts-based Exhibition and the Narrative of Climate Change, *Abram W Kaplan, Denison University*
Sticky Innovation: Solving WIcked Problems through Arts and Engineering Based Research, Nandita Baxi Sheth, University of Cincinnati, College of Design, Architecture, Art, and Planning, and Whitney Gaskins, University of Cincinnati, College of Engineering and Applied Sciences

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

1726  Directions in Participatory Action Research, II
11:00-12:20

Chair: Mary Brydon-Miller, University of Louisville

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

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

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

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

1735  Deleuze, II
11:00-12:20

Chair: Matthew C Graham, University of Oregon

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

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

Trespassing in the Hinterland: Performing Affect-Based Inquiry, Brian E Kumm, Recreation Management and Therapeutic Recreation, University of Wisconsin - La Crosse, and Joseph A Pate, Outdoor Leadership, Young Harris College
Methodological conundrums: Loosening the bounds between and among those I become, Michelle Wooten, University of Alabama

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

**1736  Education: Directions in Educational Research, II**

11:00-12:20

*Chair: Paula M Dawidowicz, Walden University*

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

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

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

**1737  Critical Race Theory, II**

11:00-12:20

*Chair: Jennifer Whalen, University of South Florida*

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


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

Transgressing the Discourse on Cross-Racial, Cross-Cultural Mentoring: A Dialogic Journey with Matters of Language, Power, Trust, and Care, Roma B Angel, Appalachian State University, and Precious Mudiwa, Appalachian State University
1738  Feminist Qualitative Research, I
11:00-12:20

Chair: Jasmine R Linabary, Purdue University

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

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

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

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

1739  Plenary: Trump, Brexit and the global rise of the right: how do we respond?
11:00-12:20

1740  Plenary: Crossing Borders/Breaking Barriers: Auto/ethnography as Private/Public Protest
11:00-12:20

1748  Dance
11:00-12:20

Chair: Inés Barcenas Taland, Consulta Doctor Carlos Chiclana

Narrating attachment through Flamenco beats, Inés Barcenas Taland, Consulta Doctor Carlos Chiclana
The Course of Self-Concept Transformation of a Dance Student through Her Street Dance Learning Experience, *Ciou Huei Chen, University of Taipei*

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

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

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**1749**  **Music**

11:00-12:20

*Chair: Christopher Cayari, Purdue University, West Lafayette*

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

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

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

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**1750**  **Methodological Considerations, I**

11:00-12:20

*Chair: Donna Henson, Bond University, Australia*

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

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

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

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

Decolonizing Methodologies: A Transformation from Science-oriented Researcher to Relational/Participant-oriented Researcher, *Ranjan Datta, University of Saskatchewan*
1752  **Education: Issues in STEM Education**

1:00-2:20

*Chair: Byung-In Seo, Chicago State University*

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

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

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

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

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

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1753  **Grounded Theory**

1:00-2:20

*Chair: Lisa Reber, Arizona State University*

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

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

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

Wayfinding: Constructors’ Information-Seeking Behavior in Industry, *James W. Jones, Ball State University*
Self-Care and Resilience While Doing the Hard Work: Anti Gender-Based Violence Activists and Advocates in South Carolina, Ebru Cayir, University of South Carolina

1754  Qualitative Health Research, I
1:00-2:20

Chair: Sharlene Hesse-Biber, Boston College

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

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

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

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

1755  Social Media
1:00-2:20

Chair: Emily Ignacio, University of Washington Tacoma

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

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

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

Social Media and Social Justice: A Critical Analysis of Intersectionality and “Empowerment” Discourse via “Jane the Virgin”, Emily Ignacio, University of Washington Tacoma
Twitter as “DIY” Professional Development for Teachers, Mardi Schmeichel, University of Georgia, and Stacey Kerr, Central Michigan University

Cybersexualities: Performing Sex and Dating in the Digital Age

1756 1:00-2:20

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

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

Digital Dirty Laundry, Nicole Costantini, Louisiana State University

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

It’s Complicated, Anna Wilcoxen, Southern Illinois University Carbondale

Critical Autoethnography in Pursuit of Educational Equity

1757 1:00-2:20

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

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

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

Disrupting Equilibrium: Working for equity and social justice in education for English Learners, Rachel Salas, University of Nevada, Reno
Critical Autoethnography and A Call for Forgiveness, Tony E. Adams, Northeastern Illinois University

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

1758 1:00-2:20

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

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

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

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

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

The Uses of Narrative: An Interdisciplinary Approach

1759 1:00-2:20

Chair: Katie Olsen, Kansas State University

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

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

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

Rewriting Cancer, Rewriting Life: Difficulties of Containing Experience, Ulrich Teacher, University of Saskatchewan
“We Figured Out How to Fight”: Couples’ Stories about Successfully Resolving Disagreements, Leah Beech, University of Calgary

1760 Epistemologies: An Interdisciplinary Reflection
1:00-2:20

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

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

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

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

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

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

1761 Shame?
1:00-2:20

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

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

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

Outside, Looking for Myself with Mirrors., Sue Porter, University of Bristol, UK.
**Qualitative Research in Restorative Justice**

1:00-2:20

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

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

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

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

1:00-2:20

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

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

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

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

**Remaking Personal Memory through Research as Artistic Practice**

1:00-2:20

Traumatized Bodies: Intertwining Art, Memory, and Bodies through Performative Autoethnography, Hyunji Kwon, The Pennsylvania State University
(Re)Collecting: Tracing Movements within Memory Lane, Susan Uhlig, The Pennsylvania State University

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

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

1765 Drawings

1:00-2:20

Chair: Vicky Grube, Appalachian State University

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

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

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

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

1766 Uses of Creative Writing and Narrative Forms

1:00-2:20

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

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

“I Wouldn’t Take Those Kids Anywhere!”: Fighting for Equity for Lowest-Track Students, Della R. Leavitt, Independent

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

Do You Hear/See/Consider? Rethinking Social Issues via Digital Narratives, Ah Ran Koo, The Ohio State University
Magical Realism as Post-Qualitative Narrative Research: An Example, Cathy Coulter, University of Alaska Anchorage

1773  **Artistic Explorations of the Concept of Home**
1:00-2:20

Chair: Radhika Gajjala, Bowling Green State University

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

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

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

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

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

1775  **Grassroots Activism, Popular Culture, and Public Schools in The Trump Era**
1:00-2:20

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

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

Celebrities, anti-heroes, zombies (etc.): The politics of postmodern consumer culture and the present/future of public education, Yasin Tunc, University of Georgia
1784  Deleuze, III

1:00-2:20

Chair: Mahlapahlapana Johannes Themane, University of Limpopo

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

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

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

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

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

1785  Critical Pedagogy, I

1:00-2:20

Chair: Mathias Urban, University of Roehampton

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

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

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

Listening and Silence: Re-Theorizing Inquiry into Public Pedagogies, Jake Burdick, Purdue University, and Jennifer Sandlin, Arizona State University
1786  Critical Race Theory, III
1:00-2:20

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

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


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

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

1787  Feminist Qualitative Research, II
1:00-2:20

Chair: Hilary E Hughes, University of Georgia

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

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

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

Women Being Engineers: An Activist Approach to Investigating Practicing Undergraduate Women Engineers, Rick Evans, College of Engineering Cornell University, Jia Grace Liang, Educational Leadership College of Education Kansas State University, and Rebecca Macdonald, Mechanical and Aerospace Engineering College of Engineering Cornell University
Plenary: Seeing and Being Seen, Hearing and Being Heard: Challenges for Qualitative Inquiry in Public Spheres Pt. 1

1788

1:00-2:20

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

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

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

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

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

Plenary: Directions in Autoethnography and Fieldwork

1789

1:00-2:20

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

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

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

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

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

1:00-2:20

*Chair: Crystle LaCroix, Southern Illinois University Carbondale*

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

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

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

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

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

**Trauma**

1:00-2:20

*Chair: Anna Denejkina, University of Technology Sydney*

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

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

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

Overcoming Trauma: Intersections of Resiliency, Privilege and Identity, *Courtney A Potts, University of Alabama*
Methodological Considerations, II
1:00-2:20

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

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

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

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

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

Critical-Transdisciplinary STEM: A Critical Qualitative Approach to STEM Praxis in the Public Sphere
1802
2:30-3:50

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

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

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

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

Situational Analysis: An Interdisciplinary Panel
1803
2:30-3:50

Mapping Spaces of Responsiblized Consumption: Notes for A Situational Analysis of Responsible Gaming in the Digital Era, Martin French, Concordia University
Wet Blankets, Suspect Infants, and Silent Instigators: Mapping Stakeholders and Vested Interests in the Expansion of Newborn Screening in Norway, Sarah Beth Evans-Jordan, Norwegian University of Science and Technology

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

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

1804 Qualitative Health Research, II
2:30-3:50

Chair: Sharlene Hesse-Biber, Boston College

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

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

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

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

Spotlight: Examples of Using Social Media for Radical Activist Research
1805
2:30-3:50

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

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

Using a Jury-Rigged Methodology in the Service of Radical Activism, Jim Scheurich, Indiana University - Indianapolis (IUPUI)
1806  Reflections On Relationships, I

2:30-3:50

Chair: David Franklin Purnell, Mercer University

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

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

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

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

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

1807  Teaching, I

2:30-3:50

Chair: Michelle L Knaier, Purdue University

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

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

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

What about Culturally Relevant Teaching? A Missing Dialogue between Preservice Co-tutors in an Urban Setting, Veronica Marie Fife-Demski, Ball State University, Angela Stefanski, Ball State University, and Amy L Leitze, Ball State University
The Reluctant Teacher Advocate: An Autoethnographic Confessional Tale of Unintended Consequences, *Julie Pennington, University of Nevada, Reno, and Kathryn Marie Obenchain, Purdue*

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

2:30-3:50

1. Social studies of interviewing: Contributions from ethnomethodologically informed analyses, *Kathryn Roulston, University of Georgia*

2. Continuers in research interviews: A closer look at interview style and the construction of talk, *Elizabeth Pope, University of Georgia*

3. Gender talk in the Caucasus: A membership categorization analysis of interviews, *Brigette A. Herron, University of Georgia*

4. Constructing LGBTQ teacher ally membership categories through focus group talk, *Stephanie Anne Shelton, The University of Alabama*

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

1809  
2:30-3:50

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

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

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

Integrating Arts into the Basic Writing Curriculum: Building Skills and Confidence, *Amanda Luszeck, Arizona State University*
**The Phenomenological: An Interdisciplinary Reflection**

2:30-3:50

*Chair: Phil C Langer, International Psychoanalytic University Berlin*

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

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

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

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

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

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

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**Religion**

2:30-3:50

*Chair: Elizabeth Pope, University of Georgia*

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

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

“This is a head, heart, and hands enterprise:” Interfaith dialogue and perspective transformation, *Elizabeth Pope, University of Georgia*
Karaoke to go: transmogrifying sexual and gender normativity within academia

1812

2:30-3:50

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

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

1813

2:30-3:50

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

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

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

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

Shaking Foundations: Locating Meaning in Ambiguity

1814

2:30-3:50

Diagramming the Unthought, Jack Richardson, Ohio State University - Newark
Funny feeling, Elke Mark, Europe-University Flensburg, Germany

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

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

1815  Knowledge Construction and the Arts

2:30-3:50

Chair: Kerstin Söderström, Lillehammer University College

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

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

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

1816  Exploring Issues of Gender

2:30-3:50

Chair: Lisbeth Berbary, University of Waterloo

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

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

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

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

Considerations for Artist/Researcher Collaborations in Comic and Graphic Novel Representations, Lisbeth Berbary, University of Waterloo
The Gift that Keeps on Giving: A Black Feminism Class’ Interpretations of Alexis Pauline Gumbs’ Spill

2:30-3:50

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

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

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

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

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

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

2:30-3:50

Foucault, I

2:30-3:50

Chair: Laura Elizabeth Smithers, University of Oregon

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

Seeing Students Like an Institution: A Genealogy of Undergraduate Student Success, Laura Elizabeth Smithers, University of Oregon
Math is in the title: (Un)learning the subject in education research, Susan Ophelia Cannon, Georgia State University, Kayla Myers, Georgia State University, and Sarah Bridges-Rhoads, Georgia State University

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

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

1835 Critical Pedagogy, II
2:30-3:50

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

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

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

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

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

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

1836 Critical Race Theory, IV
2:30-3:50

Chair: Venus E Evans-Winters, Illinois State University

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

Racism in the Workplace, Jillian Piotrowski, County College of Morris
Mentoring or Musing Relationships: Which Way? A Qualitative Inquiry into the Importance of this Relationship, Venus E Evans-Winters, Illinois State University, and Tiwana Wingfield, Illinois State University

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

1837 Feminist Qualitative Research, III

2:30-3:50

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

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

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

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

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

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

1838 2:30-3:50

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

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

Making a Difference with Participatory Democracy, John Johnson, School of Social Transformation, Arizona State University, US
Going Naked in Public: Speaking to Audiences to Whom We Rarely Speak, Yvonna Lincoln, Texas A & M

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

**1839**  **Plenary: Writing About Writing: The Work of Words**

2:30-3:50

**1848**  **Making Memoirs and Making Sense in Autoethnography**

2:30-3:50

**1849**  **Disability**

2:30-3:50

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

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

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

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

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

Hiding Sleep: Place, Hidden Disability and Narcolepsy, Nicole Eugene, Ohio University
Talking my/your talk, reading our bodies in conversations about autism, Sarah Helps, Consultant Clinical Psychologist, Systemic Psychotherapist

1850  Directions in Autoethnography, I

2:30-3:50

Chair: Dinah Armstead, University of Illinois at Champaign Urbana

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

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

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

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

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

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

1852  Interrogating STEM

4:00-5:20

Chair: Theodora Ann Lightfoot, IISSE

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

Using a Participatory Group Analysis with Undergraduate Women in STEM, Batsheva Guy, University of Cincinnati, Olivia Hill, University of Cincinnati, Tziporah Serota, University of Cincinnati, Lauren Leesman, University of Cincinnati, Caroline Cain, University of Cincinnati, Chara Hood, University of Cincinnati, and Catherine Guy, University of Cincinnati
Attitude and Persistence towards STEM: Broadening the Definition through the STEM Community Enabled Participatory Lens. Cijy E. Sunny, Educational Studies, University of Cincinnati, Cijy Elizabeth Sunny, University of Cincinnati, Daniel McLinden, Division of General & Community Pediatrics, Cincinnati Children’s Hospital Medical Center, and Kathie Maynard, Office for Innovations and Community Partnerships, University of Cincinnati

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

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

1853  **Friendships**

4:00-5:20

*Chair: Jennifer Whalen, University of South Florida*

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

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

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

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

1854  **Qualitative Health Research, III**

4:00-5:20

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

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

Social Motivations for On-Going Participation in a Group Fitness Program for Older Adults, Kelsey LeFevour, University of Illinois, Urbana-Champaign, and Toni Liechty, University of Illinois, Urbana-Champaign
Crystal’s soul, something Mirliana Ramirez, Department of Nursing, University of Chile

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

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

1855 4:00-5:20

*Chair: Julianne Cheek, Østfold University College*

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

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

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

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

**Reflections On Relationships, II**

1856 4:00-5:20

*Chair: Janelle Ward, Erasmus University Rotterdam*

Performing Polynormativity: Finding “Normal” in Polyamorous Relationships, Tessa Vaschel, Bowling Green State University

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

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

Why I Broke-up with a TV Show: Supernatural and Theories of Pleasure, Linda Baughman, Christopher Newport University
1857  Teaching, II

4:00-5:20

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

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

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

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

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

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

1858  Learning critical qualitative research

4:00-5:20

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

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

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

As opposed to knowledge. Interpretation as subversive practice in Critical Qualitative Inquiry, Drew J. Mazyck, International Psychoanalytic University Berlin
1859  The Visual in Qualitative Research

4:00-5:20

Chair: Mustafa Ulusoy, Gazi University, Ankara, Turkey

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

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

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

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

Second Graders’ Oral, Written, and Artistic Responses towards Picturebooks, Mustafa Ulusoy, Gazi University, Ankara, Turkey, and Dilek Altun, Ahi Evran University

1860  Uses of Reflexivity: An Interdisciplinary Reflection

4:00-5:20

Chair: Susan Mintzberg, McGill University

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

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

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

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

When research gets personal: navigating between two worlds, Susan Mintzberg, McGill University
“Be authentic!” – A subjectivation analysis in the realm of professional politics in Germany, Alexander Geimer, University of Hamburg

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

4:00-5:20

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

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

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

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

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

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

**Music**

4:00-5:20

Chair: Alexander Pope, Salisbury University

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

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

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

Sound Art, Social Justice; Walter S Gershon, Kent State University
Negotiating the Edges and Margins: The Cases of Race, Nonreligion, and Self-harm

1863
4:00-5:20

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

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

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

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

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

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

1864
4:00-5:20

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

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

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

Adventures in Data Analysis: Reflections on Teaching Post-Coding Data Analysis, Samantha Nolte-Yupari, Nazareth College
1865  **Lode’s Code: An Autoethnographic Film**
4:00-5:20

*Chair: Marieke Vandecasteele, 1989*

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

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1866  **Exploring Psychological Experience through Art**
4:00-5:20

*Chair: Kerstin Söderström, Lillehammer University College*

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

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

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

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

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

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

1873  **Spotlight: Exploring Cultural Backgrounds by Performing the Embodied Dialogue of Music**
4:00-5:20
Unbuilding the Wall: Multicultural Education Under
Trump

1875  
4:00-5:20

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

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

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

Foucault, II

1884  
4:00-5:20

Chair: Paula M Dawidowicz, Walden University

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

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

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

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

Education: Online Education

1885  
4:00-5:20

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

Being “relational” online, Carol Isaac, Mercer University-Atlanta

Perceptions and experiences of Students and their instructors on Online versus Face-to-face classrooms, Rahime Filiz Kiremit, Necmettin Erbakan Üniversitesi
Norms at Work in an Online Collaborative Environment, Funda Ergulec, Indiana University, and Zulfukar Ozdohan, Indiana University

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

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

**1886** Postcolonial Inquiry

4:00-5:20

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

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

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

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

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

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

**1887** Feminist Qualitative Research, IV

4:00-5:20

Chair: Alycia M. Elfreich, Indiana University, Indianapolis

Surviving and resurging as the “Ave Fénix”. Life history of an enterprising woman., MAGDALENA SUAREZ-ORTEGA, UNIVERSIDAD DE SEVILLA, M.Fe Sánchez-García, UNED, Madrid, Esther Muñoz Navarro, Universidad de Sevilla, and Mª Isabel FariñaSánchez, Universidad de Sevilla
Perseverance, Will, and Transformative Resistance: A Latina Mother’s Story of Lo Cotidiano, Heidi Regina Bacon, Southern Illinois University Carbondale

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

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

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

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

1888
4:00-5:20

Critical Pedagogy in a Politicized Public Sphere, Norman Denzin, uiof Illinois

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

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

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

1889  Plenary: Narrative Performance

4:00-5:20

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

Unbecoming: Voluntary migration and narrative fissures, Lace Marie Brogden, Laurentian University
Qualitative Research as Waves of Engagement, Kitrina Douglas, Leeds Beckett University, and David Carless, Leeds Beckett University

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

1898 Memory

4:00-5:20

Chair: Grace Giorgio, UIUC

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

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

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

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

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

1899 Neoliberalism

4:00-5:20

Chair: Brandon O. Hensley, Wayne State University

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

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

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

Local Adaptations to Liberalized Markets and Modernity: The Cases of ‘Sakawa’ and ‘419’ in Ghana, Matthew Gmalifo Mabefam, University of Melbourne, and Azindow Yakubu Iddrisu, University of Ghana
Challenging Cultural Curricular Hegemony: Explorations through an autoethnography of teaching in the UAE, Eugenie Samier, American University in Ras Al Khaimah

1900 Directions in Autoethnography, II

4:00-5:20

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

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

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

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

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

Reconsidering reflexivity, mimesis, and related issues: Heightened performative autoethnography, William M Sughrue, Universidad Autónoma Benito Juárez de Oaxaca
Education: Teaching Qualitative Methods

9:30-10:50

Chair: Stephanie Masta, Purdue University

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

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

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

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

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

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

9:30-10:50

What is Reggio?, Mary Soylu, Independent Scholar

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

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

Considering Children as Curators: Making Children’s Thinking Visible through Reggio Emilia Philosophy, Dianna Huxhold, Weber State University
1954  Ethical Considerations

9:30-10:50

Chair: Guy Enosh, University of Haifa

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

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

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

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

1955  Resisting Donald Trump

9:30-10:50

Chair: Neila Miled, University of British Columbia

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

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

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

A citizen of the world, she is the citizen of nowhere, Tarlan Chabardovali, Florida State University
1956  Thinking Critically About Race, I

9:30-10:50

Chair: Rufina Cortez, University of Illinois

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

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

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

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

1957  Family, I

9:30-10:50

Chair: Alexander Pope, Salisbury University

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

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

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


9:30-10:50

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

Doing Critical Qualitative Research in War and Violent Conflicts: negotiating roles, challenging political/academic discourses, and opening up learning spaces for students, Phil C Langer, International Psychoanalytic University Berlin
Implicit Co-Production of Masculinity and the Epistemic Subject: On the Reflexive Potential of Critical Qualitative Inquiry in Science and Engineering, Tanja Paulitz, Technical University Darmstadt, Susanne Kink, University of Graz, and Bianca Prietl, Technical University of Darmstadt

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

1959  Neoliberalism in the Academy
9:30-10:50

Chair: Amy Stich, Northern Illinois University

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

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

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

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

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

1960  Materiality
9:30-10:50

Chair: Becky M Atkinson, University of Alabama

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

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

An Embodied Becoming-Other: the Mutually Entangled Spirit and Engagement in Research, Kirsten Robbins, Indiana University School of Education - IUPUI, and Alycia M. Elfreich, Indiana University, Indianapolis
My Madness is Waves: The Drowning of Ecological and Mad Bodyminds,
Jacqueline Pruder St. Antoine, Eastern Michigan University

Research Poetry: The Poetic Body as Theory, Practice, and Research
9:30-10:50

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

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

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

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

Interdisciplinary Approaches to Conducting Ethnography, I
9:30-10:50

Chair: Ken Saldanha, Eastern Michigan University

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

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

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

School Leadership Practices Aimed at Improving Educational Outcomes for ‘Vulnerable’ Populations, Demetricia Lucette Hodges, Georgia State University
Coming Out: Pantsuit Nation, Safety Pins, and Safe Spaces

1963

9:30-10:50

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

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

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

Film

1964

9:30-10:50

Chair: Kerstin Söderström, Lillehammer University College

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

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

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

Arts-Based Experiences and Research with Infants and Toddlers

1965

9:30-10:50
1973  Art and Education, I
9:30-10:50

Chair: Michael Benjamin Dando, University of Wisconsin-Madison

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

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

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

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

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

1975  Civic Engagement and Academic Responsibility:
Storytelling Across the Divide
9:30-10:50

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

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

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

Performance as Civic Engagement: the life and legacy of Anne Larson Zimmerman, Geraldine Gorman, University of Illinois at Chicago
1984  **Reconsiderations of Foucault and the Body**

9:30-10:50

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

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

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

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

1985  **Education: Literacy**

9:30-10:50

*Chair: Dilek Altun, Abi Evran University*

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

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

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

Using Visual Elicitation and Representation: Fostering Literacy Teaching, Knowledge, and Growth, *Veronica Richard, Concordia University Chicago*
1986  Disability, I

9:30-10:50

Chair: Tessa Bishop, Tennessee Tech University

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

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

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

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

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

1987  Indigenous Inquiry

9:30-10:50

Chair: Jenny Rankine, University of Auckland

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

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

1988  Plenary Session on Critical Inquiry on the Global South

9:30-10:50

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

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

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

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


1989

9:30-10:50

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

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

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

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

1998  Communities

9:30-10:50

*Chair: Alfonso Montero, Jr., Lewis University*

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

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

1999  **Lyric Voices in Autoethnography**
9:30-10:50

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

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

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

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

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

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

2002  **Education: Designing Curricula**
11:00-12:20

Chair: Charles Secolsky, County College of Morris

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

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

Teaching Qualitative Research in Neo-liberal Times, lesley noel, University of South Florida, Geoffrey David West, University of South Florida, School of Public Affairs, Jennifer Wolgemuth, University of South Florida, Travis Marn, University of South Florida, and Jason Locker, University of South Florida
The Influence of Centralized Curriculum on Instruction in a College of Education, Joanne Denise Simpson, Grand Canyon University, and Lindy Gaudiano, Grand Canyon University

Visits to ‘other’ worlds: Increasing teachers’ cultural responsivity through international field experience

2003  11:00-12:20

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

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

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


Interdisciplinary Reflections on the Concept of Evaluation

2004  11:00-12:20

Chair: Lubomir Popov, Bowling Green State University

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

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

When Values-Engagement is not Educative Enough: Re-Envisioning Responsive Evaluation in Evidence-Based Systems, Melissa Freeman, The University of Georgia, and Jori Hall, University of Georgia
Responsive Evaluation as an Approach towards Making All Voices Count, Layane Thomas Mabasa, University of Limpopo

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

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

2005 Resisting the Neoliberal

11:00-12:20

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

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

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

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

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

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

Qualitative inquiry in a divided world. The necessity of contingent researchers and methodologies, María del Consuelo Chapela, Universidad Autónoma Metropolitana-Xochimilco
2006  Thinking Critically About Race, II
11:00-12:20

Chair: Diana White, Independent Scholar

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

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

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

An Afrolez femcentric Southern Belle: Negotiating Identities in Oxymoronic Spaces, Qiana Cutts, Mississippi State University

2007  Family, II
11:00-12:20

Chair: Laurelann Porter, Benedictine University

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

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

Just Give me di Light, franklyn charles, Ohio University

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

2008  Spotlight: Responding to and through the Arts
11:00-12:20

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

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

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

**2009**

11:00-12:20

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

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

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

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

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

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

**2010**

11:00-12:20

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

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

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

Embodied Pedagogies: Oral Histories of Female Swim Coaches, *Kindell Peters, Oklahoma State University*
Performing Lines: Walking Methodologies

11:00-12:20

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

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

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


Interdisciplinary Approaches to Conducting Ethnography, II

2012

11:00-12:20

Chair: Jessica Nina Lester, Indiana University

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

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

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

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

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

2013

11:00-12:20
2014  Performance Ethnography

11:00-12:20

Chair: Julia Gray, Independent

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

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

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

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

2015  Arts-Based Programs Benefiting Urban Youth Populations

11:00-12:20

Chair: Charles Lowery, Ohio University

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

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

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

A Critical Arts-Based Inquiry into Black Performance Poetry, Charles Lowery, Ohio University, and Anthony Walker, Tarrant County College
**2023  Art and Education, II**

11:00-12:20

*Chair: Daisy Pillay, University of KwaZulu-Natal*

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

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

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

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


**2025  Reforming Policy: Interdisciplinary Reflections, I**

11:00-12:20

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

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

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

Documents and Processes of Global / Local Influence on Public Policies: A methodological proposal, *Guillermo Rivera, Pontificia Universidad Católica de Valparaíso, and Vicente Sisto, Pontificia Universidad Católica de Valparaíso*
Barad, I
11:00-12:20

Chair: Teri Holbrook, Georgia State University

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

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

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

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

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

Language Learning, I
11:00-12:20

Chair: Pilar Mejía, Kansas State University

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

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

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

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

Chinese students’ perception of ESL: A question of rigor, Akiko Ota, Governors State University, and Michael J Smith, Portland State University
Disability, II
11:00-12:20

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

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

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

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

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

Spotlight: Indigenous qualitative inquiry in the neoliberal public sphere
2037  11:00-12:20

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

Indigenous qualitative inquiry in the neoliberal public sphere, Roe Bubar, Colorado State University

Indigenous qualitative inquiry in the neoliberal public sphere, Monty Montgomery, University of Regina

Indigenous qualitative inquiry in the neoliberal public sphere, Marcelo Diversi, Washington State University
Spotlight: Qualitative Inquiry in the neoliberal public sphere: Contesting Accountability Metrics

11:00-12:20

Qualitative Inquiry in the neoliberal public sphere: Contesting Accountability Metrics, Norman Denzin, University of Illinois

Qualitative Inquiry in the neoliberal public sphere: Contesting Accountability Metrics, Pamela Zapata, Universidad de Tarapacá

Qualitative Inquiry in the neoliberal public sphere: Contesting Accountability Metrics, Aitor Gomez, URV

Plenary: Contemplative Approaches to Qualitative Inquiry: Legitimizing and Theorizing Working with Dreams, Movement, Spirit, and Creativity

11:00-12:20

Eco Gnosis: Restoring Reciprocal Relations Through Arts-based Inquiry, Barbara Bickel, Southern Illinois University

The Witch's Brew: Writing the Spirit in Black Women's Theorizing, Venus E Evans-Winters, Illinois State University

“Embodying Analysis”, Johnny Saldana, Arizona State University - Tempe

Cultivating De/colonizing Ethics Through Contemplative Practices and Creativity, Kakali Bhattacharya, Kansas State University

Contemplative Practices, Social Transformation, and Qualitative Inquiry, Susan Finley, Washington State University
Resisting: Decolonizing Narratives of Silences Between Being and Belonging, Kylie Lanthorn, University of Massachusetts Amherst

Resisting: Decolonizing Narratives of Silences Between Being and Belonging, Isaiah Iboko, University of Massachusetts Amherst

Resisting: Decolonizing Narratives of Silences Between Being and Belonging, Brie Adams, University of Massachusetts Amherst

The Night My Father Stopped Breathing: A Story of Love, Machismo, and Liberation, Carmen Hernández-Ojeda, University of Massachusetts-Amherst

Resisting: Decolonizing Narratives of Silences Between Being and Belonging, Kelly Giles, University of Massachusetts Amherst

Spotlight: Sounding Autoethnographic Performance: Radio, Song, and Digital Audio as Inquiry

Strange Radio: Radiophonic Space and Performance Autoethnography, Karen Werner, Goddard College

Utopian Blues: Autoethnographic Vocality, Tami Spry, St. Cloud State University

The Sound of Story: Poetic Mobilities and Virtual Scholarship, Anne Harris, Monash University, Glenn Allen Phillips, University of Texas at Arlington, and Stacy Holman Jones, Monash University, Victoria, Australia.

“From the Roof” and Mourning: Making Digital Audio as a Way of Knowing, Craig Gingrich-Philbrook, Southern Illinois University
2052  Education: Training and Licensure

1:00-2:20

Chair: Ellis Hurd, Illinois State University

Gradually Releasing Individuality: Suggestions for Improving Teacher Preparatory Programs, Jeff Henning-Smith, University of Minnesota - Twin Cities

You Want Me To Do What?, Ellis Hurd, Illinois State University, and Gary Weilbacher, Illinois State University

Asset Mapping and Teacher Candidates’ Perceptions of their Students, Jori S Beck, University of Nevada, Las Vegas, Christina Santoyo, Pearson, and Tara Plachowski, University of Nevada, Las Vegas

“Honor Code” as Part of a Teacher Preparation Program Class Curriculum: A Phenomenological Study, Omer Avci, Istanbul Medeniyet University

Preservice Teachers’ Beliefs: An Examination of How Educational Experiences Shape Beliefs about Teaching and Learning, Casey Dianna Gilewski, Coker College


2053

1:00-2:20

College & University Social Media: Examining Discourses of “Public Good” as Performed Homogeneity~Heterogenetic Dissensus?, Paul William Eaton, Sam Houston State University

Student Success Measurements as Public Homogenization, Laura Elizabeth Smithers, University of Oregon

Moving Beyond Deficit Models of International Students: How Imagined Communities Function within the Internationalized University Assemblage, Emily Ann Mathis, University of Oregon

cum munus: A Post-Qualitative Philosophical Investigation of the Value of US Higher Education, Ryan Evely Gildersleeve, University of Denver
Interdisciplinary Reflections on the Concept of Standardization

1:00-2:20

Chair: Ophelia Blackwell, Kansas State University

Standards of Practice for Interpreter-Mediated Interactions in Qualitative Research, Holly DeVivo, Western Michigan University

Creating Space in Counselor Education Through Qualitative Inquiry: Beyond Traditional Therapeutic Practices, Ophelia Blackwell, Kansas State University

Transformational Change: Instructional Systems Design (ISD) and the “ADDIE” Model, Janet Tipton Hindman, West Texas A&M University

Don’t Choose C!: Battling Standardization with Choice, Freedom, and High Expectations, Mychelle Hadley Smith, Weber State University

Spotlight: Methodological/Epistemological Interruptions: Disruptive Voices and Actions of Girls from the Margins I

1:00-2:20

The Impossibility of Black Girlhood: Sula and the Ecstasy of the Anagramatical, Asilia Franklin-Phipps, University of Oregon

In 8100 Again: The Sounds of Students Breaking, Boni L. Wozolek, Kent State University

Pedagogy of Abjection: Ethnography of Girls’ Gender Bending through Barbie Play, Michelle Bae-Dimitriadis, SUNY Buffalo State, and Olga Ivashkevich, University of South Carolina

Thinking Critically About Race, III

1:00-2:20

Chair: Jasmine D. Parker, Texas Tech University

The Smithsonian National Museum of African American History and Culture: An Auto-ethnographical Reflection, Jasmine D. Parker, Texas Tech University, and Lori M. West, University of Illinois at Urbana-Champaign
Beyoncé’s ‘Freedom’ and the Black Female Experience in Academia, Corrie L. Davis, Kennesaw State University

Autoethnographic performance on the life of an Asian doctoral student in sport management, Na Ri Shin, University of Illinois at Urbana-Champaign

Defying Stereotypical Otherness as the Alienated Self, Seung-A Lee, Bowling Green State University

**Seeking utopia: Exploring masculinity through family narrative**

2057 1:00-2:20

Fitting: An Exploration of Fat, Size, and Sexuality, Trisha L. Crawshaw, Southern Illinois University Carbondale

Facing the Horizon, Anna Wilcoxen, Southern Illinois University Carbondale

Look, a Birdie! ADHD, Writing, and Golf, Andy Harper, Southern Illinois University

Trigger Warning: Remember where you came from, Lauran Schaefer, Southern Illinois University

**2058 Spotlight: Rethinking reflexivity - so it matters.**

1:00-2:20

Reflexivity 10.6: The matter of reflexivity, Wanda S. Pillow, University of Utah

Toward a critical reflexivity in research, Marco Gemignani, Duquesne University

Preparing for the rehabilitation of reflexivity in research, Gail Simon, University of Bedfordshire

Dreaming and reflexivity, Jenny Helin, Uppsala University
Traversing an Equity-Intentional, Qualitatively-Rich Doctoral Program: A New Generation’s Collective Collaboration Against Audit Cultures A

1:00-2:20

First Year PhD Student: An Introduction to Neoliberalism, Ginger Thomas, Tennessee Technological University

An Unfolding Story, Perihan Fidan, Tennessee Tech University

Use Your Words, Kyle Shanks, Tennessee Technological University

Reading Neoliberalism with Foucault, Tessa Bishop, Tennessee Tech University

Bodyminds Mattering: Disability, Reality, and Madness (Going Nuts with the Chickens)

1:00-2:20

A Roundtable Discussion and Performance Collaboration

1:00-2:20

What Really Matters: A Roundtable Discussion and Performance Collaboration, Carolyn Randolph, xxxxxxxxxx

What Really Matters: A Roundtable Discussion and Performance Collaboration, Maritza Quiñones, Academic Advisor and Lecturer

What Really Matters: A Roundtable Discussion and Performance Collaboration, Desiree Yomtoob, Loyola University

What Really Matters: A Roundtable Discussion and Performance Collaboration, Kerry Wilson, University of Illinois at Urbana Champaign
Childhood in and out of place: Re-imagining childhood places/space through post-human and non-representational theories and methodologies

1:00-2:20

Methodology of Child: Place, Space and Desires, Marek Tésar, Faculty of Education and Social Work

“Plugging in”: Recurrent Movements in Children’s Places, Claudia Diaz-Diaz, The University of British Columbia

Auras of potentiality: A non-representational approach to research with children, Paulina Semenec, The University of British Columbia

Method as/in place: (Re)making and leaving a mess with young children, Casey Myers, Kent State University

Enacting Embodied Inquiries in the Ruins of Empire

1:00-2:20

Pregnant Box: What Happens When Opera Enacts An Embodied Analysis of Fertile Bodies, Catherine Elizabeth Conlon, Trinity College Dublin

Rupturing the Silence: When Talking Fails, Then Sing!, Tanya Alyson Long, Texas State University

Transmaterial Walking Methodologies And A Sound Art Project, Stephanie Springgay, University of Toronto, and Sarah E. Truman, University of Toronto

Ethnodrama

1:00-2:20

Chair: Eric Douglas Teman, University of Wyoming

Trans* Equity as Ethnodrama: A Performance of Teacher, Administrator and Trans* Family Experiences of School, Joseph D Sweet, Arizona State University

“Am I Stupid?”: Performed multimedia ethnography of an at-risk reader, Carrie Scheckelhoff, Otterbein University
Growing up queer in rural Wyoming, *Eric Douglas Teman, University of Wyoming*

Down the Rabbit Hole: Transitioning from College to the Classroom, *Tabitha Dell’Angelo, The College of New Jersey*

**Bringing Forth Change and Understanding through the Arts, I**

*2065* 1:00-2:20

*Chair: Meltem Yılmaz, Hacettepe University*

An Interactive Art Work Through The Combination of Art & Architecture – The ‘Loyalty Monument’ in Hacettepe University as a Case Study, *Meltem Yılmaz, Hacettepe University*

Understanding Teen Values and Supporting Self-Expression Using Open-Ended Artistic Methods, *Rachel M. Magee, University of Illinois Urbana-Champaign, Denise E. Agosto, Drexel University, and Andrea Forte, Drexel University*

The ‘pink lady’: Using an image to provide a feminist critique of breast cancer branding, *Kay Gravell, Ikon Institute of Australia*

Theater as a Civic Space, *Mary Ryan, Virginia Tech*

#Blackademic: The Doctoral Robe: Sartorialism as Critical Autoethnographic Work, *Gloria J Wilson, Middle Tennessee State University*

**Art and Education, III**

*2073* 1:00-2:20

*Chair: Gwendelyn Lee Ballew, University of Georgia*

Researching through Gestures: Developing a Performatic, Post-Qualitative Arts Based Educational Research Methodology, *Rachel Fendler, Florida State University*

Transacting Expectations in Figured Worlds: How Teacher Mothers Create Their Lives in the Overwhelm, *Allisa Abraham, University of Georgia*

Making Metaphor’s Unruly Qualities Work to Good Effect in User-Centred Design, *prunella mary bramwell-davis, Royal College of Art, London*

Theatre Action Research as Materially Discursive Pedagogy and Research Method, *Gwendelyn Lee Ballew, University of Georgia*
Reforming Policy: Interdisciplinary Reflections, II

1:00-2:20

Chair: Shani K Saxon, Michigan State University

Pathways to College and Career: Understanding the Role of Resource Brokerage for Young Men of Color, Randall F. Clemens, St. John's University

Are Black Women Receiving Adequate Mental Health Care?, Shani K Saxon, Michigan State University, and Marya R. Sosulski, Michigan State University

When Personal Meets Political: Narratives of Faculty Life During Campus-Carry State Policy Enactment, Nathaniel W Cradit, Michigan State University


Exploring the potential of language-based methodologies for policy research, Jessica Nina Lester, Indiana University, and Justin Paulsen, Indiana University

Barad, II

1:00-2:20

Chair: Barbara Dennis, Indiana University

When Facts Lose Their Power, Barbara Dennis, Indiana University

A Trioethnography Through Sound-Space-Time: A New Materialist Interpretation, Travis Marn, University of South Florida, Vonzell Agosto, University of South Florida, and Rica Ramirez, University of South Florida

Tracing Meaning in Food Rituals in the Public Sphere, Jack Peterson, Taylor University, and Abigail Michelini, Southern West Virginia Community and Technical College/Indiana University of Pennsylvania

Exploring ‘agency’ through digital video production with Asian immigrant youth in Japan: A posthumanist approach, Masayuki Iwase, University of British Columbia

Living in the Grey Matter: My Journey into Post-Structural Neuroscience, April Irwin, University of Alabama
Language Learning, II

1:00-2:20

Chair: Mary Beth Hines, Indiana University

“I Follow All the Movements of His Mouth”: Learning from Students’ Learning Strategies, Jean Kaya, Southern Illinois University at Carbondale

Designing a Robot To Act as a Cultural Broker in Diverse Classrooms, Sherry Marx, Utah State University, and Yanghee Kim, Utah State University

Pedagogy of the Dispossessed: When Culturally Relevant Education is Necessary but Not Sufficient, Mary Beth Hines, Indiana University

Economic social capital and first year Chinese ESL student adjustment, Akiko Ota, Governors State University, and Michael J Smith, Portland State University

Third Generation Korean-Americans’ striving to learn Korean: Focus on Parents’ Choice and Children’s Bilingual and Biliteracy Development, Mi Kyung Choi

Disability, III

1:00-2:20

Chair: Sarah Lebovitz, New York University

The performative and deregulatory power of stories, Tina Goethals, Ghent University

Innovating Under Pressure with 3D Printing Technologies: The Importance of Hyper Experimental Practices, Sarah Lebovitz, New York University, Lior Zalmanson, New York University, and Hila Lifshitz-Assaf, New York University, Stern School of Business

Utilizing Group Level Assessment to Improve Post-Secondary Program for Individuals with Disabilities, Samantha Marita, University of Cincinnati, and Kathryn Doyle, University of Cincinnati
LSITQ Issues, I

1:00-2:20

Chair: Allyson Dean, University of Oregon

Trans embodied epistemologies and ‘doing justice’ in the public sphere: On-line spaces of recognition and self-realization, Wayne Martino, The University of Western Ontario, Faculty of Education, and Diana Elizabeth Kuhl, The University of Western Ontario, Faculty of Education

“We Need To Have a Dinner with the Family”: Returning to drag as a conduit for queer survival, Allyson Dean, University of Oregon, and Jeff Kenney, Clemson University

AssignedFemaleAtBirth Male: Schooling Experiences that Influenced James’ Understanding of His Gender Identity, Michael D Bartone, Central Connecticut State University

Queer the Power! : Unifying activist movements through the use of Queer Theory, Susan Croteau, Texas State University

Plenary: Qualitative Inquiry in the neoliberal public sphere: different visions from the SIGs

1:00-2:20

Qualitative Inquiry in the neoliberal public sphere: different visions from the SIGs, Marco Gemignani, Duquesne University

Qualitative Inquiry in the neoliberal public sphere: different visions from the SIGs, Shawn Wilson, Southern Cross University, Gnibi College of Indigenous Australian Peoples

Qualitative Inquiry in the neoliberal public sphere: different visions from the SIGs, Mustafa Yunus Eryaman, Canakkale Onsekiz Mart University

Qualitative Inquiry in the neoliberal public sphere: different visions from the SIGs, Ping-Chun Hsiung, University of Toronto, Scarborough

Qualitative Inquiry in the neoliberal public sphere: different visions from the SIGs, Daniel F. Johnson-Mardones, University of Illinois at Urbana Champaign
**Plenary: Between evocative autoethnography and artistic media: An arts-based re-imagining of ‘Bird on the Wire.’**

1:00-2:20

**Decentering the Self through the Method of Currere: Autobiography as Singularity**

1:00-2:20

The Death of an Athlete?, *Kara-Aretha Graham, Texas Tech University*

I Was an Army Wife. I Am a Teacher., *Elaine Ramzinski, Texas Tech University*

My Educational Journey: The Teacher Who Hated School, But Loved Her Teaching Career, *Cheryl Brewer, Texas Tech University*

Finding Her Way, *Jennifer Morrison, Texas Tech University*

Literacy Narrative as Currere, *Shona Besselman, Texas Tech University*

**Positively Compelling Autoethnography**

1:00-2:20

**Education: Pre-service Teachers, I**

2:30-3:50

*Chair: Mustafa Ulusoy, Gazi University, Ankara, Turkey*

Pre-Service Teachers’ Metaphors about Teachers and Teaching Profession, *Mustafa Ulusoy, Gazi University, Ankara, Turkey, and Dilek Altun, Ahi Evran University*

Wayfinding: A Guide for Navigating the Unmarked and Mislabeled in Pre-service Teaching, *Sara Scott Shields, Florida State University, and Jaye Johnson Thiel, University of Georgia*
Multi-dimensional Learning in Pre-Service Teachers, *Karie Christine Brown-Tess, University of Illinois*

Case Study About Preservice Science Teachers’ Perceptions About Technological Multiculturalist Learning Environments In Their Science Classes, *İlke Çalışkan, Hacettepe University*

Unearthing the Morality Thought Processes of Teacher Preparation Program Students through Grounded Theory Approach, *Omer Avci, Istanbul Medeniyet University*

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**Post/Qualitative Perspectives on Student Affairs Services: A Thinking with Theory Approach**

2103 2:30-3:50

Absolution and participation in privilege: The false fronts of men Student Affairs professionals, *Aaron Voyles, The University of Texas at Austin*, *Saralyn McKinnon-Crowley, The University of Texas at Austin*, and *Beth Bukoski, The University of Texas at Austin*

The AAUP 1940 Statement of Principles as a “diving practice”: Examining a discursive wedge between Student Affairs and Academic Affairs, *Emily Johnson, The University of Texas at Austin*

The numbers are there but the attention is elsewhere: An analysis of The Boyer Report, *Saralyn McKinnon-Crowley, The University of Texas at Austin*

Between two worlds: A discussion of rhetoric used towards undocumented students, *Katelyn Martinez, The University of Texas at Austin*

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2104 IRBs

2:30-3:50

*Chair: Glenn Allen Phillips, University of Texas at Arlington*

Silencing of “Vulnerable” Voices, *Eric Douglas Teman, University of Wyoming*, *Maria Lahman, University of Northern Colorado*, and *Veronica Richard, Concordia University Chicago*
Ethical for Whom: Challenges to Qualitative Research with Marginalized Middle-Eastern Populations, Anna Jyoti Poudel, University of Nebraska-Lincoln, and Lory J. Dance, University of Nebraska-Lincoln, Department of Sociology and Institute for Ethnic Studies

Nothing to Do with IRBs: Revisiting the twenty-year-long struggle over IRB review of oral history, Pengfei Zhao, Indiana University

Can’t Touch This: Considering Ethics in the Institutional Research Office, Glenn Allen Phillips, University of Texas at Arlington, and Yvonna Lincoln, Texas A & M

**Spotlight: Methodological/Epistemological Interruptions: Disruptive Voices and Actions of Girls from the Margins II**

2:30-3:50

Youth Participatory Research with Girls of Color: Processes in Coming to Consciousness in Black Feminist Research as Praxis, Vénus E Evans-Winters, Illinois State University

Girlhood Unscripted: A Homeless Black Girl’s Video Narratives and the New Terrain of Representation, Olga Ivashkevich, University of South Carolina

Seeing Black Girlhood Anew: Necessary Transgressions in the Name of Imagining Black Girlhood, Dominique Hill, Oxford Community Arts Center

Possibilities and Dilemmas of Mobile technologies in Qualitative Research: Minority Girls’ Cityscape, Michelle Bae-Dimitriadis, SUNY Buffalo State

**Autoethnography across cultures**

2:30-3:50

Becoming-researcher: Autoethnography by a thousand little selves, David Bright, Monash University

Exploring upon my comings and goings between cultures and languages, Elizabeth Aguirre Armendáriz, Universidad Autónoma de Ciudad Juárez

Untangling Me, Gresilda Anne Tilley-Lubbs, Virginia Tech
Autoethnographic reflections on shifting crosscultural identities, power, and the ‘gringa gaze’: 21 years and/in/outside/of Lima, Peru, *Phiona Stanley, UNSW Australia*

Ancient wonders, modern blunders: An autoethnographic exploration of ‘the other’, *Alice Brennan, UNSW Australia*

Personal instructions on how to remain a stranger to enforce a sociological perspective, *silvia marcela benard, universidad autonoma de aguascalientes*

**2107  Auto ethnography of a professor who uses social media**
2:30-3:50

**Spotlight: Unsettling Traditions: Reimagining Phenomenological and Hermeneutic Inquiry**
2:30-3:50

Re-Considering the Stability/Instability of the Human in Post-Phenomenological Inquiry, *Mark D. Vagle, The University of Minnesota, Jaye Johnson Thiel, University of Georgia, and Brooke Anne Hofsess, Appalachian State University*

Moving from Phenomenon as “Individual” to Phenomenon as “Apparatuses for Social Change”, *Mark D. Vagle, The University of Minnesota*

Reimagining the Phenomenon of Digression in the Margins, Folds, and Chase of Post-Intentional Letter Writing, *Jaye Johnson Thiel, University of Georgia, and Brooke Anne Hofsess, Appalachian State University*

How Might Deleuzoguattarian Concepts Help Us in these Times?, *Timothy Babulski, University of Minnesota, Caleb Zilmer, The University of Minnesota, Keitha-Gail Martin-Kerr, The University of Minnesota, Charity Tatah Mentan, The University of Minnesota, Karen Colom, Minnesota State University-Mankato, and Mark D. Vagle, The University of Minnesota*
### 2109 Traversing an Equity-Intentional, Qualitatively-Rich Doctoral Program: A New Generation’s Collective Collaboration Against Audit Cultures B

2:30-3:50

Identity Crisis: Acculturation in a Doctoral Program, *Cephas Ablakwa, Tennessee Technological University*

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

An Unfinished Journey, *Lee Sapp, Tennessee Technological University*

“With a Little Help from My Friends”: Breaking Free of Socially Constructed Knowledge to Other Truths of Self and World, *Dorota Silber-Furman, Tennessee Technological University*

### 2110 Archaeologies of Coding

2:30-3:50

Coding System Failure, *Charles Vanover, University of South Florida*

Comparative Coding, *Paul Mihas, Odum Institute, University of North Carolina at Chapel Hill*

Seeing Old Data Anew, *Kathy Charmaz, Sonoma State University*

Metaphor Coding, *Johnny Saldaña, Arizona State University*

### 2111 Duoethnography

2:30-3:50

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

“I have lost millions and millions of words to fear”: A Duoethnography on Identity and Writing, *Khahlia Sanders, University of Cincinnati, and Sarah Ghee, University of Cincinnati*
Critical Conversations: Engaging Duoethnography to Create Polyvocal Texts about Race, Gloria J Wilson, Middle Tennessee State University, and Sara Scott Shields, Florida State University

A Duoethnographic Approach to Supervision, Amy Morton, Penn State, Mary Higgins, Penn State University, and Rachel Wolkenhauer, Penn State

Ill-legitimacy of Identities: A Duoethnography on Negotiating Ethnicity, Culture, and Religion, Katharina A. Azim, University at Buffalo, SUNY, and Wësam M. Salem, University of Memphis

We Make the Road by Talking: Co-constructing Vehicles for Navigating Uncertainty Among Doctoral Education Students Seeking Qualitative Templates, Craig A. Campbell, Penn State University, and Jinhee Choi, Pennsylvania State University

### 2112 Interdisciplinary Approaches to Researching Children

2:30-3:50

**Chair: Kate McCormick, Indiana University- Bloomington**

“Wake up! I am here to help.”: A mosaic of preschoolers as care-givers and care-witnesses, Kate McCormick, Indiana University- Bloomington

Social Representations about gender in chileans children, Mirliana Ramirez, Department of Nursing, University of Chile

Thing Methodology, Leslie Rech, South Carolina State University

The Uncanny Mechanisms of Social Control: Ceremonies and Rites of Passage, Lubomir Popov, Bowling Green State University

### Pedagogical Power: The Beginnings of a Foucauldian Genealogy in the American Education System

2:30-3:50

History of Schooling, History of Pleasure: Disciplining Bodies and the Making of the Invisible Self, David Lee Carlson, Arizona State University

The emergence of industry and bullying: An analysis of bullying in the discourse of education, Timothy Wells, Arizona State University
A discourse of liberatory control: Writing class as and exercise in subjectification and biopower, Joshua Michael Cruz, Arizona State University

Schooling the post-panoptical digital modernity: Digital learning technologies from Panopticon surveillance to Synopticon spectacle model, Anna Montana Cirell, Arizona State University

2114 Dance

2:30-3:50

Chair: Elizabeth A. Sharp, Texas Tech University

Without filter (dance performance as a process of research), Paulina Avellaneda, Universidad Distrital Francisco Jose de Caldas

Rebirth from Fire: A Study of Cultural Diversion in Nyonya Dance, Fang-Jung Chang, University of Taipei, Graduate School of Dance

Extending Arts-Based Research within the Classroom: Using a Dance Performance to Engage Students, Elizabeth A. Sharp, Texas Tech University, and Kelly Munly, Penn State Altoona

Performing ethnographic research: Making the research come alive, Jandelle L. Mesfin, Oakland University

The Choices We Make: An Exploration of an Intersubjective Creative Arts Experience, Rebekka Magdalena Dieterich-Hartwell, Drexel University

The applications of the combination of western and eastern body techniques using ballet and Taichi as examples, Jia-Jhen Hu, 987858365

2115 Bringing Forth Change and Understanding through the Arts, II

2:30-3:50

Gazed At, Groped, and Assaulted: The Too Much Information of Being an Adolescent Girl, Melanie Hill, State University of New York at New Paltz, Angela Mastandrea, State University of New York at New Paltz, Kayla Sigmore, State University of New York at New Paltz, Claurie Lindor, State University of New York at New Paltz, Leslie Castro-Tapia, State University of New York at New Paltz, and Devin Bailey, State University of New York at New Paltz
Traces of Places: an intergenerational journey into memory of place in a Laotian American community, Leslie Turpin, SIT Graduate Institute

Politeness as an Art in Communication: 2016 USA Presidential Campaign Posters, Beverlyne Asiko Ambuyo, Maseno University, Kenya

52Hz, Golbon Moltaji, University of Ottawa

**Missions and visions in art education, inquiry and pedagogy – Part 1**

2:30-3:50

Exploring educational terrains in research and pedagogy, Liora Bresler, University of Illinois Champaign

Spectral reverberations: A history of the present, Charles Garoian, Penn State University

Teaching artfully: On encountering the unknown in higher education, Tatiana Chemi, University of Aalborg, Denmark

Visual cultures as a way of life, Bernard Darras, Sorbonne University - Paris

Making sense of research, Kimberly Powell, The Pennsylvania State University

**Social Justice: An Interdisciplinary Perspective**

2:30-3:50

Chair: Max Altman, University of Michigan

Justice Approaches in Four Different Fields and Their Implications for Work in Education: A Review, Max Altman, University of Michigan

Shifting the Boundaries: Critical Qualitative Research in School Contexts, Venus E Evans-Winters, Illinois State University, Ahmad Washington, University of Louisville, and Arash Daneshzadeh, University of San Francisco

Collaborative Research Design, Social Justice, and the Portraiture Methodology in Education, Max Altman, University of Michigan

Public interest, private accountability: Navigating the limits to anti-racist study, Jyoti Gupta, Vanderbilt University
Critique/criticism versus a diffractive methodology?
2:30-3:50

Violent life in an inclusive classroom: Come on, READ, Andreas! Moving from moral judgment to a diffractive, ethical analysis, Elisabeth De Schauwer, University of Ghent, and Inge van de Putte, University of Ghent

Cruel, or diffracting the other through stand-up and therapy, Jonathan Wyatt, University of Edinburgh

A diffractive analysis of a tragic journey, Bronwyn Davies, University of Melbourne

Contemplative Qualitative Inquiry I: Non-human methodological explorations
2:30-3:50

Drawing Our Thinking: Collaborative Contemplation in Arts-Based Analyses of Community-Engaged Learning, James Woglom, Humboldt State University

“Pay Attention to What is Behind the Curtain”: Interrogating Whiteness Using Contemplative Practices in the Context of Participatory Action Research and Intervention., Rosemary C. Reilly, Concordia University

Thinking Utopia: a Collaborative Research Practice, Polina Golovatina-Mora, Universidad Pontificia Bolivariana, and Hernando Blandon, Universidad Pontificia Bolivariana

How to be an Explorer of the World, Jessica Smartt Gullion, Texas Woman’s University
Spotlighted Papers: Presentations of Special Interest, I

2:30-3:50

Chair: Alan Wight, University of Cincinnati

Cultural Models for Reasoning About Shyness, Carrie Zack, Northern Illinois University

Eating Tyroshi Honeyfingers with Daenerys Targaryen: The Rise of Fan Fiction Cookbooks, Natalie DeWitt, Western Oregon University

Re-School the ICQI, Alan Wight, University of Cincinnati, and Allison Lester, University of Cincinnati

LGBTQ Issues, II

2:30-3:50

Chair: Stephanie Anne Shelton, The University of Alabama

Furries & Their Fursonas: Case Studies Around the Performances of Online Social Identities Offline, Michael Gaiuranos, School for Designing a Society

Teacher Talk and Conversation Analysis: Examining Discussions of LGBTQ Topics in Classrooms, Stephanie Anne Shelton, The University of Alabama

An Evocative Inquiry of LGB Youth and Sport, Lisa Petty, Brock University, and Dawn Trussell, Brock University

Healing through Fairy Tales, Mirisen Ozpek, Purdue University

When We Fundamentally Disagree: Tensions Between Participant and Researcher, Michael D Bartone, Central Connecticut State University

Plenary: Women Who Write

2:30-3:50

An Open Letter to the Man Who Fired Me 15 Years Ago Because I Became a Single Mother, Patricia Leavy, www.paticialeavy.com

The Queer Life of Things: Performance, Affect and the More-Than-Human, Anne Harris, Monash University
Writing in Black and Blue(s): Reflections on Blackgirl Autoethnography, Robin Boylorn, University of Alabama

Twins, Not Quite: Chapter Two, Susan., Laurel Richardson, Ohio State University

**Plenary: Writing as a method of inquiry: live and dangerous**

2:30-3:50

Methodological-musings on writing-as-a-method-of-inquiry from a barefoot-nomadic-doctoral-researcher who has misplaced her ruby-slippers and can’t see a-way-home, Jan Bradford, University of Edinburgh

Fields of Playful Potential: (Interrupted) Writing as a Method of Inquiry, Fiona Murray, University of Edinburgh

Performing Writing: Writing-as-Inquiry as a Performative and Affective Practice, Stacy Holman Jones, Monash University, Victoria, Australia.

Writing to it: creative engagements with writing practice in and with the not yet known in today’s academy, Jonathan Wyatt, University of Edinburgh, and Ken Gale, Plymouth Institute of Education

**Exploring Identity, I**

2:30-3:50

*Chair:* Doo Jae Park, Eastern Illinois University

Who am I?: Re-thinking of qualitative researcher’s positionality, Doo Jae Park, Eastern Illinois University

Should I research my ‘community’? The Native Informant’s Responsibility, Jane S Ku, University of Windsor Sociology

From the “Shadow of Withering” to the “Light of Sprawling”: A Physical and Mental Transformation Process of a Dancer, Ming Hsiu Ko, University of Taipei, Taiwan

An American in Cuba, David Franklin Purnell, Mercer University
Narratives from the Dark Side of Interpersonal Communication: Performing Relational Transgression

2:30-3:50

Brotherly Love, Geoffrey Cardwell, Purdue University Northwest

Benefits? More like “Friends with Baggage”, Emily Wallace, Purdue University Northwest

Unfaithful, Stephanie Widlowski, Purdue University Northwest

The dark side of love, Daniella Zomparelli, Purdue University Northwest

Education: Pre-service Teachers, II

4:00-5:20

Chair: Kate Shively, Ball State University

Pre-service Teachers’ Outdoor Experiences, Perspectives and Insights as Yesterday’s Children and Future Educators, Dilek Altun, Abi Evran University, and Mustafa Ulusoy, Gazi University, Ankara, Turkey

Realistic Expectations: The Role of Short-term Study Abroad Programs, Stephanie McCutcheon, Kansas State University

Teaching pre-service teachers about digital literacy across the curriculum through design thinking, Kate Shively, Ball State University, and Jennifer Ann Palilonis, Ball State University

Evidence of “performativity” in preservice teachers’ experiences with evaluation, Meghan Kessler, University of Illinois at Urbana-Champaign

When We Cannot Understand: Educating in the Trump Era

4:00-5:20

Using a Feminist Methodology of Vulnerability to Teach Non-Binary Thinking in Post-Election Art Education Classrooms, Amber Ward, California State University, Sacramento, and Olga Ivashkevich, University of South Carolina
Educating Across Political Difference: Pedagogy in a Binary World, Ashli Walker, University of Georgia, and Shara Cherniak, University of Georgia

Cultivating Land and Community through Making Love Passionately: A Critical Pedagogy of Place, Christina Hylton, University of Georgia

**Researching Regulating Institutions: An Interdisciplinary Reflection**

**2154**

4:00-5:20

Chair: Maguemati Wabgou, Universidad Nacional de Colombia

Conflict Resolution in Africa: An overview on the role of African Union, Regional and Sub-Regional Organizations, Maguemati Wabgou, Universidad Nacional de Colombia

Fast Academia, Research Products and Rigorous Methods: Qualitative Research and Evidence-Based Policing, Karen Lumsden, Loughborough University

Higher Education Leadership Research: The Perils and Promise of Qualitative Inquiry, Rozana Carducci, Salem State University

Reflecting on the study of Judges in the Courtroom: Methodological Dilemmas and Ethical Considerations, Nourit Zimerman, Bar Ilan University, Michal Rom, Bar Ilan University, and Edite Ronen, Bar Ilan University

**Performative Accounts of Embodied Experiences: The Transformative Act of Engaging in Feminist Research Methodology**

**2155**

4:00-5:20

The Dance of Equity in Imbalance: A Poem Duet on Being Teacher/on Being Student in a Feminist Learning Situation., Barbara Dennis, Indiana University, and Francesca White, Indiana University

FAT: Navigating Motherhood and Performing Femininity in a Non-normative Body - A MyStory, Rebecca Borowski, Indiana University

Gender Troubled: Embodied Oppression through My Ages – A MyStory, Traci Jordan, Indiana University
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<td>2156</td>
<td>Blurring the Color Line: Three Autoethnographies from Racially Ambiguous Women</td>
<td>4:00-5:20</td>
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<td>2157</td>
<td>(Re)making Forgiveness: Autoethnographic Reflections on Rejection, Acceptance, and Forgiveness</td>
<td>4:00-5:20</td>
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<td>Political Acts of Forgive-less: An Autoethnographic Performance of American Lesbo, Jacqueline E Adams, Bowling Green State University</td>
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<td>The Politics and Policy of Queer Forgiveness, Kacey Long, University of Michigan</td>
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<td>Exploring the darkness together: How the self is implicated in the process of forgiveness, Erick Viera, University of South Florida</td>
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<td>Remembering, Forgetting, and Forgiving, Lisa Pia Spinazola, University of South Florida, Department of Communication</td>
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<td>2158</td>
<td>Mad Studies: Method Work</td>
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<td>Being Mad, Being Well: Imagining Truly Mad Treatments, Therapies, Recoveries, Lzz Johnk, Eastern Michigan University</td>
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<td>C/S/X/M – A Survivors Story: Traversing the Borderlands of Madness, Kira Dallaire, Eastern Michigan University</td>
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<td>I am One with the Wildthings: Existing and Resisting in the Mad and Ecological Shuns, Jacqueline Pruder St. Antoine, Eastern Michigan University</td>
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The Medical Model and the Alienation of Mad Individuals: One Survivor’s Perspective, Lauren Mead, Eastern Michigan University

“The mirror up to nature”: (mis)representations of Madness in the media, Caroline Gaddy, Eastern Michigan University

**Fighting Back: Educational Policy and Schooling Under Trump**

2159  
4:00-5:20

Heuristics of Resistance: Encouraging Radically Critical Media Literacy in the Age of the Digital Maelstrom, James Woglom, Humboldt State University

Grassroots Organizing as a Way to Resituate Power Relations: Stopping the School Takeover in Georgia, Briana Bivens, University of Georgia

Making the #Undocumented Syllabus, Jesus Tirado, University of Georgia

**Becoming Multiple: Fabrications, Virtual Assemblages, and (Post)Structures of Support**

2160  
4:00-5:20

Becoming Multiple: Fabrications, Virtual Assemblages, and (Post)Structures of Support, Candace R. Kuby, University of Missouri, Jessica Van Cleave, Mars Hill University, Jasmine Ulmer, Wayne State University, Brooke Anne Hofsess, Appalachian State University, Rebecca C. Christ, University of Missouri, Susan Naomi Nordstrom, University of Memphis, Jaye Johnson Thiel, University of Georgia, and Sarah Bridges-Rhoads, Georgia State University

**Collage as Method**

2161  
4:00-5:20

Border Crossings and Going Out of Bounds: Collage Work as a Nepantlera, Kakali Bhattacharya, Kansas State University
MotherWork Collage as Critical Interpersonal Communication Research, Sandra L Faulkner, Bowling Green State University

Pathology: A Diffractive Encounter of Machine/Body, Jessica Smartt Gullion, Texas Woman’s University

Stitching Statistical Scraps: Collecting Colorful Patches of Academic Life to Connect and Otherwise Detached Semester, Allison Ray, Texas Woman’s University

Invisible Illness in the Academy, Jessica Williams, Texas Woman's University, and Erin Graybill Ellis, Texas Woman's University

2162  Parenting
4:00-5:20

Chair: Lynn B. Clutter, The University of Tulsa

Failing from the Start: An Autoethnography on Parenting and Disability, Carol Rogers-Shaw, Pennsylvania State University

Parenting While in Forced Displacement: Mothers’ Narratives of Reconstructing Lives in Colombia, Katherine Satizabal-Parra Teefey, University of Saskatchewan, and Ulrich Teucher, University of Saskatchewan

Birth Fathers of Open Adoption, Lynn B. Clutter, The University of Tulsa

The Human Element: A Phenomenological Look at the Crossover between Researcher and Friend in Research, Karin Fields, University of Florida, and Dayna Watson, University of Alabama at Birmingham

2163  Building Social Fiction
4:00-5:20

The Problem with Sleeping Around, Rosa L. Thomas, University of Michigan, 2002

The First Day School of the New Year: January 8th, 1990, Charles Vanover, University of South Florida

Responding to Text through Visual Art in ABR: Envisioning the First Day of School, Victoria Scotti, (Drexel University, 2016)
Music

4:00-5:20

Chair: John Christopher Haddox, West Virginia University

Fostering Compassion and Equity in Arts Management and Music Education Studies in an Arts University Context in Finland, Tanja Johansson, Sibelius Academy, University of the Arts Helsinki, and Marja Helena Heimonen, Sibelius Academy, University of the Arts Helsinki

Considering the Lines Between Us: Exploring the Use of Live Song and Storytelling as Research Method, Kathleen Louise Turner, Irish World Academy of Music and Dance, University of Limerick, Ireland

Vulnerability and the Social Dynamic in Creative Collaboration: An Arts-Based Research Perspective, Wendy J Spitzer, Goldsmiths, University of London / Felix Obelix

Bridges to Holistic Musicianship: Combining Historically Informed Practice and Constructivist Self-Regulation in Classical Music Performance, Guadalupe López-Íñiguez, Sibelius Academy, University of the Arts Helsinki / Kone Foundation of Finland

Validating the Existence and Contributions of a Marginalized Appalachian Community in Song: Eleanor’s Hope/Forgotten Past, John Christopher Haddox, West Virginia University

Bringing Forth Change and Understanding through the Arts, III

4:00-5:20

Chair: Florinda Cardenas, University of Incarnate Word

Practicing Radical Forgiveness: An Interactive Social Justice Mobile Museum, Amber Lauren Johnson, Saint Louis University

Snap what? How Technology enables and constrains learning of different generations in a PhD classroom, Florinda Cardenas, University of Incarnate Word, Thomas Varkey Thennadiyil, University of the Incarnate Word, San Antonio, Texas, USA, and Alfredo Ortiz Aragón, University of the Incarnate Word

Art Based Research and or versus Contemporary Art & Anthropology?, Eva Marxen, School of the Art Institute of Chicago
Children’s Literature as Prevention for Future Offenses of Interpersonal Violence: Their Body Belongs to Them, Bianca Rivera, SUNY Downstate Medical Center, and LeConte Dill, SUNY Downstate Medical Center

Pets, Parents, and Forgetting Things: Playbuilding with Nine and Ten Year Olds, Tabitha Dell’Angelo, The College of New Jersey

**Missions and visions in art education, inquiry and pedagogy – Part 2**

4:00-5:20

The spaces between: Children, teachers, researchers, artists., Christine Marme Thompson, Penn State University

Multiple entry points to the arts and culture of China, Koon Hwee Kan, Kent State University

Attention on the edge: Ability to notice as a necessity to learning, teaching, and survival, Biljana Fredriksen, University College of Southeast Norway,

**Human Rights, Human Vulnerability and Qualitative Inquiry**

4:00-5:20

Holocaust Commemoration Rituals and Human Rights: Videographic Analysis, Bernt Schnettler, Bayreuth University, and Alejandro Baer, University of Minnesota

Human rights and qualitative inquiry: Mexican crisis and Ayotzinapa massacre, Cesar Antonio Cisneros-Puebla, UAM Iztapalapa, México

Human rights, vulnerability and the fragility of human existence, Angelika Pofert, Technical University Dortmund

Women Workers in a Globalized World. An Analysis of Social Human Rights and Core Labour Standards in Textile Sector in Pakistan, Aisha Syeda Furrubh, University of Applied Sciences Fulda, Germany
2185  The Posthuman

4:00-5:20

Chair: Jerry Lee Rosiek, University of Oregon

Critical Race Theory Meets Posthumanism: Reflections on a Study of Racial Segregation in Schools, Jerry Lee Rosiek, University of Oregon

Beyond Words: Privileging the Unspoken in Qualitative Research, Jocey Quinn, Plymouth University

Doing More Democratic Narratives via a Posthumanist Unsmoothing of Narrative Smoothing, Anna Montana Cirell, Arizona State University, Joseph D Sweet, Arizona State University, and Jason Griffith, Arizona State University

Theorizing Subjectivity Across Three Ontological Traditions, Susan L Watson, Virginia Commonwealth University, Ginger Walker, Virginia Commonwealth University, and Bill Muth, Virginia Commonwealth University

Indigenous Philosophy Was There First: What Posthumanist Methodologists Can Learn From Indigenous Agential Realism, Jimmy Snyder, University of Oregon, and Jerry Lee Rosiek, University of Oregon

Contemplative Qualitative Inquiry II: Personal research and methodological narratives

2186

4:00-5:20

Miscarriages, Abortions and Guilt, Radhika Gajjala, Bowling Green State University, and Zehui Dai, Bowling Green State University

Research and marriage: A contemplative duoethnography of growth, Raul A. Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and Polina Golovatina-Mora, Universidad Pontificia Bolivariana

Contemplative Practice as a Tool for Resilience for Young Adults with Cognitive Disabilities, Laurence Hadjas, Laurence Hadjas Educational Consulting

Musings from the streets of India: Voice for individuals with disabilities who are non-verbal, Anjali J Forber-Pratt, Vanderbilt University
Spotlighted Papers: Presentations of Special Interest, II

4:00-5:20

Concern, Performance, Recalcitrance: Co-Prototyping Singularities with Captive Animals, Pablo Hermansen, Pontificia Universidad Catolica de Chile, and Martin Tironi, Pontificia Universidad Catolica de Chile

Reading as Materiality: An Afternoon Coffee, Lin Chen, The University of Georgia

What would Baba Asa say? : A Posthumous Conversation with Dr. Asa Grant Hilliard, III, Qiana Cutts, Mississippi State University

Spotlight: Reconsiderations: Feminist Work on the Move

4:00-5:20

From Big Dissertation to Little Book, Sara Childers, Ohio State University

Dissolutions in and of a field, Janet Miller, Teachers College

30 Years After: From Research as Praxis to Praxis in the Ruins, Patti Lather, Ohio State University

Disappearing Methodology, Lisa Weems, Miami University of Ohio

Plenary: Trouble in Paradise: Transgressions and Tenure, Politics and Promotion in Hostile Territory

4:00-5:20
Plenary: YouTube, Comics, and Vulnerability: Graphic and Video Formats for Teaching Qualitative Research to Millennials

2190 4:00-5:20

How to “Get Your Qual On” – A Story of a Qualitative Research YouTube Channel, Sarah Jane Tracy, Arizona State University - Tempe, Matthew C. J. Donovan, Arizona State University - Tempe, and Sarah Jones, Arizona State University - Tempe

The Value of Funny Pictures: Drawing Qualitative Methods Pedagogy, Sally Campbell Galman, University of Massachusetts-Amherst

Qualitative Research Magic and Superpowers: Anchoring Learning Experiences in an Online Qualitative Methods Class, Kakali Bhattacharya, Kansas State University

Exploring Identity, II

2199 4:00-5:20

Chair: !@#$
Amanda Elizabeth Brunson, The University of Alabama

Shifting Identities: An Autoethnography on Leaving Fundamentalist Evangelicalism, Amanda Elizabeth Brunson, The University of Alabama

Exploring upon my comings and goings between, Elizabeth Aguirre Armendáriz, Universidad Autónoma de Ciudad Juárez

Meaning of water: An autoethnographic inquiry to a swimmer in Taiwan., Kuo-Cheng Hung, National Taiwan Normal University, Li-chuan Kao, University of Taipei, and Piching Lu, National Taiwan University Department of Athletics

Immigrant teacher self-narratives in the space between imagined and lived stories, James Alan Olouo, University of Regina
2200 Health

4:00-5:20

Chair: !@#$
James Justin Hamm, Appalachian State University

Why I blog about illness: A breast cancer blogger’s story of identity, Rebecca J Hogue, University of Ottawa

Could Fixing Physician Burnout Be This Simple: Disrupting Dominant Ideology and Practice, Francisca Mata, University of Illinois College of Medicine, and Simone Hampton, Carle Foundation Hospital

Life in EMS, Understanding communication of EMS providers through ethnography, James Justin Hamm, Appalachian State University

Illness Disclosure Narrative as a Dialectic of Expression and Protection through Close Relationship and Emergent Identity, Steve Ryder, University Of South Florida
Autoethnography: Deconstrucción subjetiva en contexto de pueblos originarios andinos: Un relato autoetnográfico

Social Work: Results of health promotion: foundations for decision-making

Spanish or Portuguese Submissions: Territorios en disputa: el eco- etno-desarrollo en el pacífico colombiano

Territorios en disputa: el eco- etno-desarrollo en el pacífico colombiano, Yennesit Palacios Valencia, Universidad Autónoma Latinoamericana de Medellín, Ángela Cecilia González Serna, Universidad Autónoma Latinoamericana de Medellín, Diego Monsalve Builes, Universidad Autónoma Latinoamericana de Medellín, and Daniel Castillo Salas, Universidad Autónoma Latinoamericana de Medellín

Spanish or Portuguese Submissions: Archivos Familiares y Narrativas Personales

Entre Recuerdos e Historias, Luz Elena Galvan, CIESAS-CdMx

Una Mirada Autoetnográfica al Exilio Español en México: Secretos de Familia, Eugenia Martin, Universidad Autónoma Metropolitana-Unidad Xochimilco

Investigacion Narrativa y Archivos Familiares, Mercedez Blanco, CIESAS-CdMx

Spanish or Portuguese Submissions: Investigación Cualitativa en Español y Portugués: Mapeando un Campo Académico

Metodologías cualitativas emergentes en Colombia: Aproximaciones narrativas en la cibercultura, Luis Felipe Gonzalez, Universidad Santo Tomas
Global Qualitative Health Research: Mental Health in primary care at Florianópolis - Brazil

Social Work: Whose voice fills the (W)hole?

Whose voice fills the (w)hole? How family members experience severe and persistent mental illness and their interaction with psychiatric professionals, Susan Mintzberg, McGill University

Whose voice fills the (w)hole? “Housing-Related Initiatives in a Long-Term Conflict Zone: Facing the Challenge of Spatial Oppression and Denied Housing Rights”, Nuha Dwaikat Shaer, McGill University

Whose voice fills the (W)hole? Help-seeking: Mothers and fathers of children with neurodisabilities, Gina Glidden, McGill University

Whose voice fills the (W)hole? The Helping Relationship Between Social Workers and Clients, Hagit Sinai-Glazer, McGill University

Spanish or Portuguese Submissions: Investigacion Narrativa y Turning Points

El sinuoso camino para atender un problema de salud: elecciones entre servicios publicos y privados, Addis Abeba Salinas, Universidad Autonoma Metropolitana

Acordes para una conciencia social, Dinah Maria Rochin, Universidad Nacional Autonoma de Mexico

Obesidad: hay que preguntarse si es solo un problema de salud publica, Edith Pacheco, El Colegio de Mexico

See Note As Yet Unplaced But Accepted 129
Digital Tools: Teaching Qualitative Research Methods On-Line: Challenging Learners to Engage with Qualitative Inquiry

1. “That kind of structure makes me study hard”: Students’ perceptions of learning about qualitative inquiry in online contexts, Kathryn Roulston, University of Georgia, Elizabeth Pope, University of Georgia, Trena Paulus, University of Georgia, and Kathleen deMarrais, University of Georgia

2. Strategies for teaching digital tools for qualitative research in a fully online format, Trena Paulus, University of Georgia, and Elizabeth Pope, University of Georgia

3. “I have lots of thoughts…” Examining qualitative concepts in students’ discussions of qualitative methods, Kathryn Roulston, University of Georgia, Trena Paulus, University of Georgia, and Kathleen deMarrais, University of Georgia

4. Qualitative pedagogy and instructional design in online contexts, Kathleen deMarrais, University of Georgia, Kathryn Roulston, University of Georgia, and Trena Paulus, University of Georgia

Social Work: Eye of Newt, Heart of Transformation

Arts-Based Research: A Quest for Play

Coalition for Critical Qualitative Inquiry: How cultural and social practices affect reading and writing?

Coalition for Critical Qualitative Inquiry: What the Hell Just Happened?! Making Sense of the 2016 Election

Female Bodies as Dangerous, Shameful, Spectacle in the Era of Trump, Jessica Heybach, Aurora University

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Endless Babbling and the Contradictory Nature of Truth in the Rise of Trump, *Austin Pickup, Aurora University*

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Meaningful transformation in the reentry process: The potential of faith based services, *Brent In, College of Social Work, Loyola University Chicago*

Reclaiming citizenship: Recognizing markers of criminalized women’s desistance and emancipation after release from prison, *Patricia O’Brien, Jane Addams College of Social Work, University of Illinois at Chicago*

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Journey of reentry from prison to community: An empowerment experience, *Thomas Kenemore, Master of Social Work Program, Chicago State University*

**Digital Tools: Spotlight: Join us in updating the Wikipedia entries related to qualitative research: A Hands-on Experience**

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Somos académicas privilegiadas, y aún así... *Laura Elena Padilla, Universidad Autónoma de Aguascalientes, and silvia marcela benard, universidad autonoma de aguascalientes*

Sobreviviendo en una universidad pública: ¡Soy docente-investigadora, además de...!: una autoetnografía, *Elizabeth Aguirre Armendáriz, Universidad Autónoma de Ciudad Juárez*
Queriendo ser una docente universitaria: exploraciones autoetnográficas del desarrollo de la trayectoria de la docente novel, Clara Selva Olid, Universitat Autònoma de Barcelona

Autoetnogafia de una acreditación: la deslegitimación de 26 años de trayectoria académica, Adriana Gil-Juárez, Universitat Rovira i Virgili

Coalition for Critical Qualitative Inquiry: Slowness, laziness, and stupidity: antidotes to seemingly ‘effective’ scholarship and the neoliberal Academy

Title: Methodologies...that encounter slowness, Mirka Koro-Ljungberg, ASU, and Timothy Wells, Arizona State University

Slow correspondences: Writing toward an Ecocene Presenter, Jasmine Ulmer, Wayne State University

The Lazy Academic, Ryan Evely Gildersleeve, University of Denver

The importance of being a selectively stupid academic, Julianne Cheek, Østfold University College, Halden, Norway.

Autoethnography: Uncovering deeply entrenched normative structures through drama, journaling and reflective practice

Uncovering deeply entrenched normative structures through drama, journaling and reflective practice, Joe Norris, Brock University, Loveless J Douglas, University of Auckland, and Aaron Thomas Bodle, James Madison University

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Understanding Epistemological and Ontological Foundations of Qualitative Research in Chinese Philosophy, Miao Li, Shandong University

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The Limits of “Double Burden” in Studying Women and Work in Socialist China, Yige Ingrid Dong, John Hopkins University

Contentious Politics and Resistant Imaginaries in The Chinese Context: The Case of the Newly Emerging Feminist Resistances, Jiling Duan, Indiana University Bloomington

“Made in Impact Litigation” – Queer Mobilization Before the Law, Di Wang, University of Wisconsin-Madison

Coalition for Critical Qualitative Inquiry: Conflict with Preservice Teachers as Inquiry to Inform Pedagogy

Conflict AS Inquiry, Mel Kutner, University of Georgia - Educational Theory and Practice

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Journey to and reflections on doing qualitative health research within a business school, Gillian Mulvale, McMaster University

Coalition for Critical Qualitative Inquiry: Pragmatism and the “Posts” Revisited: Methodological Possibilities for Critical Inquiry in Uncritical Times

Inviting “post” and pragmatic critical inquiry, Austin Pickup, Aurora University

Research, Correspondence, and Happenings: Truth in Educational Research, Eric Sheffield, Missouri State University

On Critical Materialist Pragmatism, Aaron Kuntz, University of Alabama

“He’s Pragmatic”: The Conflation of American Pragmatism and Pragmatists in a Kakistocracy, Jessica Heybach, Aurora University

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Exploring Entitlement Issues of Non-Indigenous Scholars Interested in Indigenous Inquiry, Aurea María Vericat-Rocha, University of British Columbia
Indigenous Methodologies: More than Just a Medicine Wheel, *Miranda Huron, University of British Columbia*

Protocols and Ways to Support Inter-National & Cultural Dialogues and Spaces, *Harlan Pruden, University of British Columbia*

Carrying the Bones: Advancing Legacies of Survivance through Indigenous Film, *Jeanette Villeneuve, University of British Columbia*

**Coalition for Critical Qualitative Inquiry: Plenary:**

Patriarchal Whitelash and Post-Election Activism: Counter Stories from Nasty Women

Living the 2016 Election, *Yvonna Lincoln, Texas A & M*

Dear Hillary . . . . . . .patti lather, *Ohio State University*

Here’s What I Need: Preparations of a Warrior, *M. Francyne Huckaby, Texas Christian University*

Imagined Coalitions: Shuffling the “Woman Card” Deck, *Janet Miller, Teachers College*

Internalized Patriarchy in the Presidential Election: Can We Mount Systematic (and Chaotic) Resistance?, *Gaile S. Cannella, Independent Scholar*

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Cuadernos y diarios personales en la investigación biográfica: límites difusos entre la escritura íntima y lo que se hace público., *Maria Gabriela Rubilar, Universidad de Chile*
Biografía, memoria, fotografía: Luis Poirot y el proceso investigativo desafiado, Marcela Cornejo, Pontificia Universidad Católica de Chile, and María de la Luz Hurtado, Pontificia Universidad Católica de Chile

La reflexividad en el trabajo de campo biográfico: análisis de la importancia de los materiales aportados por los narradores en la investigación empírica, Leticia Muñiz Terra, CIMeCS-IdIHCS. CONICET/UNLP y FaHCE

Una aproximación semiótico-material a los métodos biográficos-narrativos en la investigación cualitativa, Nicolás Schöngut-Grollmus, Universidad Gabriela Mistral

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Hacerse investigador. Una reflexión acerca de los modos de aprender y enseñar investigación cualitativa en pre y postgrado, María Gabriela Rubilar, Universidad de Chile

Vaivén autoetnográfico: ¿Profesora de investigación cualitativa?; compartiendo algunas experiencias, Elizabeth Aguirre Armendáriz, Universidad Autónoma de Ciudad Juárez

La cotidianidad en la academia un privilegio o un paso a la esclavitud, Addis Abeba Salinas, Universidad Autonoma Metropolitana

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Diaspora. mobilities haitians, Francine Pinto Da Silva Joseph, Universidade Federal do Amapá

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Construir Resiliencia y Apoyo Psicosocial en Contexto de Desastre. Una Investigación Participativa con Mujeres Afectadas por el Terremoto en Ecuador, Marcela Fabiola Frugone, Universidad Casa Grande, and Isabela Cuesta, Universidad Casa Grande

Solidaridad en Desastres, una Oportunidad para la Práctica de la Responsabilidad Social Empresarial (RSE), maria del carmen zenck, Universidad Casa Grande, and Ingrid Cristina Rios, Universidad Casa Grande

Identidad en Tiempos de Desastres: Caso Ecuador, Ingrid Cristina Rios, Universidad Casa Grande, and Estefanía Luzuriaga, Universidad Casa Grande

Desde las Asociaciones Civiles de Ecuatorianos No-Residentes al Ecuador: una Aproximación Transnacional al Post-Terremoto, Sebastián Umpierrez De Reguero, Universidad Casa Grande, Diana Vallejo, Universidad Casa Grande, Santiago Gonzalez-Paredes, Universidad Casa Grande, Juan Daniel Bonaguro, Universidad Casa Grande, and Stefano Vanoni, Universidad Casa Grande

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

“Oh no, I couldn’t do that!”: Overcoming Recruitment Barriers Among Non-Professional Bilingual Human Services Staff, *Deirdre Laneskog, California State University San Bernardino*

“Please, Tell them”: Voices from University Classrooms on Effects of Multimodality on Polylilingual EAL Speaking College Students’ Meaning Making, *OLGA GOULD, SUNY, UB*

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“That’s the personality disorder talking”: Embracing mental illness as a lens on experience, *Rachel Casey, Virginia Commonwealth University*

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A Process Evaluation of the Homeless Court in Salt Lake City, Utah, *Emogene Elizabeth Hennick, University of Utah*

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A Student’s Journey through a BSW Program as a Novice Qualitative Scholar Change Agent, *Lindsay Grace Fernandez, Kutztown University of Pennsylvania, and Juliana Svistova, Kutztown University of Pennsylvania*

A transformative Phenomenology: Creating spaces of difference, *andrew gitlin, UGA*
Abordagem para a compreensão da vida - do individual ao sistêmico, FABIOLA LIMA GONÇALVES, UNIFOR, and Lidia Andrade Lourinho, Universidade Estadual do Ceará

Abriendo la caja negra de la gentrificación. La transformación espacial de Williamsburg, NYC (1980-2005), Santiago Orrego, Universidad de Antioquia

Achievement Perceptions, Definitions, and Influences in the Era of the “So-Called Achievement Gap”, Susan Marie Foster, Southern Illinois University

Action nets of Career Guidance Services – succeeding and achieving in shaping individuals and societies, Christian Schroeder, University of Luxemburg

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Activism, Cultural Awareness, and Education: At the Crossroads, Michaella Williamson, Eastern Michigan University

African American English speakers and Predominantly White Institutions: Examination of Frameworks for Critically Understanding Racial and Linguistic Oppression, Dominique Clayton, University of Illinois at Urbana Champaign


Agent Orange and a private sphere of suffering for Vietnam era veterans, Dhrubodhi Mukherjee, Social Work

Algunos argumentos para fundar las estrategias de investigación - acción – participación en la epistemología de la complejidad, Alejandro Noboa Silva, Universidad de la República

Aligning Methodological Readiness with QDAS & REDA Adoption, Michelle Salmona, Institute for Mixed Methods Research, Eli Lieber, Institute for Mixed Methods Research, and Dan Kaczynski, Central Michigan University

Alma. Serie Web y Estrategia Transmedia sobre Mitigación ambiental en la Ciudad de Medellín., Omar Mauricio Velásquez, Professor, Yeymmy Katherine Valléjro, Student, Isabella Valencia, Student, Lucas Fernando Ramírez, Student, Daniel García, Student, Sara Leyva, Student, Daniela Henao, Student, Viviana Marcela Ruiz, Student, Sebastian Llano, Student, and Laura Victoria Antequera, Student

Along the border of violence: promotion or inhibition of violent conduct, Luca Tateo, Aalborg University, and Giuseppina Marsico, Aalborg University and University of Salerno
American Indian Tribal Identity at PWIs: Empowerment through Indigenous Philosophy, Beverly Jean Smith, UIUC, EPOL, and Beverly Jean Smith, UIUC, EPOL

An Ecological Understanding of Alcohol-Specific Parenting Practices in Latino Families, Amber Kraft, University of Illinois at Chicago

An Ethnographic Case Study of Multicultural Teacher Education in Turkey, Yahya Han Erbas, Indiana University Bloomington

An In-Depth Look at the Black Female Impostor, Marsha Simon, University of Alabama

An integrated approach of quantitative and qualitative data, Maria del Carmen Malbran, National University of La Plata Argentina

Análisis de Discurso de la Ley N°20.584 que Regula los Derechos y Deberes que tienen las Personas en Relación con Acciones Vinculadas a su Atención en Salud desde la Lingüística Crítica, Carla Verónica Flores, Universidad Santo Tomás-Chile

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Analysis of Culturally Affirming Pre-College Programs, Ashley Carpenter, University of Massachusetts - Amherst

Analysis of Text Comments on YouTube: Exploring Perceptions, Interactions, and Content, Christopher Cayari, Purdue University, West Lafayette

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Ashura: Indigenous Ideology and Social Activism, Rouhollah Aghasaleh, Georgia State University

Asserting Indigenous Methods to write Voices of Urban Aboriginal Peoples and Diabetes, Moneca Sinclaire, University of Manitoba

Attentional Deficit according to a women’s magazine during Chilean dictatorship., monica peña, Facultad de Psicología Universidad Diego Portales

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Autoethnography of pain and hope: Understanding the person with renal disease, Mirliana Ramirez, Department of Nursing, University of Chile

Barriers to Health Care Participation in Rural Special Needs Populations in West Virginia, John Christopher Haddox, West Virginia University, and Amy Burt, West Virginia University

Becoming Caliban: A Rhizo-analysis on Second Language Literacy, Sonia Sharmin, University of Georgia

Beyond Cultures and Languages: Lessons from Working with Chinese Immigrant Families in Child Welfare, Pamela Chiang, Eastern Connecticut State University, Ching-Hsuan Lin, University of Illinois at Urbana-Champaign, Emily Lux, University of Illinois at Urbana-Champaign, and Hsiu-Fen Lin, University of New Jersey at Rutgers

Beyond guardians of rigor: implications of taking “researcher as primary instrument” literally in participatory research, Alfredo Ortiz Aragón, University of the Incarnate Word, and Mary Brydon-Miller, University of Louisville

Birth Mothers of Open Adoption, Lynn B. Clutter, The University of Tulsa

Black Feminist Cartography: A Critical Qualitative Research Methodology, Altheria Caldera, Texas A&M University–Commerce

Breaking New Ground, Ernie Stringer, Curtin University, Darryl Kickett, Curtin University, Trevor Satour, Curtin University, and Marion Kickett, Curtin University
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Clown therapy in hospital settings, Walter Ferreira Oliveira, Universidade Federal de Santa Catarina, and Soraia de Camargo Catapan, Federal University of Santa Catarina

Co-constructing storytelling in the context of Norwegian community mental health care: Searching for a narrative practice, Rita Kristin Klausen, UiT The Arctic University of Norway

Colorful Disclosures: Identifying Identity Based Differences and Enhancing Critical Consciousness in Supervision, Wendy Ashley, California State University Northridge Social Work Department, and Allen Lipscomb, California State University Northridge Social Work Department

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Comprendiendo sujeitos em movimento: práticas investigativas em áreas centrais gentrificadas, Paula Neumann Novack, Pontificia Universidad Católica de Chile

Compulsory hospital commitment of alcoholists: an expression of biopower, Juliana Deboni, Prefeitura Municipal de Erechim, Walter Ferreira de Oliveira, Federal University of Santa Catarina, and Atílio Batiri Junior, Federal University of Santa Catarina

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Cruzando Fronteras con Comunicacion Etnografica : Reflectiones sobre la frontera EEUU-Mexico, Sara Amira de la Garza, Arizona State University, and Sarah Margarita Chavez Valdes, Escuela Libre de Psicologia, A.C.

Cultural Barriers to Help-seeking following Violence against Women in India, Suvarna Menon, University of Illinois, and Nicole Allen, University of Illinois, Urbana Champaign
Cumhuriyet Dönemi Modernleşme Süreci ve Değişen Kadın Kimliği, Nesrin Karaca, Baskent University

Dando visibilidad al entorno sonoro de la infancia a través del análisis cualitativo, Amparo Porta, Universidad Jaume I. Spain, and Amparo Porta, Universidad Jaume I. Spain

De la intención al método. Lo que suele olvidarse antes de pensar en el método, Maria del Consuelo Chapela, Universidad Autónoma MEtropolitana-Xochimilco

Death of the Clinic: Trans-Informing the Clinical Gaze to Counter Epistemic Violence, Diana Elizabeth Kuhl, The University of Western Ontario, Faculty of Education

Decolonizing research methods and knowledge through community-based digital storytelling, Annette Schultz, College of Nursing, Rady Faculty of Health Sciences, University of Manitoba, Lisa Forbes, University of Winnipeg, and Lorena Sekwan Fontaine, University of Winnipeg

Desarrollo y Validación de un modelo de evaluación de la docencia en línea en una universidad mexicana, Edith Cisneros-Cohenour, Universidad Autónoma de Yucatán

Descripción de la religión en la era digital: un análisis etnográfico virtual, Patricio Oliva, Universidad del Desarrollo, and Carmen Gloria Narváez, Universidad del Desarrollo, Concepción, Chile

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Digital Curation Framework: A Case Study Through the Lens of a School District, Sue Ann Sharma, Oakland University, and Mark Deschaine, Central Michigan University

Doing collaborative Ethnography with women indigenous leaders in Chile. A methodological reflection., Elisa Garcia-Mingo, Universidad Complutense de Madrid
Double Binds and Oppressive Systems in the Response to Violence against Women, Suvarna Menon, University of Illinois, Hope Holland, University of Illinois, Urbana Champaign, Camarin Meno, University of Illinois, Urbana Champaign, Angela Walden, University of Illinois at Chicago, and Nicole Allen, University of Illinois, Urbana Champaign

Duo Ethnographic Discourses: Undergraduate Curriculum Co-Taught Studies in Bias, Prejudice, and Stereotypes in Education., Laura Franklin, Wayne State College, and Casey Jo Hurner, Wayne State College

Economía Abierta o Economía Cerrada el cado de: México –Venezuela 1989-2014, Carmen Leticia Jimenez, Universidad de Guadalajara

Educating Environmental Caring through School Curriculum: A Qualitative Study of Delhi Public Schooling, Mannu Singh, University of Delhi

Effectiveness is in the Eye of the Beholder: A Qualitative Approach to Understanding Differences in Perceptions of Fitspiration, Jennifer Ptacek, Purdue University, and Daniel Kamal, Purdue University

El Análisis Documental y Procesos de Influencia Global/Local en Políticas Públicas: Una propuesta metodológica, Guillermo Rivera, Pontificia Universidad Católica de Valparaíso, and Vicente Sisto, Pontificia Universidad Católica de Valparaíso

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Encuentro con la Tejedora Manabita. Pasado, presente y futuro de una referente cultural de Ecuador, Jhonny Saulo Villafuerte, Basque Country University, Lupe Torres, Universidad Laica Eloy Alfaro de Manabi, and Jorge Corral, Universidad Laica Eloy Alfaro de Manabi.

End Effector: Post-Human Actors and Materiality in the Network of Educational Technocracy, christian mckay, Indiana University

Engaging the Ethnographic: [Dis]Junctures of Care in Urban/Rural Nicaragua Amidst Crisis, Peter Lee, Brooklyn College, CUNY

Englishization of Emotion: Fixed experiences, Francesca Pase, University of Georgia

Enhancing the mental health of populations: A program of research driven by collaborative and qualitative methods, Emily Jenkins, University of British Columbia

ESPN College GameDay and the labor politics of consuming sporting spectacle in the neoliberal university, Neal Ternes, Florida State University

Estrategias para la formacion de la responsabilidad social en jovenes universitarios, maria del carmen zenck, Universidad Casa Grande

Ethical Dilemmas in Social Work Practice: Case of Botswana, Tumani Malinga, University of Illinois at Urbana-Champaign, Poloko Nuggert Ntshwarang, University of KwaZulu-Natal, and Masego Lecha, Ministry of Local Government, Botswana

Evaluación de un programa de formación de investigadores de nivel medio superior en el sureste de México, Roger Jesús González-González, Universidad Autónoma de Yucatán, and Edith Cisneros-Cobernour, Universidad Autónoma de Yucatán

Evaluación del desempeño docente en México, Sandra Conzuelo Serrato, Instituto Nacional para la Evaluación de la Educación

Evaluation culture and process of subjectivation in the Brazilian Primary Health Care, João Leite Ferreira-Neto, Pontifical Catholic University of Minas Gerais

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Evidence of a new, unheralded, illegal, quasi ‘Criminal Justice System’ (CJS) forged by fbi, *gerald wayne sosbee, self*

Examining Portraiture and Grounded Theory Methods in Exploring Adult Foster Care Provider Roles, *Kelly Munly, Penn State Altoona, and Gresilda Anne Tilley-Lubbs, Virginia Tech*

Existential Thrownness and the Communicological Imagination: Qualitative Comments on Methodology and the Global Refugee Crisis, *L. Shelley Rawlins, Southern Illinois University Carbondale*

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Exploring the Impact of Social Media on Leadership Decision Making in K-12 Schools, *Jeffrey Allem Hoyle, Central Michigan University, Mark Deschaine, Central Michigan University, Dan Kaczynski, Central Michigan University, and Michelle Salmona, Institute for Mixed Methods Research*

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Finding their voices - the lived experience of disenfranchised grief and loss of the dreamed-of birth, Rumyana Petrova Kudeva, Eastern Washington University

For an ironic critical approach in Brazilian consumer studies, Eduardo André Teixeira Ayrosa, PPAG - UNIGRANRIO, and Isabel Balloussier Cerchiaro, MAC-ICM-UFF

For Kahnawa’kehron:non: Combining Indigenous Methodologies and Participatory Action Research in a Phenomenological Study, Jennifer Nutton, McGill University

Formación de docentes investigadores: la investigación - acción, Irma Alicia Flores, Universidad de los Andes, and Silvia Paola Solano, Universidad de los Andes

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From tales of the unexpected to predetermined ethical challenges. Situational Analysis of incidental findings in medicine, John-Arne Skolbekken, Norwegian University of Science and Technology (NTNU)

Functions of Qualitatively-informed Theory in the Evaluation of an Integrated Depression and Diabetes Care Model, Leslie Carol Munoz Johnson, Emory University, Rollins School of Public Health, Department of Behavioral Sciences and Health Education

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Gender Journeys: Inquiry into the Lived Experiences of Non-Binary Youth, Darren Cosgrove, University at Albany, School of Social Welfare

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Ideology and Personal Voices: Deconstructing the binary in oral history studies on socialist China, Pengfei Zhao, Indiana University

Important insights into the state of integration in a South African school, Nomalanga P. Grootboom, University of South Africa

Improvised Care: Public Health with Latino Clients in New Immigrant Destinations, Deirdre Lanesskog, California State University San Bernardino, and Lisett Tito, University of Illinois at Urbana-Champaign

In Conversation with Mitch Allen, Mitch Allen, Scholarly Roadside Service
Indians in a Glass Case: Cultural Representations of Native Americans in Nature-based Tourism Sites in Illinois, Nuno Filipe Ribeiro, University of Illinois at Urbana-Champaign, Jamie Singson, University of Illinois at Urbana-Champaign, and Jarrod Scheunemann, University of Illinois at Urbana-Champaign

Indigenous forms of peer review, Shawn Wilson, Southern Cross University, Gnibi College of Indigenous Australian Peoples, Monty Montgomery, University of Regina, Patrick J Lewis, University of Regina, Craig A. Campbell, Penn State University, Mere Skerrett, Victoria University of Wellington, Damara Paris, Emporia State University, Roe Bubar, Colorado State University, Cameron Rose, Algoma University, Kryssi Staikidis, Northern Illinois University, and Ritenburg Heather, University of Regina

Influencia de los medios de comunicación sobre las percepciones en el aula frente a las orientaciones sexuales diversas: una mirada crítica desde la investigación cualitativa, ana maria sanchez, estudiante

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La correspondencia familiar de un empresario español durante la Revolución Mexicana (1910-1917), Lucía Martínez Moctezuma, Universidad Autónoma del Estado de Morelos, México

La cotidianidad en la academia un privilegio o un paso a la esclavitud, Addis Abeba Salinas, Universidad Autónoma Metropolitana

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Let’s get uncomfortable! Cognitive and affective disequilibrium: Essential discomforts in developing self-efficacy, voice, and advocacy, Dorothy E. Munson, Psychology Department/Eastern Washington University

Let’s talk about mental Illness: Exploring Mental Health stigma from the perspective of individuals diagnosed with the illness, Magnus Mfoafo-M’Carthy, Wilfrid Laurier University, Ontario, Canada

Leverage Chinese Character Learning with Technology-Supported Social-Constructive Instructional Design: A Qualitative Inquiry into Student Perspectives and Attitudes, Xianquan Liu, University of Nebraska - Lincoln

LGBTQ Community Dialogues and Educational Video Project, Alex Jean-Charles, Missouri State University
Lifelong Ethnography as Decolonizing Arts-Based Research Practice with Maya Tz’utuhil and Kaqchikel Painting Mentors, Kryssi Staikidis, Northern Illinois University

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Lived Experience and Expressions of Suffering: A Constructivist Grounded Theory Approach, Kumar Ravi Priya, IIT Kanpur, India

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Los recursos a la investigacion. Algunas consecuencias metodologicas, Paolo Parra Saiani, Università degli Studi di Genova - Department of Political Sciences

Making Qualitative Theory Significant: Using Theoretical Coalescence for Identifying Enduring Behaviors, Janice Morse, University of Utah

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Mapping the Possibilities, Kimberly S. Compton, Virginia Commonwealth University, and Anna M. Cody, Virginia Commonwealth University
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Mental Health and the Strengths Assessment: The Search for Spirituality, Sherry Warren, Clarke University Department of Social Work

Merleau-Ponty’s phenomenology in the research related to drug use: bringing the cascade of knowing, Yone Almeida Nascimento, Universidade Federal de Minas Gerais (UFMG), Luciana Diniz Silva, Universidade Federal de Minas Gerais, Agnes Fonseca Ribeiro Filardi, UFMG, and Djenane Ramalho de Oliveira, Universidade Federal de Minas Gerais (UFMG)

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Methodological Improvisation: Taking cues from Coltrane, Deleuze, and Guattari, Justin Hendricks, University of Florida

Methodological reflections on an indigenous mental health “state of the art” literature review in Colombia, Sergio Cristancho, Universidad de Antioquia, Eliana Montoya, Universidad de Antioquia, Marcela López, Universidad de Antioquia, Marcela Valencia, Universidad CES, Oscar Montero, Organización Nacional Indígena de Colombia, Vilma Restrepo, Universidad de Antioquia, Dora Hernández, Universidad de Antioquia, Sara Cano, Universidad de Antioquia, Catalina Gaviria, Universidad de Antioquia, and Mónica Quiñones, Universidad de Antioquia


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Narrative inquiry as a way of cultural resistance and emancipation, Cristhian James Diaz, Saint Mary’s University of Minnesota

Negotiating love: Narratives of transnational intimacy among Chinese-Western couples in Beijing, Xiying Wang, Beijing Normal University

Neoliberalism, Anti-Intellectualism, and Academic Freedom: Teaching Social Justice in a Dixiefied America, Martina L Sharp-Grier, Stark State College

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New geographies of racial realism in informal multicultural science education, Sheron Mark, CEHD, University of Louisville

New Lens, New Policy: Agential Realities of a University Ecosystem, Jessi Hitchins, University of Alabama

New materialisms and digital tools in qualitative research, Jessica Nina Lester, Indiana University, and Trena Paulus, University of Georgia

New Materialist Exploration on English Language Learners’ Conceptual Learning in Mathematics and Science, Jane Chunjing Ji, University of Massachusetts Dartmouth, and Shakhnoza Kayumova, University of Massachusetts Dartmouth

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Popular Techniques for Visualizing Qualitative Data, Adam Long, QSR International Pty Ltd
Possibilities and Limitations for Participation in the ‘Invited Space’:
Institutionalised Community Participation in Health in South Africa, Hanne Jensen Haricharan, School of Public Health and Family Medicine, University of Cape Town, South Africa

Postcolonial and Decolonial Perspectives: a proposal for a research agenda in Accounting in Brazil, Fernanda Filgueiras Sauerbronn, FACC/UFRJ, Rosangela Mesquita Ayres, UFRJ, and Rosenery Loureiro Lourenço, UEMS

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Queer Experiences of Sexual Violence on American College Campuses and Title IX, Kacey Long, University of Michigan

QWERTY’s mandate - the reification and enactment of power relations through the ‘standard’ keyboard layout, Ezequiel Korin, University of Georgia

Reading values in between the lines of “value-free” intimate partner violence research in Bangladesh, Laila Rahman, University of Toronto

Reclaiming “mesearch”: The case for a Franklian existential epistemology, Amber Esping, Texas Christian University
Recovery from Traumatic Loss: A Turkish Case Study of Loss from Suicide Bombing, *Onur Ozmen, TED University*

Reflections of video enabled reception class educator practices in strengthening professional development., *Faith Nomathemba Tlou, University of South Africa*

Relacion entre los currículos de administración y escuelas del pensamiento administrativo: region sabanas caribe colombiano., *Francia Helena Prieto Baldovino, Corporacion Universitaria del Caribe, Maria Isabel Prieto Baldovino, Corporacion Universitaria del Caribe, and Noel Alfonso Morales Tuesca, Corporacion Universitaria del Caribe*

Relationship equity in legal aid: Toward a collaborative, generative response to individualized human services, *Andrew Charles Schoeneman, University of Richmond*

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Researching into xiaojies (female sex workers) and what can bring good to them?, *Yu Ding, Sun Yat-sen University*

Researching the dominant classes. Reflections through the study of elite Chilean schools., *monica peña, Facultad de Psicología Universidad Diego Portales, and Nicolás Schöngut-Grollmus, Universidad Gabriela Mistral*

Resilience in Mexican Nationals and Immigrants, *Melissa Morgan Consoli, University of California, Santa Barbara, and Rufus R. Gonzales, Loyola University Chicago*

Resistance or Acceptance of Abusive Behaviors in Romantic Relationships in Low Income and Urban Puerto Rican Adolescents Using a Unified Theory of Behavior, *Diana Margarita Padilla, University of Puerto Rico, Graduate School of Social Work*

Respectful Attainment of Indigenous Knowledge in Educational Leadership Context, *Chris Scribe, University of Saskatchewan, and Dawn Wallin, University of Saskatchewan*

Restorative justice and qualitative research: a component to optimize peacebuilding, *Isabel Maria Sampaio Oliveira LIMA, Universidade Catolica do Salvador, and JESSICA SILVA PAIXÃO, Universidade Católica do Salvador*
Retos y oportunidades en el comportamiento organizacional: Estudio de caso en un hospital del Perú, ORIANA RIVERA, UNIVERSIDAD CESAR VALLEJO, and CESAR ANTONIO BONILLA, HOSPITAL NACIONAL DANIEL ALCIDES CARRION

Revisiting Problem Identification in Qualitative Scientific Inquiry, ROBIN R. WALTER, BARRY UNIVERSITY

Revisiting the antagonism between qual and quant in the age of digital tools in qualitative research, Anne Kuckartz, VERBI Software / MAXQDA


Şair Evlenmesi’nden Önceki İlk Türkçe Oyunlar ve Hikaye-i İbrahim Paşa be İbrahim-i Gülşeni, Abide Dogan, Hacettepe University

Salida del clóset: Experiencias y significados de adultos mayores gays y lesbianas en Puerto Rico, Rosalphie Quiles Rosado, University of Puerto Rico, Rio Piedras Campus

Salud e intervención social en localidades con rezago social de Nuevo León, México, Jose Manuel Rangel, Universidad Autónoma de Nuevo León, Nancy Villanueva, Centro de Estudios Interdisciplinarios, and Dalia Berenice Muñoz, Universidad Autónoma de Nuevo León

Same meat different gravy. When data production need to be like a suit of Armani, Carlos Zamora, Pontificia Universidad Católica de Valparaíso, and Maite Jimenez, Pontificia Universidad Católica de Valparaíso

School Professionals’ Perceptions of Bullying and Mental Health of Adolescents., Jamie Leeder, Barry University

Science, Feminism and the Body: A Case Study in the Politics of Anorexia Nervosa, paul rhodes, university of sydney

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Software commonly used in conjunction with Qualitative Data Analysis Software, Adam Long, QSR International Pty Ltd

Stairs and stares: Becoming children with/in public places, Casey Myers, Kent State University, and Rochelle L Hostler, Kent State University

State of the Government Political for inclusive education in Ecuador Case of study: College students talk about their own experiences, Jhonny Alberto Villafuerte, Universidad Laica Eloy Alfaro de Manabi, Teresa Zambrano, Pontificia Universidad Católica del Ecuador, Sede Santo Domingo de los Tsachilas, Xavier Ramirez, Universidad Técnica Luis Vargas Torres, Sandy Soto, Universidad Técnica de Machala, and Lorena Luzardo, Universidad Laica Eloy Alfaro de Manabi

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Taking Participatory Research Online: Methodological and Ethical Considerations for a Digital Feminist Participatory Action Research, Jasmine R Linabary, Purdue University

Talking About Pictures: Analyzing Photo Elicitation Data with Software, Ricardo B. Contreras, Ethnographica Consulting, and David C Griffith, East Carolina University
Talking with avatars: Using mixed reality simulations for scaffolded learning about interviewing, Kristin Marie Murphy, University of Massachusetts Boston

Teaching ATLAS.ti with Five-Level QDA, Trena Paulus, University of Georgia, and Elizabeth Pope, University of Georgia

Technology Integration to Promote Writing Skills for ELL Students: A Content Analysis, Fitsum F. Abebe, University of Nebraska, and Xianquan Liu, University of Nebraska - Lincoln

Tecnología de Realidad Aumentada en el Interaprendizaje, VICTOR JAVIER CHICAIZA VINUEZA, UNIVERSIDAD ESTATAL DE MILAGRO, DENIS DARIO MENDOZA CABRERA, UNIVERSIDAD ESTATAL DE MILAGRO, and RENZO ROGELIO PADILLA GOMEZ, UNIVERSIDAD ESTATAL DE MILAGRO

The Arts’ Potential to Transform: Critiquing the structural foundation of the public education system, Jennifer Vasic, Faculty of Social Work, Wilfrid Laurier University

The Brand of Michelle Rhee: Intersectionality, Discourses, and Leadership, Jia Grace Liang, Educational Leadership College of Education Kansas State University, and Cindy Blair, University of Georgia

The Data Jam Initiative: Using QDA Software as the Backbone for Institutional Evaluation Capacity Building, Christian Schmieder, University of Wisconsin - Cooperative Extension

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

The Effect of Turkish Series on Teaching Turkish As A Foreign Language, huseyin gocmenler, academician

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The professional dissatisfaction in the Family Health Strategy, Jacks Soratto, Postgraduate Program in Public Health, Extremity South University of Catarinense, Denise Elvira Pires Pires, Programa de Pós-graduação em Enfermagem, Daiane Biff, Postgraduate Program in Nursing, Federal University of Santa Catarina, Thayse Aparecida Puliano de Melo, Programa de Pós-graduação em Enfermagem da Universidade Federal de Santa Catarina, and Lara Vándresen, Postgraduate Program in Nursing, Federal University of Santa Catarina

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The Use of Grounded Theory in Tourism Research: Time for Clarification, Xiaotao Yang, University of Waterloo

To Code or to Interpret? Developing Collaborative Open Online Interpretative Research, Gerben Moerman, University of Amsterdam, and Christian Bröer, University of Amsterdam

Toward Relevant Immigrant Pedagogy: Teacher and Students Interactions in an Urban Classroom., Benedict Adams, Indiana University

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Towards a Politics of Scales: Methodological Tools for Spatial Qualitative Research., Cesar Augusto Ferrari Martinez, Pontificia Universidad Católica de Chile

Towards a Theory of Sacrifice in Schools: Qualitative Inquiries and Personal Journeys, Jason F Jabbari, Washington University in St. Louis

Translating Critical Knowledge into Social Justice Action: Exploring Liquid Modernity, Material Feminisms, Care of the Self and Parrhesia, Lauren Hoffman, Lewis University

Tribal Critical Race Theory: Photography and the Misappropriation of Indigenous Cultures, Heather A Hathaway Miranda, University of Illinois-Chicago

Türkiye’de Ortaokul Öğrencilerinin Şiir Algısı, NURAY 3.KARAKAYA, student

Türkiye’de Sosyoloji Eğitiminin Problemleri, Nevin GÜNGÖR ERGAN, Hacettepe Universitesi

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Twitter in Neoliberal Times: #Friend or #Foe?, Victoria Burns, National Institute of Scientific Research - Urbanisation, Culture, & Society, and Anne Blumenthal, University of Michigan

Un(making) of child brides by a new law in the making in Bangladesh, Laila Rahman, University of Toronto

Uncovering Systemic Gender In/Equity for Women Faculty: Findings from a Qualitative Study on Campus Climate, Roe Bubar, Colorado State University, and Louise Jennings, Colorado State University

Undergraduate Students’ Perception of the Colonization of the College Classroom: A Multiple Qualitative Methods Approach, Stephanie Aguilar-Smith, MSU, Benjamin D. Espinoza, MSU, Kayon Hall, MSU, and Annabelle Estera, MSU

Understanding College Access and Success Community-Based Organizations and Their Impact on the Persistence of First Generation Students, Danette Buie, Aurora University

Understanding Factors that Promote Classroom Belonging and Engagement for High School Students, Tasha Seneca Keyes, University of Utah

Understanding trauma-informed social work and behavioral health clinical practices with children, Dhrubodhi Mukherjee, Social Work

Unlocking Young Adult Autism Spectrum Disorder in South Africa, Saira Banu Karrim, University of KwaZulu-Natal, Robin Wendy Elizabeth Joubert, University of KwaZulu-Natal, and Penelope Susan Flack, University of KwaZulu-Natal

Unsettling Traditional Concepts of Social Work Inquiry: Direct Care Givers Focus Groups, Sue Frantz Micetic, Arizona State University

Use of Self as a Tool for Culturally Responsive Social Work: A Qualitative, Phenomenological Case Study, Gloria Thomas Anderson, University of North Carolina at Pembroke

Using CAQDAS to Enrich the Analysis of a Complex Text and Video Data Set, David K Woods, Transana

Using digital tools to generate multimodal data in technologically rich learning environments, Asmalina Saleh, Indiana University

Using Participatory and Learner friendly Methods in Refugee Camps and their Host Communities in Kenya, Janet Mola Okoko, University of Saskatchewan

Using Photovoice to Define Recovery of Mental Illness, Josko Vukusic, Western Michigan University, and Dee Sherwood, Western Michigan University

Uso de la Danza con Familias Latinas con Niños y Jóvenes con Discapacidad en Chicago, Alexander Agudelo-Orozco, Escuela Nacional del Deporte

Uso de memes y credibilidad de la política en México: la perspectiva de los jóvenes, Ligia Garcia-Bejar, Universidad Panamerican Campus Guadalajara

Vaivén autoetnográfico: ¿Profesora de investigación cualitativa?: compartiendo algunas experiencias zigzagueantes, Elizabeth Aguirre Armendáriz, Universidad Autónoma de Ciudad Juárez

Video analysis of teacher facilitation strategies in socio-scientific inquiry biology classroom - A case study, Fatih Ergulec, Indiana University

Visually Framing a Pedagogy for Space during the 2011 Chilean Student Movement, zane wubbena, texas state university

Wait...There’s a Scholarship for That?? Why It Pays to Embrace Our Diversity, Leslie Pourreau, Kennesaw State University

Ways of Knowing: Indigenous and Afro-Descendent Paths to Learning in Nicaragua, Nicole Webster, Penn State University

We need more qualitative research on assistive technology use, Astrid Gramstad, Centre for care research, north, UiT - the artic university of Norway
Who am I? Who do I want to be?: Researcher Identity in Social Media Spaces, Caitlin Byrne, University of Alabama

Why and How You Should Share Your CAQDAS Project, Sebastian Karcher, Qualitative Data Repository, Syracuse University, Dessi Kirilova, Qualitative Data Repository, and Christiane M Page, Syracuse University

Why so Many?: Demand Flow Analysis of Children Diagnosed with ADHD, Cinthia Mendonça Cavalcante Ferreira, Universidade Federal do Ceará

Wikipedia and Qualitative Research: Creating Social Knowledge about Social Inquiry, Judith Davidson, University Massachusetts Lowell, and Sara Marks, University of Massachusetts Lowell

Womanization or De-womanization in Urban China? Intergenerational Joint-childcare and its Impact on Two-child Policy among Guangzhou Middle-Class Families, Xiaohui Zhong, the School of Government, Sun Yat-sen University, P.R. China

Yabancı Dil Olarak Türkçenin Öğretiminde Görsel Okumanın Konuşma ve Yazma Becerilerine Etkisi, SERDAR ODACI, student

Yabancılara Türkçe Öğretiminde Temel Sözlüğün Öğretilmesinde Sözlü, Yazılı ve Elektronik Kültür Ortamı Malzemelerinin Kullanılması, gulnaz cetinkaya, lecturer