

TENTH

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Inquiry

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Abbott, Angela D., *Grandview Elementary/Marshall University*
The Children are Finally Learning—Let the Disruptions Begin!

Since I became an Elementary school teacher in West Virginia 17 years ago, we have been through so many different sets of “more rigorous” standards and been “held accountable” through so many different assessment regimes that they have all begun to blur together. From “No Child Left Behind” to “Guided Reading” to “S.M.A.R.T Goals” to “Walk to Interventions” to “Personal Learning Communities,” each new initiative has come with deeper texts, better tests, newer technologies, and higher stakes. One thing that hasn’t changed, though, is the parade of people who march through our professional development sessions, our classrooms, and our planning periods, ever exhorting us to embrace the latest trend. Another thing that hasn’t changed are the interrupted lives of students in a high need school. Using a “Day in the Life” narrative, this presentation illustrates the challenge of teaching in the face of constant disruption.

Abel, Gillian Michelle, *University of Otago*
The impact of the Prostitution Reform Act (2003) on social workers and youth (16-18) in the sex industry in Aotearoa/New Zealand

See Wahab, Stephanie

Abma, Tineke, *VUmc/EMGO+*
Beyond the Restitution Narrative: Storylines About Sport, Health and Illness of People with Diabetes

See Stuij, Mirjam

Aboshiaqah, Ahmad, *King Saud University*
Can Critical Thinking Be Applied Across Disciplines and Across Countries?

See Goodwin, Sheilia Rae

Abu Bakr, Sarah, *The Pennsylvania State University*
Embodying Conflict: Performance Art in the Palestinian-Israeli Context

Informed by my previous theorizing and (problematizing) of a binaric ways of thinking about conflict (oppressor/Oppressed), I will focus on the Palestinian-Israeli conflict. Using Freire’s work, and Gustavo Boal’s theatre of the oppressed extension of it, I will argue for the value of performance in creating a conversation that otherwise may be impossible. I think of performance in the terms Freire used to think of literacy. Therefore, in this paper, I will further my argument for performance by including a social media component. Using video art (as a performative medium) in relation to Boal’s theatre of the oppressed to generate widespread (electronic) social media performances that involve large scale encounters of people of multiple identities.

Abu Bakr, Sarah, *The Pennsylvania State University*
Borders Without Access/ Borders of Excess

This paper uses a transnational feminist lens that politicizes the intimate/personal, and the theoretical writing of Deleuze and Guattari to understand the state of being/becoming Palestinian within a world of ever-changing borders. I argue that for a displaced/exiled Palestinian, a constant involvement in the deterritorialization/reterritorialization of the changing borders of the Palestinian map is a requirement to continue a fleeting ghostly existence. A state of becoming, thus, defines the Palestinian being. Contemporary art,

especially the work of artist Mona Hatoum, is used to articulate this entanglement. The paper begins with an autobiographical description of the encounter between the West Bank barrier and myself for the first time in Summer 2013. A border built in relation to the dangers of the terrorist body, legitimized by post 9/11 war on terror justifications, terrorizes the Palestinian body, restricting access and movement. In order to preserve the privileged lives of those worth living, the exceptional State of Israel requires exceptional security (Puar, 2007). Thus, the terrorist body of the Palestinian is both policed and quarantined through access restriction and flow control. This very same wall, however, is subverted through visual art on one hand, and the constant state of coping and being that morph Palestinians into a body of resistance. From teenage boys and girls crossing on ladders and the sewage system to move between homes and schools, to Palestinian BBQs at the crossings—long waits, Palestinian bodies are constantly becoming more than just-bodies, into an assemblage of resistance. References:

Puar, Jasbir K. 2007. *Terrorist Assemblages: Homonationalism in Queer Times*. Duke University Press.

Acosta Fernández, Mart'n, *Universidad de Guadalajara*

Educative preparing of the retirement in older adults and their families

See AGUILERA VELASCO, MARIA DE LOS ANGELES

Acosta, Liza Ann, *North Park University*

Creative Nonfiction and Autoethnography: The Perilous Borderlines of Researching and Dramatizing Self and Others

As a writer and teacher of creative nonfiction, a writer of autobiographical and ethnographic ensemble devised work, and a researcher, I find myself uncomfortably straddling the borderlines of artistic license and ethnographic fidelity. In this paper, I would like to explore the questions that rise as I teach, write my own work, and help others devise/dramatize their own stories. How do I teach to write truthfully, freely, fearlessly and artistically? How do I get my story on the page when it is so intrinsically woven with someone else's? How do the rules of literary nonfiction apply to autoethnography (and viceversa)? What can we learn from these uncomfortable twins? And most importantly, why does it matter?

Adams, Erin Crews, *University of Georgia*

The Farmers Market Feels Good: Walking and Talking in Two Local Farmers Markets

This paper is based on my study of two U.S. farmers markets that was an attempt to explore research methodology in new materialism. New materialism presents new challenges to traditional qualitative research in terms of what is thinkable and doable. Farmers markets are ideal places for considering the political and economic materiality of our everyday lives. When designing the study I considered the how, not the what, of the market. I wanted to think about what it is to be in the market and how are people in the market rather than trying to constitute what the market is or what people are doing. I used a walk and talk interview method rather than a traditional face to face method to see how people move through the market, territorializing and reterritorializing this space and as a way to consider the body in qualitative research.

Adams, Heather, *Ball State University*

Revising the Model of Posttraumatic Growth through Narrative Analysis

Working with in-depth interviews, this study applies Labov's framework (1972) to the stories of two women with chronic illnesses, using the turning point of the narratives as a focus point to explore how the crisis of chronic illness onset can simultaneously function as a location of trauma and potential future growth.

The resulting reorganization of the women's self-stories yields a narrative analysis (Polkinghorne, 1995) that presents their distinct and individual experiences of illness-related failures in one or more high order life schemas (e.g., personal life philosophies) and resulting reorganization into a more adaptive schema. Analysis of narrative (Polkinghorne, 1995; 2007) of these assembled stories with one another yields empirical support for theorized components of the current model of posttraumatic growth (Tedeschi & Calhoun, 2004), addressing gaps in the current literature (e.g., content of the cognitive processes), new insights and question for further inquiry.

Adams, Megan, *Kennesaw State University*

Our struggle against positivism: A journey

The three authors "live in" very different worlds academically. Adams, an Assistant Professor of Reading Education, teaches qualitative methods and is able to fully inhabit a world full of qualitative inquiry and the post-intentional commitment to constantly questioning "reality". Wright, the director of the Carl Vinson Institute of Government's Survey Research and Evaluation Unit, must adhere to the deadlines agreed upon by her clients and her unit. Her ability to "live in" qualitative inquiry is limited by her professional demands. Inglett, a doctoral student of Political Science, is practicing the craft of qualitative inquiry often despite warnings that other methods might be more advisable. This paper explores how preparing for this panel allowed us to fully "live in" a qualitative space by discussing our thoughts, ideas, and decisions about our research with each other. It also provides examples of how our writing group was formed based upon this commitment to avoid positivism when conducting research with human subjects in an ethical effort to respect their beliefs and ideas.

Adams, Megan, *Kennesaw State University*

Defining something for others: The ethical necessity of resisting positivism

What happens if you frame a study and the participants do not know the meaning of the phenomenon you propose to study? Often framing a study and conducting it require time constraints and protocols. However, in trying to conduct post-intentional phenomenology (Vagle, 2011), is it possible to remain open and reflexive if you must immediately begin to define something for others? How can we remain true to what we feel are ethical imperatives in research if we must make what Descartes calls "ego-centric" decisions? This paper explores how the author reverted to positivism repeatedly when trying to remain open and reflexive during a study, and how reflecting upon that process has changed the way she currently considers research questions and methods.

Adams, Susan R., *College of Education, Butler University*

Research as Collaborative Act: A Latherian Approach to Developing a Collaborative Affinity Mapping Analytic

This paper describes working through "instructive complications" (Lather, 2007, p. 39) to understand the experiences of a race-based educator professional development seminar through collaborative analysis of interview transcripts with seminar participants.

A careful synthesis of Lather's critical feminist ethnography publications reveals a Latherian methodology which lends guidance for the development of an analytic design in which study participants seek the meaning of their experience within and across each participant's experiences. The Collaborative Affinity Mapping Analytic (CAMA) process and subsequent debriefing session not only produced rich insights into the experience of the seminar, but also strike a balance between the competing demands for a rigorous, academic method and a Latherian commitment to the "messy doings of science via risky practices" (Lather, 2007, p. 39). The CAMA approach embraces the complexity of "reflexivity regarding interpretive imposition" (p. 38) in order to resist indulging the researcher's authorial whims in the act of interpretation.

Aghasaleh, Rouhollah, *University of Georgia*

Assessments: Students' Vibrant Matter

For educators, assessments are powerful non-human things that shape evaluators' judgments about humans. Students' writings on assessments are not students' themselves, although they are treated as if they are the students. Students' handwriting, time, and space, intra-acting with students' content knowledge, socio-cultural context, and their language skills, all generate a vibrant matter called "assessment" through which humans get ranked and promoted. In the Language-Rich Inquiry Science with English Language Learners (LISELL) project, where more than one thousand middle school students participate, we have a room full of students' assessments. Conducting training workshops for scorers every year and training scorers how to make sense of students' responses, as well as scoring a huge amount of assessments, we as researchers see these written constructed responses as vibrant things possessing the power to speak out. In this paper, using thing-power theory, we explore what it looks like to have dialogue with assessments.

Aghasaleh, Rouhollah, *University of Georgia*

Knowing the Other Gender: Rarely Taught, Roundly Learned

Much of a young person's learning about the other gender is informal, social in nature, and embedded in the life context of the learner. The hidden curriculum of coeducation works as implicit instruction, in which teachers do not intend to teach nor do students intend to learn about the other gender. Interviewing female pre-service middle-school teachers about their life experiences, we explored how young adolescents learn about the other gender. We found that their experiences studying in coeducational settings helped them move beyond gender stereotypes. Coeducation enabled these students to compare other gender individuals and learn through these comparisons. We conclude that the experience of coeducation may lead to more rational decision-making rather than impulsive- emotional decisions in future relationships.

Aghasaleh, Rouhollah, *University of Georgia*

Positivist Science Curriculum and Post-structural Pedagogy: A New Materialist Entanglement

Science curriculum is largely guided by Positivist scientism. Linear cause-effect relationship, objectivity, evidence based and data driven problem solving, and the idea of a separation between the observer and the observed are other concepts that are taught as the core objectives of science education. On the other hand, a growing number of educational researchers and scholars, who are in charge of teacher education, have been embracing post-structural theories and are doing their scholarship beyond positivist traditions.

Many teachers find themselves resonating with post-structural pedagogies rather than positivist traditions, raising pedagogical dilemmas. Analyzing our Language-rich Science Inquiry with English Language Learners (LISELL) project practices, we explore this entanglement as an assemblage. Grounded in a new materialist perspective, we examine how a positivist curriculum, as a non-human *actant*, and a post-structural teacher, as a human *actant*, intra-act in the instruction of middle school science learners.

Agostinone, Faith Ann, *Aurora University*

Research in the Service of Empire

As part of a *softer* language of empire, institutional research is used to justify and buttress policies ranging from school closures to remote bombings of villages. Government funded research studies are quickly reduced to sound bites and hit the media in a barrage of propaganda. Official research in the service of empire asserts itself through the voice of neo-positivist authority (though qualitative methodologies are also utilized), immediately excluding alternative perspectives which often happen to be those of marginalized groups who are the first victims of capitalism.

Using Marxist analysis, this paper begins with an examination of philosophical orientations of collaborator-intellectuals devoted to research in the service of empire: neo-positivism/academic capitalism, colonialism/counter-insurgency, and biological determinism/resiliency. Next, the role of pseudo-science and religion in supporting the researcher-collaborator are presented. Finally, a few historical and current examples of research in the service of empire are reviewed, including the military, environment, and public health/education.

Agosto, Vonzell, *University of South Florida*

Place Walking: A Trioethnography on Biracial Identities

The duoethnography method represents an emergent form of qualitative inquiry involving dialogue between researchers, artifacts of cultural media, and other researchers (Norris, Sawyer, & Lund, 2011). This proposed trioethnography between a professor of education and two doctoral students takes the ideas of “laying down a path in walking” (Varela, Thompson, & Rosch, 1991, p.236) and dialogue between participants and fuses them into the concept of “place-walking.” This place-walking involves the trioethnographers physically revisiting locations within a college of education at a large, urban research university to share dialogue of past and current experiences at the intersection points of race, place, and power. This dialogic method, coupled with traditional ethnographic uses of place in research, is aimed at enabling duo and trioethnographies to engage both physical and abstract concepts of places as a source of dialogue to inform and provide context to resulting data.

Agüero, Alejandra, *Graduate Student/Administrator*

The Global Impacts of the Bologna Reform: European Integration in Education

During its Sixteenth Session conference in Istanbul (1989), the Ministers of Education of the Council of Europe recognized the rapid development of the information society (Council of Europe, 1989). Their prediction was that new communication technology would impact areas of social, political, economic, and cultural life, requiring fundamental changes in education to provide subjects with the knowledge and skills needed to participate in a global economy. The purpose of this study is to provide an analysis of the European anticipation to modernization and, resulting approach to traditional institutions of knowledge. From there, insights into the impact of this European Integration are shown

to influence US educational policy in intended or unintended ways. The global impact of European Integration is explored using the local case of educational policy at the University of Illinois.

Aguila Garcia, Carlos Gabriel, *Public Health Laboratory, University Center for Health Sciences, University of Guadalajara*
Concepciones Culturales Sobre La Migracion En Adolescentes Residentes De Una Comunidad Del Estado De Jalisco

See Becerra Moscoso, Mitzi Rubí

Aguila Garcia, Carlos Gabriel, *Public Health Laboratory, University Center for Health Sciences, University of Guadalajara*
Afrontamiento de la Mujer Ante la Migracion de su Pareja y Repercusiones en su Salud

See López Hernández, Rebeca

Aguilar-Riveroll, Angel M., *Universidad Autonoma de Yucatan*
Challenges implementing Educational reform in Mexico's secondary Education

See Lopez-Gamboa, Galo E.

Aguilar, Israel, *Texas State University*
Un testimonio: Discovering the self in the company of others

See Nino, Juan Manuel

AGUILERA VELASCO, MARIA DE LOS ANGELES, *Universidad de Guadalajara*

Educative preparing of the retirement in older adults and their families

Qualitative study in two phases to systematize experiences, learnings and expectations of older adults and their familiars in educational preparing of the retirement. Eight family members, six retired and two people near the labor retirement participated. Data were collected using semistructured interviews and SQA-E format. The educational strategy was an interactive conference. Phenomenological analysis was made for the experiences. Naturalistic criterial evaluation, initial and final, for learning and expectations. Participants reported their problems and wanted to continue studying.

Aguinaga, Arellys, *University of Wisconsin-Madison*
Crossroads of Pink Cobblestone around the Ivory Tower: Female Students Reflect on their Career Journey

Explorations of career paths to date have been largely quantitative. The purpose of this in-depth study, therefore, is to understand how five female doctoral students make meaning of graduate study in the context of their career paths. Drawing on qualitative feminist-relational perspectives and interpretive methodological frameworks, the researcher/ participants utilize interviews and a collaborative process to guide data analysis and interpretation. Three major themes emerge: "The Eternal Becoming," emphasizing the diachronic nature of participant perspectives, "The Human Drive," or relationship-driven motivations for undertaking graduate study, and "The Pink Factor," detailing how their woman-ness (distinctive female experience) defines (and defies) their career paths. These findings enrich the existing literature to include the central influences of individual

meaning-making, relationships, and gendered notions of career path on the decision to pursue graduate study.

Ahmad Bustamam, Ummi Salwa, *Universiti Sains Islam Malaysia*
Crafting Strategy towards Achieving the Shariah Compliant Quality Standard: A Qualitative Inquiry

Malaysian Standard (MS) 1900:2005 is an established standard which specifies the requirements for a shariah compliant Quality Management System. The aim of the standard is to ensure that organizations are managed in accordance with universally accepted values such as justice, honesty, truthfulness, sincerity, timeliness and discipline. Also, the halal and non-halal aspects of all processes necessary for the delivery of services and products are identified and communicated within the organization and effectively implemented. The increasing numbers of organizations received the standard show the significance and vigilance of utilizing Islamic principles in the business organizations in Malaysia. A case study approach is sought to understand in-depth of why and how business organizations crafting strategy towards achieving the MS1900:2005. Lessons learned from the case will provide useful tactics to nascent business organizations to achieve business growth through implementing MS1900:2005.

Aicher, Angela Libby, *Drexel University*
Veiling and Unveiling: An Artistic Exploration of Self-Other Processes

See Scotti, Victoria

Akande, Issac O., *University of Illinois Urbana-Champaign*
Indigenous Methodologies, New Materialisms, Arts Based Research and the Ontological Turn: Exploring the Intersections

See Rosiek, Jerry Lee

Akhmediyarova, Aislu, *Center for Human Rights, UNICEF, Astana, Kazakhstan*
The Current and Future Role of Social Work in Kazakhstan

See Koenig, Terry Lea

Akman, Berrin, *Hacettepe University*
Opinions of Family Court Judges about the Reflection of Domestic Violence on Children

See Togay, Zerrin

Akman, Berrin, *Hacettepe University*
Opinions of Preschool Teachers and Families regarding School Adoption Periods of Children

See Ozen Altónkaynak, Senay

Akman, Berrin, *Hacettepe University*
Opinions of Preschool Teachers and Families Related to Primary School Readiness Period

See Ozen Altónkaynak, Senay

Akpınar, Pinar, *Regional Environmental Center (REC) Country Office Turkey*
Pre-Service Teachers' Opinions on Green Pack as an Environmental Education Material

Green Pack (GP) emphasizes the formation of new values, the establishment of a new model of behavior; encourages students to take a proactive approach to environmental challenges. GP is a multi-media educational package for children. GP includes 22 topics related to environmental protection and sustainable development. Each topic is designed to stoke the teacher's imagination, lead to the organization of events similar to the ones suggested.

It has been adapted into Turkish education system. At the end of 2012, 11.000 packages have been used by 11.000 teachers, more than one million students all around Turkey.

In this study, pre-service teachers' opinions on relating to availability on GP were studied. The data has been collected by open-ended questions. It has been applied to pre-service teachers. The research data is analyzed with descriptive analysis technique and document analysis method. The research is resulted with the suggestions based on the findings during analysis.

Akpınar, Pinar, *Regional Environmental Center (REC) Country Office Turkey*
The Perspectives of Teachers about Sustainable School

See ATMACA, Sevilyay

Akrom, Muhamad Ali, *Northern Illinois University*
Decentralizing Curriculum Decision-Making in Indonesia: A Case Study

This study explores the implementation a curriculum decentralization initiative in Indonesia. Using an interpretive case study method, the researcher examines how local stakeholders of five elementary schools in a city in the southeastern part of the archipelago develop and implement their curricula, as well as the conditions facilitating and hindering them. Multiple interviews and focus groups were conducted with a wide range of local stakeholders, including teachers, principals, parents, and officials from the local education office. In addition, observations and analysis of various curriculum related documents were conducted. Preliminary findings of the study indicate that the implementation of the policy did not seem to translate into a meaningful decentralization of curriculum decision-making at the local level. Lack of skills and resources, along with restricting guidelines and regulations, has prevented local stakeholders from effectively taking part in curriculum development.

akyuz aru, sōdōka, *guest*
Examining Of Planning For Improving Vocabulary In Turkish Language Textbook Prepared According To The Primary Education Curriculum

The purpose of this study is to determine whether there is systematic planning in texts in Turkish language textbooks prepared in accordance with primary education. Turkish language curriculum to teach students about the question of how words are made within a framework based on the teaching of vocabulary instruction.

Document review method in qualitative research approach was used in this study. To determine planning quality of vocabulary instruction in Turkish language textbooks and its current practices, research document was selected as 1., 2., 3., and 4. Grades Turkish language textbooks approved by the Board of Education within the Ministry of

National Education for primary education level and published by the Turkish Ministry of education for 2013 academic year.

The findings showed that there is no a systematic planning which is based on the primary school texts in Turkish textbooks for the vocabulary instruction on the themes and grade levels.

Al Sager, Abdellatif, *awalsager@students.tntech.edu*

Introducing the Unfamiliar: Get to know your Muslim student!

Introducing the Unfamiliar: Get to know your Muslim student! It is important for teachers to understand the different cultures that may be present in their classrooms. Muslim students have various special attributes and practices that need to be taken in consideration by their teachers. In this presentation, the Muslim culture will be briefly described to create a general understanding of the culture as a whole. In addition, Different Islamic religious practices that might interfere with daily classroom activities will be explained in order for teachers to accommodate those practices on their academic calendar.

Alba, Brandy, *Texas State University*

Race and Gender in English: An Autoethnography

This autoethnography will examine my experiences as a White, female educator trying to discuss issues of race and gender discrimination in undergraduate English classes at a private, predominantly White institution. I will consider how language choices mediate my classroom experiences and the ways in which language is ineffective in reaching students who “speak in a kind of code” (Prendergast, 2003) that identifies not discrimination, but complaints about discrimination to be the real problem.

Albuquerque, M’rian Barroso de, *Universidade de Fortaleza*

Teachers« Perceptions about the voice

See Brasil, Christina Cesar Pra_a

Albuquerque, M’rian Barroso de, *Universidade de Fortaleza*

Teachers« vocal health: the interfaces between the popular and the scientific knowledge

See Brasil, Christina Cesar Pra_a

Albuquerque, M’rian Barroso de, *Universidade de Fortaleza*

Daily life vocal demand of teachers« in modern times

See Brasil, Christina Cesar Pra_a

Alexander, Amanda, *UT-Arlington*

Researching with Undergraduate Pre-Service Art Teachers: Rewards and Insights

To better understand how art teachers in the Dallas-Ft. Worth (DFW) area advocate for the arts in K-12 schools and their own communities, four undergraduate students at the University of Texas-Arlington conduct surveys and interviews with area art teachers. Through the surveys and interviews, students examine how often art teachers are advocating for the arts, in what capacity, to whom, and much more. This presentation not only outlines the research on how art teachers advocate for their careers and art in society, but also how working with a group of undergraduate students can be both rewarding and insightful. Students are able to work with some quantitative methods, but mostly pulling

qualitative testimonials, quotes, and themes from the art teachers to provide a rich, full picture of how art teachers in the DFW area are advocating for the arts.

Alexander, Bryant Keith, *Loyola Marymount University*

Memory, Mourning and Miracles: Traversing Boundaries of the (Im)Possible through a Triple (Critical) Autoethnography

Memory is a tensive bond between past and present, a productive tension between appearance and reality, and a tender necessity in the maintenance of the everyday. In this performance we three brothers search and seize upon moments when the fragility of memory is but a thin strand that we hold onto as we mourn what we have lost and are in the process of losing, and as we yearn for miracles. We engage a triple autoethnography in which we both individually and collaboratively work memory using each others' processes to trigger the emotional response of our individual experiences.

Alexander, David, *Georgia State University*

Youths' Definitions of Race and Sexuality via New Social Media

See Bartone, Michael Dominic

Allen, Kim, *ESRI, Manchester Metropolitan University*

Disgusting celebrities: Celebrity motherhood and the cultural politics of austerity

The paper will reflect on the methodological challenges of, and report emerging findings from, a research project investigating youth and celebrity culture (celebyouth.org), funded by the UK Economic and Social Research Council. It will explore how the cultural and gender politics of austerity play out through the celebrity maternal body. Drawing on textual analysis of mediated representations of celebrity motherhood, public responses to this, and interview data with young people, I will argue that a feminist and class analysis of celebrity motherhood reveals the cultural scripts of femininity which characterise the present conjuncture of austerity. As 'exemplary' mothers and cautionary tales respectively, I show how the Duchess of Cambridge, Kim Kardashian and others become vessels for anxieties and fantasies around femininity, fertility, aspiration and social class, operating as figurative props that collude with Western states' attack on welfare and shift towards conservative ideologies of the family and gender relations.

Allen, Kim, *ESRI, Manchester Metropolitan University*

Qualitative Inquiry and the Pace of Academic Life

See Mendick, Heather

Allendyke, Sylvie Philomena, *ESRI MMU*

The (im)possible death of affective data?

This paper will engage with 'data', or 'empirical materials', to disrupt the humanist supposition that data, as non-human object, dispassionately waits for the 'breath of life' that is the autonomous, intentional, human acts of analysis and interpretation _ in short, qualitative research. As Jane Bennett notes, 'process itself is an actant' (2010, 33) and as such it is necessary to consider the process of working with empirical materials differently, away from what Deleuze (2004) conceptualizes as good and common sense. By taking up Norman Denzin's provocations in the 'Museum of Qualitative Data', what will be considered is the ways in which empirical materials are 'eaten' and how these same empirical materials 'bite back'. In this sense, qualitative research can no longer

consider *data* as passive, or even impassive; devoid of affects; instead it must think of them as what Jane Bennett refers to as *Vibrant Matter* (2010, 3).

Alexsaht-Snider, Martha, *The University of Georgia*

Positivist Science Curriculum and Post-structural Pedagogy: A New Materialist Entanglement

See Aghasaleh, Rouhollah

Almajed, Fejer, *University of Edinburgh*

Liberation and Transformation: An Experience of Psychosis

An episode of madness, in its truest sense, what psychiatrists would call an *acute isolated psychotic episode*, brought me to a place where inhibitions were removed and my usual filtering and weighing up of even the most minute decisions was severely impaired. Through my newfound honesty and spontaneity with people in my surroundings, I encountered fear, aggression and surprisingly love. Madness to me was a looking glass through which I could perceive people in their truest sense and how they responded to me as a frightening and uncontrolled *other*. Ironically due to the nature of the episode, though the *othering* was a prominent part of my relationships with people, I never felt alone. In my mind, I was intimately connected with the Universe and all around me there were signs to help me in my predicament. I was being taught by this unknown force how I would fit in and belong in a culture that had rejected me. I felt protected and loved by something I could not describe but only sense and know. Though an initially painful and exposing experience, I feel that this episode put me on the road to questioning my way of life, my career and even my physical appearance. Though my reality, due to my illness was radically altered for only a short period of time, I have chosen to retain aspects of it which have led me to a fuller and more *alive* way of experiencing.

Almostadi, Wala, *Saint Louis University*

Bosnian and Somali Refugee Resettlement in St. Louis, Missouri

See Matsuo, Hisako

Alonso, Luliana, *UCLA*

Excavating Experiences Captured in Time: School Yearbooks and Historical Recovery

Most contemporary accounts of the historically impoverished neighborhood of South Central

LA, formerly known as *Central Avenue* has largely focused on the historical African American

experience. This has been largely due to the recognition that South Central LA has been the

largest black community in California since the 1900s and was one of only two substantial

African American centers in the West (De Graaf, 1970). Yet, the historical presence of Chicana/os in South Central LA has been rendered invisible in historical accounts. Due to the

widespread phenomenon of racial restrictive housing covenants during the 1920s, residential

segregation was maintained to keep African Americans, Japanese and Mexican residents out of

white neighborhoods. Residential segregation in turn, had the effect of creating South Central

LA as one of the most racially and ethnically diverse communities where a large number of

Chicana/os, African Americans and Italians lived along Central Ave., (Sides, 2003).

Gloria

Miranda (2006) has argued that Chicana/os have settled in different parts of Los Angeles and

adjacent communities since the turn of the century, moving eastward across the Los Angeles

river, while others followed the railroad tracks southward towards Watts and beyond, into

adjacent communities. Yet, the historical record has not captured their presence in this neighborhood. Recognizing the existence of the historical Chicana/o community in

South Central LA generally,

and understanding how their social and economic conditions during the 1930s and 40s

impacted the educational opportunity of Chicana/o students specifically, is crucial to fully

understand the historical frames that shape contemporary issues of educational access and

conditions in this same neighborhood. This paper is based on a dissertation study that relies on

archival sources and oral histories of former students who attended neighborhood schools during

the 1930s and 1940s to create a historical counterstory. It has been my cultural intuition that has allowed me to foster creativity in my methodological approach as I engage in the research process in the archives. In engaging multiple sources, my cultural intuition is central in guiding my approach and

interpretation of data. My personal experience as a native of South Central LA and an alumni of

neighborhood schools provided insight about the historical invisibility of the Chicana/o community in the official historical narrative of this neighborhood. Specifically, my cultural

intuition has provided insight into the importance of non-technical literature such as school

yearbooks and public documents when attempting to recover the Chicana/o educational history

in South Central LA schools. Through the use of school yearbooks, I have been able to document not only the presence of Chicana/os students in local schools but also piece together

their racialized and gendered educational experiences through the series of photographs that

capture the educational curriculum of the times. My cultural intuition has indeed guided my

research approach and has allowed me to locate the Chicana/o community historically in the

pages of South Central LA school yearbooks.

Altman, Julie Cooper, *Adelphi University*

Participant Experiences and Perceived Value of Mothers' Centers as a Vehicle for Social Change

The purpose of this research was to document mothers' experiences in Mothers' Centers (MC), particularly the value of this growing movement as a vehicle for social change. An ethnographic research approach was used to investigate how participants understood the meaning and value of their experiences. Coding and thematic analysis of the interview data, field notes, and other artifacts yielded three basic themes: 1) the increasing importance of agency in motherhood; 2) the experience as a transformative process for the women; and 3) MC's impact on strengthening their families, and as such, potential vehicles for larger social change. The multiple ways MCs enable mothers to be effective in using their knowledge and experience as a catalyst for personal and societal changes that benefit families were illuminated. Examples illustrate how MCs helped members connect their individual (personal) with our collective (political) and work toward greater social and economic justice in the world.

Alvarez McHatton, Patricia, *Kennesaw State University*

Facilitating the Writing Process through Photovoice

Often, youth are not provided with opportunities to explore their lives within the context of school, community, and the world at large. This is especially true for students who are culturally and linguistically diverse and may feel marginalized within majority culture. Expressing one's self through a variety of writing genres provides opportunities for exploration and exposure. By providing these opportunities, youth learn about themselves and also provide information that is helpful to teachers and other professionals that work with them. This presentation describes a project in which photovoice was used as a venue to facilitate the writing process. Participants were a group of Latina middle school students. A description of the process will be provided, along with samples of the students work.

Alvarez McHatton, Patricia, *Kennesaw State University*

Ripples: Exploring Identity and Xenophobia through Playbuilding

See Norris, Joe

Alvarez, Wilfredo, *Northeastern Illinois University*

Language, Dirty Work, and Discursive Closure: A Case Study of Latina/o Immigrants' Experiences and Implications for Organizational Justice

This paper is part of a larger qualitative research program that examines how organizational communication is mediated by perceptions, stereotypes, and (non)verbal communication and the implications of these everyday dynamics for organizational (in)justice. This study used an ethnographic framework that relied on participant observations and interviews with 25 Latina and Latino immigrant custodial workers at a large southwestern public university in the United States. Major findings show that the nature of custodial work appears to be related to custodians' communicative superficiality and isolation. This finding also suggests that the nature of custodial work contributes to a system that maintains Latina and Latino immigrant custodians in a discursively suppressed space. Based on this finding, it seems that significant relationships exist between organizational structures and custodians' agency within those structures—mediated by their immigrant status, race-ethnicity, class, and occupation.

Alves, Mateus R., *Universidade Federal de Minas Gerais*
Using Qualitative Methodologies as the Background for a Patient-Centered Curriculum: A Duoethnography

See Ramalho de Oliveira, Djenane

Amann, Carol,
A Phenomenological Exploration of International Nurse's Motivation

See Diener, Elizabeth

Amlani, Salma A., *Texas State University*
A Cultural Analysis of Satymev Vijante

The Indian society is based on the patriarchy philosophy and hence, there is a disparity between male and female. Several issues are prevalent in the Indian society because of gender inequality for instance female foeticide, domestic violence, dowry, and access to education among others. One of the strongest approaches to fight against the social issues is to create awareness through media. A reality television show called Satymev Vijante was one of the endeavors in the Indian society to ignite change about the critical issues in the society. The TV show received a huge response from viewers and critique. I want to comprehend the impact of the show on personal front of individuals in terms of thoughts, feelings, knowledge, and as an individual of the society in terms of role and responsibility.

Amorim, Rosendo Freitas de, *UNIVERSIDADE DE FORTALEZA*
Políticas Públicas e Diversidade Sexual

See Gomes, Leonam da Cunha

Anderson, Ingrid Elizabeth, *University of the West Indies*
The Hidden Face: A Mixed Study of Covert Bullying among Secondary School Students in Jamaica

The main purpose of this study is to acquire an understanding of secondary school students' experiences of covert bullying in the context of their Jamaican culture and social and economic environs. The research methodology is a mixed sequential design initiated by ethnographic qualitative research to explore and capture authentic data that will give students a voice and inform the subsequent quantitative study. Qualitative data will be harnessed from within four or five localities where eclectic groups of youngsters gather and captured by way of four or five relaxed group sessions, at least 20 individual, unstructured face-to-face interviews as well as, direct observation of participant students. Comparative analysis of the qualitative data will then be used to articulate relevant themes and devise the survey instrumentation for further investigation into the nature and prevalence of covert bullying within the secondary school system

Anderson, Joy Marie, *Arizona State University*
A Content Analysis on Ethnicity and culture in State Social Studies Standards

The purpose of this study started out as a look at how minority ethnicity and culture is expressed in four state social studies standards but, based on the initial data analysis, became a description of how these standards define what it is to be an American. Over the past 3 years the state of Arizona banned the teaching of ethnic studies in the state's public and charter schools. Many have argued that since the United States has had its first Black president, we are now living in a post-racial society (Hill-Collins, 2009). My

research questions are as follows: How are notions of culture and diversity constructed in these states' social studies standards? With regard to cultural diversity, what are differences and similarities between the standards of this select sample of U.S. states?

Anderson, Kate T. *Arizona State University*

Systems, Selves and Positioning: Illuminating Ideological Tensions for Marginalized Youth

This paper examines how academically marginalized youth in Singapore positioned themselves amidst competing discourses, both in talk and texts, surrounding ability, schooling, language, and identity. Interactional analysis of discursive positioning highlights the negotiation of ideological tensions between who is seen as able and how in this educational context. Data draw from a three-year ethnographic project in Singapore in which youth ages 11 through 16 participated in digital storytelling workshops both in- and out-of-school. Participants were marginalized due to their lower test performance and ensuing low tracking in secondary school (as well as for their home language and perceived lack of English proficiency). In light of participants' marginalization and the Singapore cultural context, I examine the ideological becoming that context, and disruptions to normative views of ability, afford. Analysis considers metacommentary about youths' own actions and characteristics as well as about the project, school, and the Singapore context in general.

Anderson, Myrdene. *Purdue University*

Recovering Voice in Ethnography

Even though human languaging did not arise in vocality, we fixate on the oral/aural as the natural coin of the realm in communication. Ethnography, classically based in "participation" and "observation," largely rests on "listening," and "listening" more than "speaking". Social scientists privileging the leading role of the speaker-investigator, may hide behind the protocols of interviews and questionnaires, as these are amenable to coding, manipulation, even statistical analysis. The ethnographer, in contrast, is more passive, keen to attend to all voices in a tapestry of voluntary social others. Here we inquire how we access all our senses in honoring the metaphoric voice, embedded in the voices of our interlocutors and in their own interlocutors. In an effort to respect these accompaniments to empirical as well as lived experience, we discuss the roles of our own voices as they relay the voice and voices in the field.

Andrade, Selma Regina de. *Federal University of Santa Catarina (UFSC/BRAZIL)*

Complex context of Primary Health Care and nursing leadership

See Lanzoni, Gabriela Marcellino de Melo

Angus, Jan. *Bloomberg Faculty of Nursing, University of Toronto.*

Young Parents with No Fixed Address: Habitus, Dispositions, Capital, and Arts Based Methods

See Juando-Prats, Clara

Anttila, Eeva. *University of the Arts, Helsinki*

Dance as Embodied Learning: Communities in Motion

This paper focuses on a four-year project where dance was taught to all pupils of a public school within the school curriculum. Various dance events and teacher training were

also arranged. A collaborative action research study accompanied the project. The purpose was to articulate the notion of embodied learning and its connection to dance. The wider aim was to evoke discussion about the meaning of embodiment in learning. The notion of embodied learning entails that learning takes place within the entire human being and within the social and physical reality, and that embodied activity is a fundamental element in learning. Based on this study it seems that dance may trigger a positive cycle where individual's bodily experiences become intertwined with collaborative action. Performing seems to be an important path towards bodily awareness, self-confidence, and sense of community. Dance generated versatile learning experiences, related to being together and living together.

Anttila, Eeva, *University of the Arts, Helsinki*

Happy Incidents and Unexpected Encounters in the Academy

This performative presentation is a shared venture between four female academics working in the intersection of arts, arts education and artistic/qualitative research. The unexpected encounters of our worlds and thoughts have given birth to this shared process of inquiry. Through playful improvisation based on simple patterns, everyday actions, verbal reflections and experimental writing, we are fumbling towards collaborative research practices. We are challenging ourselves in a search for intuition, spontaneity and playfulness that too often become lost in the academy. Drawing from some of the ideas of philosopher Gilles Deleuze our collaboration has moved us to consider the indeterminate and continually shifting, nomadic process of not-knowing in the midst of sometimes striated academic (writing and presenting) practices. We are willing to see how our collaboration may help us in finding new, maybe happier ways to act, relate, think and write _ or, to be(come) in the academy.

Arai, Sayuri, *University of Illinois at Urbana-Champaign*

Cultural Memory, Media, Intertextuality

Cultural memory is constructed and reconstructed through media. Not only media texts often work together with other texts but also important events are repeatedly represented over years or decades in different media, including photography, novels, and films, to name a few. As such, intertextuality, that is, the accumulation of meanings across a variety of texts, produces and maintains cultural memory. Using examples mainly from visual media, this study seeks to provide insight into the processes of memory-making in the media.

Araújo, Priscila Fran a de, *Universidade de Fortaleza*

Ações Educativas como estratégia para a Promoção da Sacode

See CATRIB, ANA MARIA FONTENELLE

Archer-Kuhn, Beth, *kuhnd@uwindsor.ca*

Parents As Advocates: Using Phenomenology to Hear the Voices of Parents in Child Custody Decision-Making

Child custody decision-making typically occurs through our legal processes and system. Judges, lawyers and social workers are often involved in child custody decision making. These professionals are in positions of power with processes organized to facilitate their decision-making abilities.

Parents have the responsibility to raise children and make decisions on their behalf, including after separation and divorce. Parents' lived experiences provide them with a

unique understanding of their family's situation, positioning them to advocate for their children. Advocating for their children can place parents in positions of power and provide processes to facilitate their decision-making abilities.

Phenomenology, as a methodology, provides a roadmap whereby parents can reflect on their experiences so that, through discussion, the parents and researcher can better understand the parents' lived experiences. Recommendations learned through this reflexive process can help parents advocate on behalf of their children by informing policy related to child custody decision-making.

Archer, D. Eric, *Northern Illinois University*

Exploring the "Coming Out" Experiences of Undocumented Latino/a College Students

See Santana, Jocelyn

Archibald, Thomas, *Virginia Tech*

Evidence in Practice: The Ontological Politics of "Evidence-Based" Education

Education should be evidence-based. On the face of it, this dictum is at once warranted, welcome, and slightly platitudinous. However, the "evidence-based" movement's more narrow definition of evidence--favoring randomized controlled trials as the "gold standard"--has stimulated much debate and critique. Such critique, though insightful, often lacks grounding in practical settings. To address that lack, this qualitative study examined what actually happens, in practice, when people support the implementation of evidence-based programs (EBPs) or engage in related efforts to make non-formal education more "evidence-based" in two contexts (in the U.S. and in Kenya). Guided theoretically and methodologically by science and technology studies (especially the notions of cognitive justice and ontological politics) and institutional ethnography, the study used semi-structured interviews, participant observation, and document analysis. This study reveals the myriad ways in which EBP implementation support involves difficult negotiations between divergent and clashing epistemologies and ontologies.

Arevshatian, Lilith, *Kingston Business School*

They Just Don't Really Get it, This is a Vocation and I Wana do it: An Interpretative Phenomenological Exploration of Wellbeing

This study tells the tale of a special group of healthcare 'customer service' workers called PALS. On the one hand they are front line staff, taking in and addressing patient concerns; on the other, they are change agents, initiating back office organisational change. Nine participants were interviewed using interpretative phenomenological analysis. Two emergent themes affirm that when it comes to their job, others "just don't really get it", especially the extent of their emotion work. Their wellbeing experiences are more comparable to social workers than to customer service workers. And yet, they nevertheless declare that "this is a vocation and I wana do it". Reflexive interpretations lead to the conclusion that some public sector workers are misunderstood, and erroneously perceived as 'customer service' even though they engage in complex problem solving and significant emotion work.

Arwiwa, Ezendu, *University of Bedfordshire*

Green Technology and E-Learning in Delivering Open Learning Assessment using Support Mechanism Models

The purpose of this research is to investigate and validate Green Technology and E-Learning in Delivering Open Learning Assessment using Support Mechanism Models

as means of instructional practices that maximize the information systems application skills and academic achievement within the diversified nature of students' composition in universities and applied institutions. The work focused on ethnic minority and majority of students with disabilities considering the limited resources available to them. The research used info-media and virtual application as bases for motivation and engaging students assessment and analysis procedures as a research tools. The research considered the time frame available and focused on business information systems module taken across the university and allied institutions. The research examined the relationships between students' achievement and performance when supported by knowledgeable peers in a semi structured groups.

Ariza, Gustavo, *Profesor Universidad de Antioquia y Universidad Mar'a Cano*
Experiencia de Crianza de ni-os con S'ndrome de Down desde el rol paterno.
Medell'n-Colombia, 2013

See Zuliani, Liliana

Arizpe, Hortencia, *University of Illinois at Urbana-Champaign School of Social Work*

Community Climate for Gender and Sexual Minority Youth: A Mixed Method Analysis of Objective, Perceived, and Qualitative Climate Measures

Community-level support for gender and sexual minorities (GSM) is correlated with risk of suicide, substance use, and sexual risk behavior among GSM youth (GSMY) (Hatzenbuehler, 2011; Hatzenbuehler et al., 2012). Measuring community support, however, is a relatively recent endeavor. Oswald et al. (2010) created an objective measure of community climate using publicly available data aggregated into a normalized z-score to represent the climate of a particular county. They found a positive correlation between this objective measure and perceived climate reported by GSM adults on a survey. These quantitative measures of community climate, however, have not been studied alongside qualitative reports of climate. It may be that a community quantitatively categorized as supportive has vast individual variations based on family and religious values, peers, and school-level factors. The purpose of this study is to examine three measurements of community climate among GSMY living in a nonmetropolitan community to enable better overall understanding of the community-level variables impacting GSMY's well-being. Three measures are being administered with a sample of GSMY (14-18 years old) living in a nonmetropolitan community. Participants complete an in-depth interview with questions asking participants to describe their community, discuss where GSMY can feel safe in their community, and describe the climate of their community. Participants then complete a survey, providing their zip code and a ranking of their community climate as hostile, tolerant, or supportive. Finally, researchers utilize participant zip codes to obtain an objective measure of community climate using Oswald et al.'s (2010) procedures; obtaining publicly available data (including ratio of same-sex households, ratio of supportive religious adherents, voting behavior), as well as additional school-level variables, relevant to community climate for GSMY. Utilizing quantitative (correlations), qualitative (grounded theory), and mixed method analytic procedures, the different measures of climate will be compared for where they converge or diverge to enhance overall understanding of these measures. Findings will be used to enable more nuanced measurements and overall understanding of the impact of community climate on GSMY's well-being. These findings will contribute to creating safer and more supportive communities for GSMY across diverse geographic regions.

Arizpe, Hortencia, *University of Illinois at Urbana-Champaign School of Social Work*

Ensuring Cultural Applicability of a Model of Positive Youth Development for Use with Nonmetropolitan Gender and Sexual Minority Youth: Understanding Ecological Assets

See Pacey, Megan

Arizpe, Hortencia, *University of Illinois at Urbana-Champaign School of Social Work*

Gender and Sexual Minority Youth's Perceptions of Social Support and Utilization of Community-based Resources: A Mixed Methods Analysis with Social Work Implications

See Hwu, Amanda

Armstead, Dinah, *University of Illinois at Urbana-Champaign*

Global Competence and Study Abroad Programs: The Etiology of African-American Underrepresentation

Global competence is becoming increasingly important so much so that institutions of higher learning are including Global Awareness in their mission statements and strategic plans. To foster Global Awareness, students are encouraged to study abroad or take courses at home with an international component integrated into the curriculum. Yet, participation in study abroad programs by African-American students has not been representative of the number of African American students enrolled in higher education. Washington (1998) found that family, faculty, fear, finances and lack of awareness were the most prominent reasons for not participating in study abroad in study abroad programs among African-American students. Interviews with past study abroad recipients were conducted with to see how they overcame these obstacles, and what they experienced in their study abroad programs. Also examined are different areas of capital and how they are used to enhance or inhibit participation in study abroad programs among African-Americans.

Arnold, Ashley Marie, *Iowa State University*

Coffee Ceremony and Cultural Identity: An Interview with Ethiopian Women

Traditional assimilation model proposes that acculturation of immigrants and their families are key to the economic and social advancement in a new culture. Immigrant groups are expected to progress from acculturation through the adoption of mainstream-society cultural practices. At the same time, there is sizable literature which substantiates that certain immigrants are able to keep a very strong tradition and cultural identity of their origin while they go through adopting the new culture.

Based on interviews with six Ethiopian women, this research investigates how they negotiate their cultural identity. Specifically, the study will focus on the identity negotiation of Ethiopian women regard to traditional coffee ceremony. The analysis draws on telephone interviews which I am conducting with six Ethiopian women residing in the United States. All of the women have been out of Ethiopia for more twenty years; and all of them recount the dimensions of identity with their culture.

Aronsson, Lena, *Department of Child and Youth Studies, Stockholm University*
Exploring the take up of neuroscientific knowing in Swedish pre-school literacy practices

Almost daily we see MRI, CAT and PET scan images of brain activity in newspapers, popular science and media blogs. However, the emerging research field of neurology has not yet made a significant entry in the Swedish school and pre-school systems. The aim of this participatory ethnographic research is to study how knowledge from the neuro- and cognitive sciences are received, critiqued, and/or taken up by preschool practitioners to inform literacy practices. The larger framework for this study is a long-term monthly network in a municipality where pre-school teachers, researchers and invited experts collaborate around practitioners' documentations of children's literacy activities. In an ANT-inspired study (Latour 2013, Mol 2002), the task is to map the topology of the network and the transversal connections between the different disciplines and their various discourses and practices, and how they become productive of different forms of knowing and practicing in everyday literacy learning activities.

Aroztegui-Masera, Carmen, *Universidade Federal de Minas Gerais, Brazil*
Re-creating Oppression and Hope: Responses to a Multimedia Installation of the Prison Experience and Memories

See Lincoln, Yvonna

Arruda, Raisa Pinheiro, *Universidade de Fortaleza*
The Pain of Educating: considerations on teaching work

This article discusses the work of public elementary school teachers, in Fortaleza, Cear , through an action research developed in a practical internship in management processes and worker health. It was conducted in a municipal school and aimed to understand how teachers deal with their daily lives considering the changes in the professional world, considering how such transformations affect their subjectivity and mental health. Discussion groups were developed on the following themes: the teacher's role, authority in classroom, identification of these professionals with the teaching activity, responsibility for the student's learning and teacher-student relationship. The speech of the teachers showed a strong sense of frustration at the idealization of teaching practice, according to the current scenario of education, and the continuous social devaluation of this occupation. The teachers experience feelings of frustration, helplessness, anxiety and stress. This situation brings the necessity of actions that can change this reality to promote health.

ARSEGO, LIVIA, *NETSI/PUCRS*
Intersectorality, Social Networks and Citizen Participation: Challenges of Social Work

See BELLINI, MARIA ISABEL BARROS

ARSEGO, LIVIA, *NETSI/PUCRS*
Intersectorality, Social Networks and Citizen Participation: Challenges of Social Work

See BELLINI, MARIA ISABEL BARROS

Arteaga Uribe, Andr̃s, *Universidad Pontificia Bolivariana*

The return of the Quinquis and the Indignados movement in Javier Cercas's *The laws of the frontier*

Literature often portrays social changes and the role of the new (or recycled) identities in dealing with the (new) social order. Javier Cercas's novel *The laws of the frontier* (2012) revisits the post-Franco transition years. From the perspective of the Quinquis of the seventies the author immerses the reader in the social crisis of those years and establishes a dialogue with the last financial and social crisis in the peninsula. The Quinquis are not zombies or vampires but outlaws who question the invisible frontiers of the Spanish society and try to break them by breaking the law. In this paper, I want to look at the social meaning of these images as well as to discuss a broader question if we can speak about a new literary subgenre called *Novelas de Indignados* (Novels of the Outraged) in the context of the recent systemic crisis.

Arthur, Tabytha, *Denison University*

Discourses of Masculinity and Fatherhood: A Comparative Approach

Society generally expects men to embody a certain type of masculinity that leaves little room for emotion and expression of feminine characteristics, yet they are also expected to be good fathers. This paper explores masculinity and fatherhood through interview and a reflective comparison between two professors at a small, Midwestern university. Because of my close relationship with both professors, their responses are both candid and honest. The methodologies of comparison and interview allowed me to develop insights about vulnerability, relationships with other men and support. Through this comparison, I am able to explore infertility, expectations, adoption, participation in the birthing and rearing processes, mentorship between fathers, and the discourses that shape these men.

Ashley, Wendy, *California State University Northridge Social Work Department*

tHAIRapy: Therapeutic hair care as an ethnically relevant treatment paradigm for African American foster youth

Culturally competent, ethnically relevant treatment strategies are needed to address the attachment needs of foster youth in the child welfare system. African American female foster youth are triple minorities, marginalized and relatively invisible to the evidenced based treatment world. Hair is a fundamental element in the lives of African American female youth and can be identified as a protective factor for this population. Further, hair care can provide a context and vehicle for attachment, nurturing, and positive self-worth. This exploratory study (n=9) paired traditional psychotherapy with hair care to explore the impact of creatively combining two key services in the lives and experiences of African American female foster youth. Results suggest that hair care interactions improved attachment, placement stability, treatment engagement and self-esteem. Findings support the notion that therapeutic hair care interactions may serve as a context for culturally relevant, strength based intervention with female African American foster youth.

Assuiti, Luciana Ferreira Cardoso, *Federal University of Santa Catarina*

Organizing of the hearing healthcare network for people with HIV: causal and intervening conditions

This is a qualitative study with the objective of understanding the causal and intervening conditions for the management of the hearing healthcare network for people with HIV/Aids in Santa Catarina from the perspective of healthcare professionals and admin-

istrators. It used Grounded Theory as a methodological reference and the data collection took place through semi-structured interviews with 30 professionals and managers in 5 sample groups. It identified as causal elements the complex and fragmented public management of Brazil's Single Healthcare System and the concern for the new demand for the network. The influences found were the limitations in the hearing healthcare network. It concluded that the inclusion of speech therapists in the healthcare programs, especially in basic care, would contribute to suitable care for people with HIV/Aids, and would favor interlocation between the levels of care involved with hearing healthcare, and promote the consolidation of the healthcare networks.

strand, Annika, *Faculty of Humanities and Social Sciences*

Contemplations about Being a Researcher Within a Project with Research and Development Claims

The interweaving of educational research and educational policy is a problematized area (Carlgren and Hornqvist, 1999; Forsberg, 2012), but there are few studies that highlights what implications collaborative projects with both research and normative claims may have for those involved. The purpose of this study is to illustrate what it might mean to become a researcher in a collaborative project focusing school development. A performance ethnographic approach (Jones, 2008) have been used, where two former doctoral students, that is the authors, texts and retrospective narratives were analyzed in relation to other, more public versions related to the same project. As part of the analysis, questions were asked to the material concerning identity constructions, subject positioning and positioning (Davies and Harré 1990; Wetherell and Potter 1992) in relation to research and scholarly activity in general. Focus in the forthcoming paper will be on our narratives performed in an autoethnographic mode.

Atkins, Laura, *University of Illinois at Urbana-Champaign*

Writing Myself into Winesburg, Ohio

Winesburg, Ohio is a 1919 collection of short stories by author Sherwood Anderson. The fictional town of Winesburg is based on the writer's memories of his own town, Clyde, Ohio. The town has undergone dramatic challenges since those stories were written, and has recently been classified as a cancer cluster community. Since the mid-1990s, approximately forty children have been diagnosed with or died of brain cancer and other diseases. Environmental contaminants have been suspected, yet the cause of illness remains contested. In this paper, I write myself into the history of the town as a method of interrogating the intersection of power, ethics, and social justice.

ATMACA, Sevilay, *CIU*

The Perspectives of Teachers about Sustainable School

It is necessary to raise conscious individuals that are aware of the fact of sustainability, can learn its applications through experience in order to make sustainable development (SD) realizable, feasible by making it go beyond being an imaginary idea. The determination of the existing practices related to SD in schools, the views of the teachers that guide these practices are attached great importance.

The aim of this study is to investigate the views of the teachers on the sustainability practices in schools. To this purpose, six different groups of teachers were asked to express their views on sustainability in their schools through posters. The data collected through content analysis.

The results indicated that the teachers focused more on issues of saving electricity, water, transportation, nutrition, school environment and curricula in sustainability practices in schools. Moreover, the teachers stated that they considered their own teachers unsatisfactory in terms of SD practices.

ATMACA, Sevilay, CIU

Pre-Service Teachers' Opinions on 'Green Pack' as an Environmental Education Material

See Akpınar, Pınar

ATMACA, Sevilay, CIU

The Perspectives of Pre-Service Teachers about Sustainable Development

See GOKMEN, Ahmet

Augustine, Johny, St. Ambrose University

Women Empowerment Through Theory of Change

Proponents (James, 2011) of Theory of Change (TOC) assert that TOC is a powerful technique for setting goals, strategic planning, and program monitoring in social development programs. This paper describes the utilization of TOC framework in developing and implementing an economic empowerment program for 12 marginalized women in Kerala, India. Presentation will highlight the process through which project participants visualized the 'Causal Pathway' through backward mapping, including identifying the long-term goals and preconditions to meet the long-term goals, delineating project assumptions, designing the interventions, and monitoring the outcomes for the project. Preliminary observations indicate that participants jointly identified the project assumptions, expectations, outcomes, and the change process. In addition, TOC approach encouraged an ongoing process of reflection among participants to explore change and how change occurred. This paper contends that TOC is a beneficial approach in empowering people to become actively involved in social development projects.

Austin, Marne, Saint Mary's College

An Invitational Bomb: Relational Experiences of Coming Out

We challenge the notion that 'coming out' is a moment in time or a single, individual process. The notion of 'coming out' has been challenged by some scholars as heteronormative. In this performance, we respectfully challenge the genealogies of 'coming out' by autoethnographically using and interrogating the notion of 'inviting in' (Moore, 2011) as a creative alternative. We pursue the idea that coming out/inviting in is not a solitary experience of the one presenting an LGBTQ identity; rather, it is a relational experience, especially when the person coming out/inviting in is in a long-term, romantic relationship. Through prose, poetry, and spoken word, we argue for the continual re-examination of such discourses as we move forward in feminist scholarship and activism to encourage new outlets and awakenings so that we do not fall into habits of uncritical and limiting ways of knowing and living.

Av_ar Tuncay, Ay_eg_Yİl, Hacettepe University

Intertextuality of Asian European Fairy Tales

See Ba_, ...zlem

Av_ar, Cemre, Middle East Technical University

A research for the personal protective equipment usage of chemical engineers in laboratory

The aim of this study is to investigate the opinions of senior class chemical engineering students about the necessity of wearing personal protective equipments (PPE) during laboratory sessions. The research is carried out with 80 participants who are taking Chemical Engineering Laboratory II class in Middle East Technical University Chemical Engineering Department. Semi structured interview form is used in order to collect the data. Content analysis is used to analyse the written answers to the open ended questions. The results of this study show that the students believe the necessity of wearing PPE, but they have a limited knowledge about the laboratory safety. The results also showed that the students have used very few PPE and they should use proper PPE for each of the experiments being performed. By informing the students about the necessity of wearing PPE, it can be claimed that the results would improve their professional responsibility.

Awasum, Afuh, Texas Tech University

Re-constructing Identity in West Texas: Narratives from Cameroon, China, Philippines, Turkey, Vietnam & a Sometimes-Southerner

A diverse group of doctoral students found that in researching the social issues that had drawn them to qualitative research, they were actually negotiating their own identities. Recounting how one of China's National Relocation Programs had informed the moral, intellectual, spiritual and physical growth of himself and his family, Dong Zhou's autoethnography not only revealed the lifelong conflict that a childhood of repeated separation, reunion, relocation and adaptation can have on individual identity, but he also shed light on the paradoxical qualities inherent to an early life caught in this cycle. Every wounding carries with it a challenge; every journey holds out new educative vistas. A recurring pattern, this life story sheds light on an individual and a nation.

Within her research regarding her struggle with the stigmas attached to being an Alevi, a Turkish minority, Dilber Celebi was confronted by unexpected life-narratives that forced her to re-envision her very self. This autoethnography not only explored Alevi marginalization, but it demonstrated how the narratives we create, share and stumble upon inform the past-present-future of who we are becoming.

Conducting interactive interviews with a fellow international student, Thanh Phan's autoethnography focused offering transferable guideposts for others. She unpacked her adjustment to a new culture and identity re-construction as a doctoral student and researcher, in a multi-genre study illustrating the different stages of her journey as narratives, graphics and poetry

Teacher identity issues are essential to address in teacher preparation yet, as Parker Palmer said, this is a seldom-taken trail. In this auto-ethnographic piece, questions surrounding a graduate student's emerging identity in becoming a future professor and teacher educator are explored through children's book characters, true-to-life events, visual images, and poetry. Crystallization is employed to provide multiple entry points for others. Most graduate school communities bring people of various cultures together into a global village, as students combine studies with raising families. The mother's role has traditionally been to raise the child, while the degree of the father's involvement varies within cultures. This narrative study looks at 5 graduate students throughout birthing / prenatal classes, providing insight into hopes on fatherhood's journey.

Azim, Katharina A., *University of Memphis*

Traveling through Liminal Space: The Autoethnographic Account of an Immigrant

In this autoethnography, I describe my two-year experience with United States immigration. I use post-colonial theory to illustrate the liminal spaces between a comfortable identifiable life and bureaucratic processes of immigration services. As visa processes moved along, I found myself struggling with identity confusion and feelings of Otherness as an immigrant and a dependent spouse. My former perspectives as a Western professional female were challenged, as they did not comply with cultural norms posed by immigration services. This forced me to closely examine how my lifestyle deviated from normative expectations of heterosexual relationships and female identity. Thematising identity negotiations and the shifting of my positionalities in a foreign society, may illustrate the inner struggles of helplessness and frustration, and the removal of cultural privileges. Data are collected from personal journal entries and reflexive subjective analytic memos to employ an autoethnographic methodology.

Babchuk, Wayne A., *University of Nebraska-Lincoln*

ÖFighting for Social JusticeÖ: Improving Research-Based Practice in Minority Health Care

This inquiry provides an overview of a collaborative, community-based qualitative research project that explored how public health workers can better utilize research to improve practice in the area of minority health care. We discuss key aspects of our research design and the decision-making process employed at all stages of the research project to clearly articulate the methodological components of our study. This methodological analysis sets the stage for a review of our findings that yielded five overarching participant-driven themes targeted at strengthening links between research and practice. We conclude with the development of a model to further organize and better visualize these themes and provide suggestions and implications of our research. We hope this study aids efforts toward realizing our mutually shared goal of reducing minority health disparities and fostering more equitable health care through forging proactive collaborative community-based partnerships between researchers and practitioners.

Babchuk, Wayne A., *University of Nebraska-Lincoln*

How a Healthy Population Acquires Nutrition and Exercise Information: An Exploratory Mixed Method Study

See Hillis, Sally J

Babcock, Ashley Lynn. *Art Institute of Washington*

From Rifles to Writing: Helping Second-Year Veterans Succeed at a Professional Focus, Commuter Institution

This paper highlights the needs of second-year veteran students at a professional focus institution. Through an intrinsic case study that uses interviews, blog posts, and focus groups to collect evidence, the narratives of four veteran students are developed to highlight their experiences, challenges, and need for a comprehensive support program. Through the use of narrative inquiry, each veteranÖs story captures the lived experience of their second-year. Using Chickering and ReisserÖs (1993) revised seven vectors of student development as a framework, programmatic recommendations are made in order to help students become socially, academically and emotionally integrated into their institutional culture. Currently, veteran students are absent in second-year literature and this study aims

to begin the very important conversation about the need to have a nuanced structure in place to help veteran students thrive in the second-year and beyond.

Babcock, Ashley Lynn, *Art Institute of Washington*
Don't Forget the Middle Child: Supporting Second-Year Students

This research study situates this case study of second-year students at a professional focus, commuter institution within the current literature on second-year students. It also purports to continue the conversation and discuss what students need in terms of support in their second-year. This presentation highlights the findings of the case study and presents them through the use of crystallization, student narratives, poetics, and researcher reflections in order to provide a nuanced and multi-faceted view on the second-year at a professional focus, commuter institution. Narratives and poetics highlight what students at one institution need in terms of teacher-student interaction, professional development, academic and social engagement, and support services. The stories of eleven students from a variety of backgrounds and majors capture one cohort's lived experience of the second-year. The discussion provides recommendations for ways to strengthen second-year experience programs and to engage diverse student populations.

Badiee, Manijeh, *California State University, San Bernardino*
Ripples: Exploring Identity and Xenophobia through Playbuilding

See Norris, Joe

Baggett, Amy A., *Tennessee Technological University*
The Use of Technology to Enhance Literacy for Students with Autism

This paper will focus attention on the use of technology to enhance literacy for students with ASD. The purpose of this study is to correlate how technology is currently being used with students with ASD to enhance their lives and communication skills, and then how those same skills can be used to help enhance literacy for those students

Bailey, Lu, *Oklahoma State University*
You can get out, but you can never leave: A female professor reflects on retiring.

This paper reports on a multi-year qualitative case study of a professor's transition into retirement and the teaching role she adopted in the research relationship. Research continues to detail the intricacies of gendered experiences in education; less understood are the gendered contours of transitions away from a hard-won work role that female faculty, individually and collectively, struggled to achieve in the first place.

Bailey, Lu, *Oklahoma State University*
Feminist and Gender Studies: Constructing Research that Acknowledges and Challenges Diverse Performances of Patriarchy and Gender Dualisms

See Fonow, Mary Margaret

Baker, Ashley R., *The University of Georgia*
RB 24: An Autoethnography of a Black Mother in Sport

Scholars have noted a higher level of sport socialization by the family exists within the black community and as a result black males face challenges that are different from those who are not socialized towards sport (Beamon & Bell, 2006; Edwards, 1983, 1988; Harris, 1994; Sailes, 1984). The purpose of this auto ethnographic study is to illustrate my

experiences within sport as a former college athletic administrator, daughter, and mother of a seven-year old son. This paper weaves together the stories and remembered dialogue of an encounter with a student athlete, a summer training session with my father, and my involvement with my son's youth football team, as a way to reference how those experiences significantly influence my approach to parenting. As a black mother I explore my intention to provide my son with social and emotional support that emphasizes his roles, talents, and skills that exist beyond sport.

Baker, Julie C., *Tennessee Technological University*

Neoliberal Assessments and the Rise of the Educator Preparation Program Enterprise

See Zagumny, Lisa

bakir, nesrin, *university of minnesota*

An Apprenticeship-of-Observation in Online Learning: Examining influences on our online teaching practices

This collaborative project examines how an apprenticeship-of-observation influences design and facilitation practices in our online teaching using Lortie's (1975) concept of apprenticeship-of-observation. Employing a multiple-case narrative approach, we examine our lived experiences as online instructors to identify and reflect upon similarities and differences that will illuminate ways an apprenticeship-of-observation may influence online design and facilitation practices. We suggest implications for designing authentic professional development experiences, modeling methods for learner engagement and motivation, cultivating reflective practices for meta-cognitive purposes and to examine personal assumptions about teaching and learning online based on the role of theory in our students' learning.

Balc, Orhan, *Ankara University*

Yabancı Dil Olarak Türkçe ...retiminde Etkileşimli Tahta Kullanımı

See CEL_K, Serkan

Baldwin, Adele, *Centre for Nursing and Midwifery Research, James Cook University*

Re-prioritising 'The Interview': The potential of observation in a grounded theory study

In a grounded theory study valuable data can be gathered by observing research participants in natural settings. Field notes and memos are central to this method of data collection. Concurrent data collection and analysis of this data leads to theoretical sampling and decision-making about how best to collect further data in the study. Using observation as an initial method of data collection method in grounded theory studies can shape and sharpen subsequent focus groups and individual interviews.

Balliro, Michael Steven, *Delaware State University*

Gendered difference in exploring the meaning of incarceration experiences

Very different constructions of incarceration were uncovered during a series of eight focus groups consisting of ex-offenders. Participants, separated by gender, were asked to attribute meaning with reference to a life course analysis that requested a conceptualization of the period before incarceration, conviction and incarceration, and the period following incarceration. Dramatic differences were revealed through this exercise. In a research design intended to be participatory, the co-researchers were asked to explain these

differences. Responses tended toward essentializing notions of the masculine and the feminine. A feminist analysis suggests that gender socialization provides a more satisfying explanation, but also reveals that the fear of sexual predation on behalf of the males in this study is surprisingly disproportionate to that expressed by the females. These findings contribute to the literature concerned with an explanation of institutional trauma.

Banicki, Guy, *Illinois State University*

What Makes a STAR Teacher? Examining the Dispositions of PK-12 Urban Teachers

See Hartlep, Nicholas Daniel

Banicki, Guy, *Illinois State University*

What Makes a STAR Teacher? Examining the Dispositions of PK-12 Urban Teachers

See Hartlep, Nicholas Daniel

Baran, Mette Lise, *Cardinal Stritch University*

Teaching a Graduate level Mixed Methods Course: How to Effectively Teach Doctorate Students both Quantitative and Qualitative Methodologies

This session presents the approach of a three year Doctorate in Leadership program in the United States in teaching mixed methodology research to professionals with present or emerging leadership responsibilities to insure these emerging scholars become proficient in both quantitative and qualitative methodologies. Research faculty members will share their teaching approach focusing on the many resourceful ways to combine the two methodologies.

Baran, Mette Lise, *Cardinal Stritch University*

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Bargal, david, *Hebrew university, Jerusalem, Israel*

There is Nothing so Practical as É a Dialogue (Interdependence)between theory and practice.

Abstract

The year 2013 marks the 70th anniversary of Kurt Lewin's famous epigram, "There is nothing so practical as a good theory." Since he coined this phrase, Lewin immersed himself in interventions aimed at effecting social changes in human systems. These interventions led him to formulate a new paradigm of research, which he referred to as action research. In this paper, we argue that Lewin used the action research paradigm, which

draws on Field Theory metatheoretical principles as well as on democratic values of equality and participation, to bridge the inherent gap between theory and practice. Hence, the author suggests that had Lewin been alive, he might have changed his epigram to the following: There is nothing so effective as the dialogue (interdependence) among theory, research, and practice.

Barko, Tim, *University of Florida*

“Dangerous” resonances: A plateau of disgust, discomfort, and obscenity in university classrooms

In this paper we will share examples of disgust and obscenity in a college classroom and reflect on the “dangerous” resonance that these slices of narratives create. Instead of anesthetizing the professor as an “authority who knows,” we want to problematize this plateau and suggest instead a messy, tentative knower whose classroom teaching is often an act of vulnerability and sometimes an act of obscenity. To acknowledge the ‘primordial soup of a classroom-body’ is a dangerous task. Much of the messiness of education is helping students to be more open to off-putting emotions, their own and others’ vulnerability, and that which makes them uncomfortable. We seek to acknowledge our own experiences of vulnerability, the times we (as instructors) have been put off but also those times we have off put and suggest discomforting acts of teaching are all necessary preconditions for the rapport with being.

Barko, Tim, *University of Florida*

An Immersive Ethnography of Online Crowdsourced Informal Education: League of Legends and r/summonerschool

See Brkich, Chris

Barretto, Raquel Figueiredo, *Fanor Devry Brasil*

Representações Sociais de Professores acerca da Monitoria Acadêmica como Estratégia de Formação do Docente

See Marques, Ana Karina Monte Cunha

Barrington, Clare, *Dept. Health Behavior*

Teaching qualitative methods in public health: challenges and triumphs

Within the context of graduate-level public health training, departments of “Health Behavior” and “Community Health” are often home to courses in qualitative methodologies. Nevertheless, qualitative methods courses are generally seen as secondary or complementary to quantitative methods courses, especially at the doctoral level. Such courses frequently focus on design and data collection with less attention to analysis and writing. I will reflect on the process of developing and teaching a qualitative analysis course over the last five years with emphasis on: 1) finding the balance between depth and applicability; 2) expanding the analysis toolbox beyond coding; 3) the value of classroom vs experiential learning and “instinct”; and 4) addressing the conundrum of “secondary” analysis of qualitative data. Through these reflections I will highlight the challenges and triumphs of trying to carve out a space for epistemologically sound, methodologically rigorous, and applicable qualitative research in public health graduate training programs.

Barroso, Carlos Fernando, *Universidad Panamericana*

Facebook y las Relaciones Interpersonales

Facebook es el medio social preferido de los j—venes mexicanos. El presente estudio indaga las consecuencias que tiene una vida publicada en las relaciones interpersonales. El estudio utiliz— entrevistas a profundidad para recabar datos, y concluye que un foro tan pùblico como Facebook ha cambiado de manera importante la manera de establecer y de romper relaciones entre los j—venes.

Bartlett, Geoffrey, *Central Michigan University*

An Exploration of Donor Defined Effectiveness and the Conflicting Roles of the Practitioner Researcher

This session will provide initial results from the presenter’s doctoral dissertation focused on major donors to a university and how they define the effectiveness of their financial support. Outcome measurements are becoming more important in the non-profit world. How do donors define these metrics for universities and what might be the consequences for the academy? The presenter will also share his experience of being a practitioner researcher and the challenge of interview elites. In his professional role as a university development officer, he has developed relationships with many of the research participants for his dissertation. This provided a unique atmosphere when he asked the research participants to view him from a different perspective. The session will highlight how the presenter dealt with these fluid interactions and the issues of advocating for individuals who are often viewed as being in power positions.

Barton, Barbara, *Western Michigan University*

Hope and Resiliency in Brain Injury Survivors: A New Goal-Setting Framework

Over 250 brain injury survivors and the professionals who work with them were asked two questions: In your opinion, how is “hope” defined?, and 2) How can we promote “hope” in brain injury survivors? An inductive content analysis was completed on the responses. For individuals with abstract reasoning and other cognitive issues, “yesterday” can’t be remembered; and “tomorrow” may be too intangible to define. Modifying the goal-setting process can help survivors move toward their desired future... and happiness.

Barton, William H., *Indiana University School of Social Work*

Case Study Analysis in Child Welfare Evaluation Research

See Bloomquist, Kori Rose

Bartone, Michael Dominic, *Georgia State University*

Youths’ Definitions of Race and Sexuality via New Social Media

This paper explores issues of race, gender (non)-conformity, and sexuality as presented via public Facebook pages (status updates, photos, comments, and posted articles), Instagram, and Twitter accounts created by youth. Through a reading of profiles, tweets, and photos as well as performing interviews with several new social media users, we examine how youth understand race, gender (non)-conformity, and sexuality in this virtual world, a world in which youth use to form identities. Thus, through a combination of critical race and social identity theoretical perspectives, we present ways in which new social media is space to either challenge or reinforce definitions and discourses of race, gender, and sexuality. We demonstrate how, through these forms of new social media, youth are

enacting their agency based on how they present themselves to the world and how new social media has become the conduit to inform their identities.

Bartone, Michael Dominic, *Georgia State University*

No Other Races, No Fems Apply: Gay Men's Smartphone Applications, A Space of Exclusion?

This qualitative research project analyzes gay, bisexual, transgender, and questioning (GBTQ) men's profiles on smartphone applications. Applications have become another space for GBTQ men to create social networks and shape one's presentation of self within feet of others. Through document elicitation and interviews, I grapple with questions pertaining to how users' profiles and words address issues around identity, race, sexuality, and gender (non)-conformity.

I take from critical race, feminist, and queer theories, and use discourse analysis to scrutinize profiles and interviews of users by seeking to understand (a) what language-in-use is or is not being used to convey one's identity and/or how one perceives the gay community? (b) what words and photos are being used to project images which reify or dismantle notions of masculinity and femininity? and (c) what specific words and phrases are being used to include or exclude racial and ethnic populations within the gay community?

Bartone, Michael Dominic, *Georgia State University*

But Internet and Cell Phone Methodologies Don't Fit: A Call for a Smartphone Applications Methodology

We are currently within the seventh moment of qualitative research, a time of researchers' using the Internet to gather data and studying people's use of technology. While numerous methodologies attend to this new moment of framing studies, one area that needs exploration is smartphone applications. I argue for a methodology that focuses on smartphone applications built for people within extreme proximity to each other. The call for a smartphone applications methodology is important because these applications function as conduits for social networks within proximal spaces, as well as spaces of inclusion or exclusion, especially when one examines their use by Black gay youth in school. I posit a methodology that asks, for those being researched, whose knowledge is being produced by the users within these predetermined situated social networks.

Ba , ...zlem, *Hacettepe University*

Intertextuality of Asian European Fairy Tales

There are a lot of common themes in world fairy tale literature. The aim of this study is the investigation of the intertextual properties of these fairy tales. The sub-aims of this study are as follows:

1. How is the intertextuality of ÖYartó KulakÓ and ÖParmak ,ocukÓ fairy tales?
2. How is the intertextuality of ÖTitle and BitleÓ and ÖA_ustos Bšce_i and KaróncaÓ fairy tales?
3. How is the intertextuality of Ö_engŸŸm and MengŸŸmÓ and ÖKe i Yavrularó and KurtÓ fairy tales?

These six tale texts will be investigated about their intertextual situation. Content analysis will be held during this study. This study might be helpful for the investigation of the similarities between the tales belonging to different geographies.

Bastidas, Miryam, *Profesora Universidad de Antioquia*
Experiencia de Crianza de ni-os con S'ndrome de Down desde el rol paterno.
Medell'n-Colombia, 2013

See Zuliani, Liliana

Batista, Maxm'ria Holanda, *Universidade de Fortaleza*
Coping and Teaching at the University

See Sampaio, Patricia Passos

Batista, Maxm'ria Holanda, *Universidade de Fortaleza*
The Pain of Educating: considerations on teaching work

See Arruda, Raisa Pinheiro

Batsleer, Janet, *ESRI, MMU*
Using Augmented Reality and Digital Narratives to Include the ÔSans ReceiptsÕ

See Duggan, James

Baugh, Wonda, *Bowling Green State University*
An Invitational Bomb: Relational Experiences of Coming Out

See Austin, Marne

Baus, Esteban, *Pontificia Universidad Cat-lica del Ecuador*
Healthy Homes for Healthy Living: Qualitative research to inform Chagas disease
control programs in Loja Province, Ecuador

See Nieto, Claudia

Baxi, Annie, *University of Delhi*
Body images in the context of grand narratives of contemporary indian context

See Upadhyay, Dr. Ishita

Bayram, Zeki, *Hacettepe University*
Effect of Designing Experiments Based on constructivist Activities on Preservice
Teachers' Evaluation of the Teaching Profession

Experimental activities play an important role in science education. One of the goals of Science Teaching Laboratory Practices course is to design the experiments based on constructivism. The purpose of this study is to determine the effect of designing experiments based on constructivist activities on preservice teachers' Evaluation of the Teaching Profession. For this reason, first we introduced examples of laboratory activities (3E, 5E, 7E, inquiry-based teaching, etc.) in theoretical courses based on the constructivist approach. After, the students were asked to design experiments in groups. Students prepared working papers and the user manual for teachers. An open-ended questionnaire was distributed to students. In the questionnaire, students were asked to write their gains in terms of the teaching profession and their opinions about the process In this study, students' opinions will be presented.

Beaton, Jehanne, *University of Minnesota*

Thirdspace in Urban Teacher Preparation: The Possibilities of Arts-based Research

Scholars of professional development schools (Breault, 2010a; 2010b; Breault & Breault, 2012) and of urban teacher preparation (Anderson & Stillman, 2012; Sleeter, 2001; Weiner, 1993) call for studies that give greater attention to the confluence of contexts on learning to teach and strengthening and maintaining urban school partnerships. Traditional research (Barone, 2010) falls short in its ability to represent the complicated and deeply rooted micro-tensions and successes that occur, sometimes daily, as a struggling urban high school and a university teacher education program work toward collaboration. Through the use of arts-based research, my dissertation study aims to capture in rich detail the tumultuous, tenuous, and tension-filled work in the formation of an urban professional development high school. I hope to discuss the ways in which elements of novels, particularly narrative point of view, can offer research opportunities to represent the confluence of contexts that are inherently multivocal, layered, and complex.

Becerra Moscoso, Mitzi Rub', *Public Health Laboratory, University Center for Health Sciences, University of Guadalajara*

Concepciones Culturales Sobre La Migracion En Adolescentes Residentes De Una Comunidad Del Estado De Jalisco

Introduccion.

Diversos aspectos intervienen en las decisiones de los adolescentes. Una cultura de migracion influye para que el adolescente decida migrar en un futuro. Objetivo.

Analizar las percepciones que los adolescentes tienen sobre migracion y como esto influye en la toma de decisiones. Material y metodos.

Estudio cualitativo. Participaron 40 adolescentes, de Jalisco, Mexico. Se utilizaron tecnicas de listados libres y sorteo por montones. Se realizo analisis de consenso, analisis de conglomerados jerarquicos y escalas multidimensionales. Resultados.

Se observo el deseo de migrar y sentimientos de miedo en hombres. Y manifestaciones de preocupacion, esperanza y apoyo familiar en mujeres. Conclusiones.

La expectativa migratoria se genera por falta de oportunidades, junto con la creencia de que en otro pais si las hay. Pese a las consecuencias de la migracion, los adolescentes ven una oportunidad de progreso por lo que migrar se encuentra dentro de sus proyectos de vida.

Becerra Moscoso, Mitzi Rub', *Public Health Laboratory, University Center for Health Sciences, University of Guadalajara*

Vivencias de Migrantes Mexicanos en Torno a Estados Emocionales y Consumo de Alcohol y Drogas

See Cervantes Minjares, Juan Pablo

Bejet, Corina, *Dirección de Investigaciones Epidemiológicas y Psicosociales, Instituto Nacional de Psiquiatría Ramón de la Fuente*

Cultural Identity: Metsis a H-a H-u zone

See Monroy Velasco, Iris Rubi

BELLINI, MARIA ISABEL BARROS, PUCRS / SES

Intersectorality, Social Networks and Citizen Participation: Challenges of Social Work

The Ministry of Health, in 2008, created the Núcleo de Apoio à Saúde da Família/ NASF, instrument of support and expansion of the Estratégia da Família, which includes the formation of teams of professional strategy to work in an interdisciplinary and intersectoral way, according to guidelines of Atenção Primária a Saúde/APS, great importance to the consolidation of the Sistema Único de Saúde. This project proposes: As has been developing the social workers together to NASF and what the main challenges identified by the Social Service professional? Objective: Contribute to the developing of the challenges posed to social workers together to NASF from the development of professional interventions committed to the guidelines and principles of the SUS and the NASF, strengthening the Intersectorality, promoting the citizenship mobilization of social networks. This project is a health research and will use the mixed method research.

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BELLINI, MARIA ISABEL BARROS, PUCRS / SES

EDUCATION AND HEALTH: necessary interfaces to the construction of the citizenship

This extension project named "Learning about Health: the school as a place for health", proposed by the Group of Studies and Research on Family, Social Work and Health/PUCRS/BRASIL, aims to investigate and propose education actions on health and citizenship within the school community located at area East/Northeast in Porto Alegre city. It intends to potentialize the public school as a space for health promotion and consolidate partnership among university/school/public health network in order to guarantee the citizenship of the different social actors involved. Educational workshops are offered to teenage students and teachers of schools linked to the More Health in School Project (Brazilian Ministry of Health), which discuss health issues they consider relevant based on participant observation. The workshops performed and the bond formed with the students made possible to develop thematic activities that covers the broad concept of health.

Ben-Ari, Adital, University of Haifa

Reflectivity: The creation of liminal spaces between researchers, participants, and research encounters

See Enosh, Guy

Ben-Horin, Oded, *Stord Haugesund University College*
Rosetta's Stone, The Making of a Neuroscience Opera

The Neuroscience Rosetta Stone is explained by Susan Greenfield to be a system of matching our senses of consciousness and what we feel with what happens physically in the brain. Yet at present there are no obvious clues as to what that system might be. This presentation traces the creation of the neuroscience opera Rosetta's Stone, which takes its thematic and character inspiration, design and structure from the Stone and specific neuroscience phenomena such as Alzheimer's disease, various brain regions, neuronal assemblies and the subconscious. The presentation examines the place of the arts, as meeting points between the aesthetic, creative, anatomical, theoretical, and emotional, in the Stone's qualitative content. The opera will be discussed as an artistic research tool aimed at learning more about the borderline between our physical, conscious and emotional brain and mind.

Ben-Horin, Oded, *Stord Haugesund University College*
Lost and Found: How Ontological Processes of Music Making can Affect Inquiry-Based Science Education

See Gershon, Walter

Ben, Ant'a Gonzalez, *University of Wisconsin-Madison*
Crossroads of Pink Cobblestone around the Ivory Tower: Female Students Reflect on their Career Journey

See Aguinaga, Arellys

Bernard, Silvia M., *Universidad Autonoma de Aguascalientes*
Our will to construct a horizontal bridge between uneven latitudes

This paper will present an analysis of a course taught in the fall semester of 2013 simultaneously in two countries, Mexico and the United States, through videoconference. Its purpose is to explore through a critical lens issues regarding language, technology, and how participants' None professor from Virginia Tech and one from Universidad Autonoma de Aguascalientes, and eleven students, two from Mexico and nine from the US performed multicultural interactions among themselves. This reflection will be framed within the two theoretical and methodological approaches which informed the course itself: Autoethnography and critical pedagogy.

Bennett, Kory, *University of South Florida*
Photovoice as an Action Research Method in the Development of Teacher Leaders

See Feldman, Allan

Bennett, Luke, *Sheffield University*
Weird drifting as research method: Affective encounters with/in a learning space

This presentation examines three academics' affective encounters with a soon-to-be demolished building on a university campus during an interdisciplinary research workshop. The paper explores how each of us made meaning out of our respective sensitivities to the mundane materialities of the space through an emergent methodology of reflexive 'weirding'. The paper considers how this methodological approach challenges the 'foreground' of being in that place, and discusses the insights gleaned by excavating, presenting and valorising motive, desire and memory through a materially embodied

pursuit of space. The article proposes a broadly ÔpsychogeographicalÓ (and/or surrealist) sensibility. In this register destabilisation is celebrated as methodology, implemented through drift, and data are continually reworked. The playful assemblage of elements attends to the affective, unsettled and happenstance experience of place and space that day, and points to particular ways in which weird drifting queers autoethnography as critical research practice.

Benozzo, Angelo, *University of Valle d'Aosta*
Playing with Billy Elliot

Our data playground session draws on a research project on career counseling for students attending lower secondary school. The project was divided into seven sessions. During each class session a writer and a career counsellor worked together to help the students write their narratives, which were plotted around themes such as self-portrait, dreams, and talents. In this data playground session, we present student data as written commentary on a fragment of the film Billy Elliot. These splinters of data material and student texts will serve as conversation starters to engage and help both the audience and us (the playgrounders) to explore unconventional ways to engage with these data.

Benozzo, Angelo, *University of Valle d'Aosta*

Cross-Atlantic Discourses in Celebrity Coming Out Stories: The Cases of Ricky Martin and Tiziano Ferro

See Sawyer, Richard

Berard, Marie-France, *UBC*

Autobiography and post-humanist research: Data and the desiring-assemblage

My paper will examine the prospect of doing autobiographical writing in/as post-humanist research. This does seem rather paradoxical I will concede. In this research, the concept of desire as theorized by Deleuze and Guattari (1983/1972, 1987/1980) is my conceptual tool to think the art encounter in the art museum. While the conventional qualitative method of conducting interviews seemed, at first, my way of generating data, I eventually decided that it was important for me to engage in the journaling of my own art encounters. Or simply put, I wanted to acknowledge and think with my own desire in/through the art encounter. Nevertheless, prompted by readings on giving up Ôrepresentational logicÓ in Lather and St. Pierre (2013, p. 630), on engaging with the materiality of language in post-representational thought with MacLure (2013) and on troubling autoethnography, which Jackson and Mazzei (2008) argue Ôreinscribes and recentersÓ (p. 301) the researcher, I questioned my attempts in doing post-humanist autobiographical research. While my journaling and personal writing does appear to recenter the researcher-self, I contend that the autobiographical narrative does not stand as the origin of knowledge neither does it claim to Ôcapture the real out thereÓ (Britzman, 2000, p. 28). As St. Pierre (1997) reminds us, Ôhow can language, which regularly falls apart, secure meaning and truth?Ó (p. 179), I do not seek or pretend to any truth residing in my words—they are but lines of flight. In the same way that Deleuze and Guattari eschew representation and being in favor of what something does, the use of autobiography as methodology is to help me think the art encounter with the concept of desire. Informed by Jackson (2013) who considers the interview data as machine and hence constantly becoming, seeking connections and producing, I consider my research as a desiring-assemblage. Hence, I decenter the researcher-self since my fieldnotes and narratives are not taken as representational nodes but as lines in the rhizomatic assemblage of my art encounters.

Berger, Ronald J., *University of Wisconsin-Whitewater*
Disability and Authenticity: Who is "Really Disabled"?

An autoethnography and photo essay of wheelchair athletes and augmentative communication users with significant impairments.

Bernstein, Eve, *Queens College, City University of New York*
Exploration of the Affective Domain During Competitive Activities

Competitive activity and sport can elicit a strong affective response. The analysis of movement as a reflection of the affective domain, a reflection of experience, can lead to a private and deep space that words can sometimes mask. Physical education lessons are most commonly broken down into three domains: psychomotor, cognitive, and affective. The analysis of the affective domain can be an important component to student learning. Identifying the context of affective domain during competitive activities will be discussed, as well as the approaches toward incorporating analysis to aid educators in identifying, those responses during the learning experience.

Berwager, Kelly C., *Troy State University*
Not the Ideal Situation: One Novice Lecturer's Year in Transition

The author currently works as a Lecturer and Coordinator of Visual Arts, teaching face-to-face and online undergraduate, general education visual arts classes, while coordinating the Global Campus Visual Arts classes. This paper looks at one novice lecturer's journey from the elementary classroom to the college classroom, all while living part-time in the college town and part-time in her home city. The challenges and adjustments were many, but all were welcomed changes from what she left behind.

Bezerra, Juliana da Fonseca, *University of Fortaleza*
Enfrentamento de Mães Cegas na Educação dos Filhos menores de 12 anos

See Moreira, Gracyelle Alves Remigio

Bezerra, Juliana da Fonseca, *University of Fortaleza*
Sentidos atribuídos à promoção da saúde no planejamento familiar por profissionais da atenção primária: uma revisão integrativa

See Jorge, Herla Maria Furtado Jorge

bhardwaj, shivani, *amity business school*
Antecedents to leader member exchange relationships and its effect on work motivation

Leader member exchange is one of the most widely acceptable of the theories in the area of leadership studies. It studied a lot of aspects that gave a comprehensive picture of the team dynamics.

The kind of relationship that exists between the leader and member has a huge impact on the motivation at work. However this relationship isn't linear as it seems and instead there are a lot of antecedent factors that goes in making of this relationship and deciding on its effects on the work and organizational environment at large.

This paper studies the antecedent factors that build the leader member relationship and the effects of leader member exchange relationships on work motivation.

A qualitative research was undertaken to study the objectives of the study. Semi structured interviews were conducted for collecting the data. Narrative analysis as a method of probing was undertaken to analyse the data collected.

Bhat, Meera, *University at Albany*

A Theories of Change Evaluation: Implications for Consensus Building

Small Enterprise Economic Development (SEED) is a micro lending program in the New York state capital region, reaching out to economically marginalized populations. It is a socially complex joint venture between five agencies including a university, a bank and a business development center resulting in much debate on the purpose, process and outcomes. The researchers, both stakeholders in the SEED program, utilized the Theory of Change (TOC) method to identify, understand, and theorize the development and implementation of SEED. They used interviews and logic models, of TOC methods to derive the implicit knowledge and theories of change to engage stakeholders in reflection of their actions and ideas. By sharing the tacit knowledge obtained in this research, the stakeholders of this program were given the opportunity to communicate resulting into recommendations around definition of client problems, goals and process, need for formal structure and a communication plan.

Bhati, Kuldhir S, *University of Akron*

Psychology Doctoral Students: Assessing Qualitative Research Attitudes and Experiences

Qualitative research is increasingly being incorporated with Counseling Psychology and it's been termed as a paradigm shift (Ponterotto, 2005). However the extent to which it has been authentically incorporated within the field at large, and in the programs/departments in particular, where the next generation of researchers are being trained is still questionable (Bhati, Hoyt & Huffman, 2013).

The purpose of this study is to identify the experiences/attitudes of psychology doctoral students regarding qualitative research and how it is incorporated in their programs. Data was collected through a survey (36 items, five open-ended). Information was gathered regarding students' experiences within their program surrounding qualitative methodology and acceptance among faculty, as well as their interest in such methods for research. This paper describes their programmatic experiences, the culture and available support, and their attitudes concerning qualitative research. Recommendations are made for ways to more authentically incorporate qualitative research within doctoral programs.

Bhattacharya, Himika, *Syracuse University*

Representation and Solidarity in Feminist Fieldwork

In this paper, I draw upon my field experiences while writing women's narratives of love and violence in Lahaul India, to tell three different stories that emphasize friendship & solidarity in fieldwork as necessary to representing violence. Beyond focusing on identity as central to questions of voice/audibility/agency, I explore how relationships between the women who entrust me with their life histories (my interlocutors) and myself, as ethnographer-interlocutor are crucial to issues of representation. My emphasis then, is not on 'giving voice', were such a thing even possible. Rather, my attempt is to de-center voice and consider the implications of audibility and believability in representations of violence. To this end, I discuss my relationships with two women in particular – Kavita and Achi Yangzin.

Biglia, Barbara, *Universitat Rovira i Virgili*

Intersecting feminist approach to research with Open Knowledge culture: the SIMReF experience

Feminist epistemology brought to substantive research methodology changes but have been even more important for the challenge posed to the entire process of knowledge production and dissemination. Their inclusive, situated and democratizing approach proposed by feminism, is shared by Open Knowledge movements (Open Access, Open Research and Open Education) that, following the steps of Free Software culture, questioning mainstream restrictive criteria of knowledge ownership and lobbying. In this paper we want to trace and analyze the interconnection between this two tendencies in the ongoing process of the international network SIMReF that, since 2008, is developing teaching, researching and weaving practices in the area of feminist methodology. Our aim is collaborate to the strengthen of the intellectual and activist collaboration between this two movements in order to propose alternative to mainstream politics of research.

Biglia, Barbara, *Universitat Rovira i Virgili*

Feminist Research Action: Pitfall, contradictions and strengths

Through this presentation we would like to reflect on the complex integration between Research and Action, Theory and Practices, NGO and Academy... We analyze them focusing in the experience of our participation in the Catalan team of the European research Gap Work (Improving Gender-Related Violence Intervention and Referral Through Youth Practitioner Training). We will share with the audience excerpts of material and description of situation that made us deal with question like:

- How to delimit the corpus of data in an Action Research?
- Which strategies to sort out the clash of culture-languages between NGO and Academic activist researchers?
- How to deal with the impossibility of fully assuming a feminist horizontal dynamics in a hierarchical environment?
- Which option and challenging for bring at a practical level the discourses around a wider understanding of gender related violence and an intersectional approach?

Bilgen, Sezgin, *Turkey*

A comparative case study: Opinions of teachers, parents, and managers of primary schools about primary school education reforms in Turkey.

This research aimed to evaluate the opinions of teachers, parents, and managers of primary schools regarding to the main problems of primary school education in Turkey in order to contribute for the development of education system of Turkey. In this research, semi-structured interview was used as a notion of qualitative research method. Totally, 42 participants were interviewed that the managers of primary schools, teachers, and the parents participated research. According to the findings of comparative case study, most of the participants complained about the new "4+4+4" education system. They stressed the main problems in primary education system and talked about their notions for the resolution process.

Billev, Slade, *Bowling Green State University*

Hard Ground Is a Good Teacher: Place as Partner in Russian Martial Arts Practice

The closest I have ever felt to death was falling head first into the ground in a damp drainage ditch in Lancaster, PA in 2001. I have spent more than a decade studying Russian Martial Arts. My most formative training experiences occurred in freezing, flooded

drainage ditches and asphalt parking lots or, as Pennsylvanians say, macadam. The feeling of these spaces adheres to my memories and embodied practice of this martial art. My identity as a fighter was formed in these spaces, and they shape the way I approach the world and life today. Using personal reflection and insights from the cognitive ecology of Edward Hutchins and the extended cognition of Andy Clark, I will examine how these training spaces shaped both my practice of Russian Martial Arts, and my experience of the world around me.

Birks, Melanie, *Centre for Nursing and Midwifery Research*
Supervision in Grounded Theory Research: Is there a Difference?

The student-supervisor relationship is an important and complex one. For students undertaking postgraduate research, this relationship can often be the most significant factor in determining the success of their study. Those who comprise the teams convened to supervise a research student should ideally possess expertise in the substantive and methodological areas of the proposed study. In grounded theory research, the relationships between the student and supervisory team, and within the supervisory team itself, can be challenged by the evolving and emergent nature of this methodology. This presentation outlines a study designed to explore the nature of supervision in grounded theory and how it differs from supervision in studies that employ other methodological approaches.

Birks, Melanie, *Centre for Nursing and Midwifery Research*
Textual healing: Positioning documents in grounded theory research

See Ralph, Nicholas

Birzescu, Anca, *BGSU*
Internalized Oppression and Passing: Identity Narratives among Roma in Urban Romania

This paper attempts to answer the call for critical and responsible investigation aimed at dismantling the homogenized, essentializing representations of the Roma identity and experience which constantly reinforce discriminatory practices against the Roma in Europe and beyond Europe's borders. Using critical ethnography and postcolonial theoretical frameworks, this study examines the communicative practices of the Roma in the intercultural settings of urban Romania. Identity narratives and individual perceptions about the dynamics of social interaction with dominant non Roma population, expressed by participants in this study, reveal a range of identity negotiation patterns, allow for a more accurate understanding of the complex Roma- non Roma encounter, and may be a welcome addition to future political projects in the region.

Bishop, Tessa, *Tennessee Technological University*
Neoliberal Assessments and the Rise of the Educator Preparation Program Enterprise

See Zagumny, Lisa

Black, Helen K., *University of Maryland, Baltimore County*
Life Long Illness, Generativity, and Anguish in Later Life; A Case Study of a Childless Older Woman

See Hannum, Susan M.

Blair, Cindy, *University of Georgia*
Becoming-animal: Oscar Pistorius

Lipids like those in strawberry ice cream live in the reciprocity of eater and eaten in the milieu of human bodies, moods, and cognitive dispositions. Fats are actants and participate in non-linear assemblages of heterogeneous components and intensities that elude simplistic cause and effect. In what ways might insights about the agency of food reorient the experience of eating? This study examines scientific data about the relations of fat content in foods to human mood and cognition. In what ways does scientific data congregate in the economic-cultural deployment of bariatric surgery? New empiricisms shift focus away from the role of the individual in the American crisis of obesity for difference in assemblages of bodies, mind, and medicine.

Bloom, Amy Albert, *The Pennsylvania State University*
The Construction of Teacher as Mother and Mother as Teacher

In U.S. schools, mothers and teachers serve multiple functions. Expectations of mothers and teachers fluctuate according to the needs of educational institutions. Moreover, these roles share historical constructions as feminized, and they are entangled; a good mother/teacher is nurturing; a good mother/teacher inculcates her children in the dominant ideals of the nation; a good mother/teacher follows the advice of approved experts. Constantly scrutinized, the positions of mothers and teachers are disparaged or acclaimed in the moment by their current economic and/or political value. This paper examines the educational use of mothers and teachers. Historic teachers' periodicals constructed teachers in multiple ways. As professionals who were "scientifically" trained, teachers were, and still are, offered products from various experts to improve student learning. Simultaneously, teachers served as caregivers: early magazines include breakfast and lunch recipes for twenty, lessons on health and sanitation, and advertisements that suggested teacher-purchased Christmas gifts for students. Exploring an archive of one teacher's art education materials and also contemporary portrayals of mothers and teachers, this paper examines obligations placed on teachers as distributors of cultural values, and on the construction of teachers as mothers. I argue that, historically, teachers have been expected to inculcate the values of a particular and exclusive dominant culture through the use of popular imagery. Using the accumulated drawing tools, the magazine art instructions, and the many hand-made artifacts, I imagine a teacher responding to the professional and aesthetic obligations of educators in the early 20th century. I interrogate the narrative by using a feminist lens and looking closely at the advertisements and editorials that show a multifaceted portrayal of a teacher's responsibilities, including depictions of teachers as mothers. Finally, I highlight related implications for art educators today, and question how the obligation of teachers-as-mothers impacts both mothers and teachers in the present.

Bloom, Amy Albert, *The Pennsylvania State University*
The Ideal Art Student's Guide to Dress and Performance

What happens when texts about art class grading are layered with texts of disciplinary regulations; in this case, a school dress code? Examining a dress code reveals what a school community promotes regarding the normalized appearance of its students. Similarly, grading rubrics, inherited from ideals of modernist art, including the "elements and principles" of design as cemented aesthetic guides, are used to inculcate students in a particular form of school art production. I research, analyze, and present part of my work through the artistic practice of collage; a format capable of representing the complex, everyday happenings of school life. The meanings detected through the juxtaposition of texts and visual

images can shift and vary, resonating with what goes on in school, and providing each viewer with a different connection to one's own experiences with dress codes, art grading, and discipline.

Bloomquist, Kori Rose, *Indiana University School of Social Work*
Case Study Analysis in Child Welfare Evaluation Research

In 2012, a mid-western state's child welfare department contracted with a local university to complete a six-year evaluation of the state's Title IV-E Waiver Demonstration Project as it entered a new five-year implementation period. The purpose of the IV-E Waiver program is to improve the effectiveness and efficiency of child welfare services in the state. As part of the evaluation's process study component, researchers interviewed all of the department's regional-level administrators and then employed case study analyses to investigate their knowledge and perceived effects of the waiver program in the first year of the demonstration. Researchers used individual case descriptions, individual case analysis, and cross case analysis to identify transcendent themes and assertions. Findings from 20 semi-structured interviews reveal consistency among perceptions of significant needs, challenges unique to rural areas, and communication and knowledge gaps between central state office administrators and field staff.

Bluhm, Minnie, *Eastern Michigan University*
Reflexivity and the Study of Life Limiting Chronic Disease: What Makes It So Difficult?

Reflexivity is a cornerstone of ethically sound qualitative inquiry. Nevertheless, it is not a fail-safe method of becoming aware of one's own influence on the process of co-creating knowledge. This paper critically examines my approach to reflexivity and the realizations I had during the latter phases of an interview-based study, which aimed to understand oncologists' rationales for chemotherapy use in patients near death. Specifically, I reflect on the impact of assumptions held regarding both the data generation and analytic phases of the study. I consider ethical implications of this new insight and discuss a need to reconcile ethical conflicts that arise when a researcher uncovers a deeper level of self-awareness late in the research process. Finally, I invite dialogue about how examining my attempts at reflexivity in this study can inform future qualitative inquiry with patients who have life limiting chronic illnesses.

Blume, Amelia, *University of Memphis*
Swept Under the Red Carpet: Scripting Pride, Silencing Shame in a New Religious Movement

Red carpet affects have been prevalent throughout new religious movements research. While red carpet affects are often discussed in terms of what is and is not seen by researchers, this performance piece strives to go one step further and elucidate what is hidden from potential recruits, community members, journalists, as well as researchers. What is formally revealed and hidden speak to larger negotiations of pride and shame in NRMs. This research focuses on negotiations of shame and pride in one NRM, the Twelve Tribes. Concentrating on the formal script members in this group cite from, patterns of pride surrounding doctrine are revealed. At the same time, actions of members that go against this formal script can be observed but are not willingly discussed by members. This insinuates a level of shame surrounding the actions that don't fall inline with the formal script.

Bocchi, Silvia Cristina M., *Faculdade de Medicina Unesp Botucatu*
Incorporation of cocaine as a strategy to reduce the effects of alcohol abuse

See Rossi, Lilian Cristina de Castro

Bochner, Arthur P., *University of South Florida*
Sounds of Aging: Reverberating Relations with Tinnitus

In this paper I write a personal account of my relationship to tinnitus. Adopting White & Epston's therapeutic strategy of externalization, I focus on the process by which I learned to externalize tinnitus, adopting a relational construction that altered the meaning of the sounds in my head and provided a better story to live than the one authorized by the dominant medical model of ringing of the ears. In the paper, I provide details of the mystery of the ringing with which I was initially confronted, my projection of being immersed in a writer's curse, my resistance to crossing the line into old age, and my socialization into mindful practices that initiated a different relational construction of the meanings of tinnitus. I conclude by offering a brief analysis of the pragmatic benefits of applying various narrative practices for the purpose of positive aging.

Bodžn, Linnea, *Linköping University*
A Methodological Production of Absence. Diffraction as an Apparatus for Researching the Material-Discursive Phenomena of School Absenteeism

From an agential realist (Barad 1999, 2007) stance, this paper aims at investigating the material-discursive practices of doing research in relation to the phenomenon (Barad 2007) of school absence. As any production of knowledge is always and simultaneously a production of a specific reality (Lenz Taguchi & Palmer 2013), the starting point for the paper is that particular methods will strengthen particular realities while eroding others (Law & Urry 2004, p. 397, in Coleman and Ringrose 2013). This means that conventional humanist qualitative research methods like interviewing and field observations do as ways to mirror/reflect and represent the meaning of an experience do turns into already failed practices (Mazzei & Jackson 2012). Hence, in this paper what is explored is how an agential realist account forces the researcher to engage with the materiality of fieldwork (Childers 2013) differently. The paper offers an exploration of the phenomenon of school absence, when the agency of a digital software do used to report register students' absence in more than 80% of the municipalities of Sweden (Bodžn 2013) do is diffractionally plugged in to the researching process. The practice of creating (as a contrast to the more commonly used collecting) empirics in the process of writing conglomerate field notes and the concept of intraviews (as a baradian contrast to interviews, see also Kuntz & Presnall 2012) are suggested as methodological apparatuses to enable a diffractive analysis of the empirics, the theories, the materialities and the daily life of researcher and participants through one another. The aim is not to pin down what the creation of realities through conglomerate field notes mean or make an absolute definition of intraviews, but instead to investigate how those methods work and if new and unexpected empirics will emerge that can be analysed in a post-interpretive fashion.

Bodle, Aaron, *James Madison University*
ReThinking Research Entry through RePlaying

This performance employs a participatory playbuilding research methodology (Mienczakowski, 1995; Fels & Beliveau, 2008; Norris, 2009) to articulate and analyze the complexity of issues surrounding a gaining entry experience. In addition to assisting the researchers in better understanding their experience, the performance and participatory

workshops assist those in attendance in understanding the complexity of entry in general and to appreciate the use of Applied Theatre (Prendergast & Saxton, 2010; Prentki & Preston, 2009) as a method of inquiry. The initial source for the performance came from the experiences of two researchers working with displaced persons in the rural south. The video portrays two researchers navigating entry with a supportive principal, a challenging composite IRB representative and a superintendent suggesting major design changes. A third, well experienced in applied theatre, assisted in devising and workshopping of the participatory research phase with three other colleagues. Their theatrical responses to the initial video will be the bulk of this performance. The new opening scene (performed as cars on collision) indicates how preconceptions of the other and entrenchment of canons can prevent dialogue. Two slide shows depict, through tableau, the outer body language and the inner dialogue. A voice collage further articulates the entrenchment of ideologies with walls being built and one performer represents the principal who is hot-seated. Typically, with an interactive participatory theatre workshop this presentation runs 1.5 hours. It will be reduced to 30 minutes with some participation/discussion. Rather than summarizing the content, participants will leave with their own reinforced beliefs on how to change policy and/or practice.

Boehs, Astrid Eggert, *Federal University of Santa Catarina (UFSC/BRAZIL)*
Complex context of Primary Health Care and nursing leadership

See Lanzoni, Gabriela Marcellino de Melo

Bogdanich, Jennifer L., *University of Georgia*
Using Deleuze and Collaborative Writing to Inform Research Inquiry in the Field of Literacy

In this paper three scholars reflexively engage with their experiences of using Deleuzian philosophy and the process of collaborative writing to inform their approaches to qualitative inquiry in the field of literacy. Beginning with the question, How did reading Deleuze affect our approach to qualitative inquiry?, the authors wrote and dialogued collaboratively towards an understanding of how thinking research differently opens one to doing research differently. Specifically, the authors examined the ways a Deleuzian ontology of becoming inspires a transformative approach to thinking/doing research that is exploratory and collaborative, becoming something other than the already known. The paper has a two-fold focus: the collaborative writing co-constructed by the authors and the individual thematic becomings that developed from the collaborative engagement. In this sense, we attend to how the collaborative writing process is organized and lived out, while recognizing the substantial transformations possible in their individual research projects.

Bohm-Sanchez, Ira, *Phoenix College*
Looking through the Magnifying Glass: A Duoethnographic Approach to Understanding the Value and Process of Participatory Action Research

See Wagaman, Alex

Boldt, Gail, *Penn State University*
Becoming-Disability: From a Politics of Identity to an Affective Politics

Charles Garoian (2013) argues for inclusive politics based on impairments that Òexist in a boundless state of becomingÉ where impairments and other assumed failings and limitations of the body are perceived as opportunities for ceaseless explorationÓ (p. 141). In our paper, we draw from GaroianÓs 2013 *The Prosthetic of Pedagogy* to argue for a move

away from politics of identity to an affective and embodied politics and from an epistemology of inclusion to ontology of arrival for scholars and activists in disability studies.

Bolen, Derek, *Angelo State University*

After Dinners, in the Garage, Out of Doors, and Climbing on Rocks: Writing Aesthetic Moments of Father-Son

In BaxterŌs (2004, 2011) Bakhtinian dialogism inspired articulation of relational dialectics 2.0, aesthetic moments (Bakhtin, 1990) Ōcreate momentary consummation, completion, or wholeness in what is otherwise a messy and fragmented life experienceŌ (Baxter, 2004, p. 12). Aesthetic moments are relational experiences in/of/through communication. They represent peak experiences (Goodall & Kellett, 2004) of relating, in some ways resembling dialogic moments (Cissna & Anderson, 1998) as experiences of mutuality. In this autoethnographic essay, I offer a series of aesthetic moments to explore father-son communication and relationship.

BOLZAN, LIANA, *NETSI/PUCRS*

EDUCATION AND HEALTH: necessary interfaces to the construction of the citizenship

See BELLINI, MARIA ISABEL BARROS

Bonet Marti, Jordi, *Pontificia Universidad CatŌlica de ValparaŌso*

Intersecting feminist approach to research with Open Knowledge culture: the SIMReF experience

See Biglia, Barbara

Boney, Kate, *The University of South Florida*

Sharks, Wolves, and Baseball: Using Metaphors in Collaborative Data Analysis

See Sabella, Laura

Boney, Kate, *The University of South Florida*

Not Seeing Eye to Eye: Mismatched Identities of First Year Teachers

See DiCicco, Michael

Bores Calle, NicolŌs, *Universidad de Valladolid*

Tensions and Limitations in the Development of an Online Community of Educational Practice Analysis

See Garc'a-Monge, Alfonso

Borgerding, Lisa A., *Kent State University*

A Mixed Methods View of Evolution Acceptance: Understandings Gained from Emic and Etic Perspectives

This project explores the construct of evolution acceptance quantitatively using a theoretically-driven, survey instrument and qualitatively using open-ended participant interviews. Using a sequential explanatory design, the sample consisted of 105 undergraduate biology majors from an upper-level Evolution course for the survey, and 21 of these survey completers were selected for interviews. With respect to findings, the students were largely accepting of evolution (average MATE score: 33.5, SD: 11.6, possible range 20-120,

with 20 most accepting). Students rated their certainty about their evolution acceptance very high (88.7, SD: 13.0, possible range 20-100). However, students' acceptance and certainty about particular aspects of evolution varied widely. The interviews revealed that students labeled as "accepters" via the survey viewed themselves along a wide continuum of evolution acceptance-rejection indicating the complicated nature of evolution acceptance and certainty. Implications for research regarding views of controversial topics in science such as evolution and climate change are explored.

Bosi, Maria Læcia, *Universidade Federal do Cear *

Challenges for Qualitative Research: Contributions from the Brazilian Collective Health

This article provides an overview regarding the nuclear themes in the debate about the qualitative health research approach, in the Brazilian scientific context and more specifically in collective health field. The author starts defining some central concepts in the analysis undertaken. Then, examines the current status of this tradition of research, pointing out an extensive set of challenges. The discussion focuses on each one of them, moving between different plans: epistemic, ethical, operational, the training in this approach and its status in the scientific field. The analysis shows that, despite the expansion observed in qualitative research and its contributions to public health, this approach still faces many challenges to consolidate its status. The situation demands dialogue with others approaches which form the core area. The article concludes pointing out the possibility of new pacts in order to build innovations considering the complexity of the collective health field.

Botsford, Kathryn D, *University of Northern Colorado*

Social Competence Reflected in the Lives of Employed Blind Adults

The experiences of fourteen focus-group participants with blindness offer insights for both educational research and practice. Study results emphasize the role of parents and families as primary instructors of social competence. Reflecting feminist disability theory, participant stories convey the personal and societal impact of viewing naturally occurring human differences as "disabling." Emergent themes include the critical impact of parents' expectations on the development of social competence. Additionally, data reflect a previously unreported theme: Perception of membership in an identity group (blind adult), and how that awareness influenced participants' social interactions in the community.

Bowden, Chandra, *University of Florida*

How do older Millennials (age 22-34) experience and make sense of living in mixed-use communities?

The Millennial Generation (also known as Generation Y) is the largest cohort of Americans since the Baby Boomers. Born between 1980 and 2000, 80 million Americans are between the ages of 13 and 34, their sheer numbers have a significant impact on American consumerism. Currently, developers envision the Millennial housing market as a hip, urban college educated cohort that desires easy access to community amenities, smaller housing units, pet friendly domiciles, and modernist architectural and interior touches. This marketing strategy is largely based on sweeping conclusions about Millennial housing preferences based on survey data. The purpose of this study is to gain a deeper understanding of the everyday experience of Millennials living in mixed-use communities. Our

study contributes to advancing the methodology of phenomenology in that we utilized computer-mediated data collection methods.

Bowden, Tiffany, *creatiff2003@yahoo.com*

Beyond Reefer Madness: an Analysis of Cannabis Consumer Culture

This research analyzes the discourse about marijuana in culture through ethnographic and historical approaches. It considers how marijuana fits into consumers' lives, how they talk about and showcase the plant and new meanings they have created with its symbol. It contests stereotypical representations of consumers and gives insight into the current momentum of the marijuana movement. Research explores written and visual culture relating to Marijuana as well as in-dispensary shopping experiences and considers implications for marketing to the medical and recreational cannabis consumer community.

Boylorn, Robin, *University of Alabama*

My Daddy is Slick, Brown, and Cool Like Ice Water

In this chapter I chronicle my obsessive relationship with my father, through his presence and absence, in my childhood and adulthood. I juxtapose and poetically compare my relationship with my father (and my deep seated desire to be a daddy's girl) with notions of black masculinity and how they interacted and interfered with our father-daughter relationship and influenced my relationship with other black men.

Brackebusch, Velina Boteva, *The University of Georgia*

An Autoethnography on Creating Social Capital through Sport

The United Nations (2003) have made sport for peace and development one of the new Millennium Development Goals and stressed its ability to transcend borders where other tools have failed to do so successfully. There has been a lot of funding provided for such programs. Levermore (2008) lists conflict resolution, promotion for cultural understanding, empowerment of women and children, and other goals with over 200 projects serving those goals in low-income countries. This autoethnography project gives live to my past experience growing up in a post-communist country, participating in sport, and being part of community development programs. The aim of this story is to highlight how this experience has motivated me from my desire to come to the United States on a collegiate sport scholarship to pursuing a doctoral degree that investigates sport for development programs and their effectiveness.

BRAGA, MARILIA, *NETSI/PUCRS*

EDUCATION AND HEALTH: necessary interfaces to the construction of the citizenship

See BELLINI, MARIA ISABEL BARROS

bramwell-davis, prunella, *Royal College of Art, London UK*

Bricolage as epistemological boundary exploration between Social Science research and Design

Bricolage has become a metaphor for approaches in qualitative research methodology that emphasise the social framing and complexity of a research subject, where inventiveness with the material crafted in a new way produces differently authentic work.

Bricolage is a central practice in design as problem-solving, and as a crafts based practice, using ingenuity, creativity and first hand experience in a contingent setting. The aca-

dem Design community has been developing the field of doctoral research by practice, where complex design problems do not have single right answers, and making processes with skilled use of tools evokes reflection in action.

By exploring further the terms of the bricolage metaphor, perspectives from design practices can be offered to the broader social science qualitative research community as sources of new and interdisciplinary approaches, and as an exciting example of epistemological boundary exploration, one of the fundamental features of bricolage itself.

Brand, Lesa L., *University of Nebraska-Lincoln*

Fighting for Social Justice: Improving Research-Based Practice in Minority Health Care

See Babchuk, Wayne A

Brasil, Christina Cesar Pra_a, *Universidade de Fortaleza*

Teachers' Perceptions about the voice

Knowledge is essential for care. This study aimed to identify teachers' perceptions about voice's importance and quality. A qualitative study was developed with 50 teachers, between 26 and 63 years old, from three schools in Fortaleza, Ceará. Data was collected through a questionnaire. The participants considered their voice as "very important", "an instrument of work and social communication". Among them, 6% classified their voices as "great", 46% "good", 38% "regular" and 10% "bad". When they considered it "good", they justified for being understood and not having vocal problems; despite having vocal symptoms and exposure to risk factors. Failures, hoarseness and low intensity were reported by those who classified voice as "regular". They recognize the importance of voice to everyday life; but don't relate the existence of vocal symptoms and exposure to risk factors to vocal problems. This highlights the need for actions that improve knowledge of teachers on the subject.

Brasil, Christina Cesar Pra_a, *Universidade de Fortaleza*

Teachers' vocal health: the interfaces between the popular and the scientific knowledge

Teachers use voice constantly needing to appropriate themselves of the knowledge and practices for effective care. This study aimed to compare the scientific, the popular knowledge and the teachers' practices on vocal care. A qualitative study was conducted from August to September 2013, with 50 teachers, between 26 and 63 years old, in three schools, in Fortaleza, Ceará. Data were collected using a semi-structured questionnaire. It was observed that among the factors reported to be beneficial to the voice, 82% mentioned hydration, 36% apple, 32% vocal rest and 22% vocal warm up exercises. As harmful factors, 38% cited screaming, 30% speaking loud and cold drinks and 28% speaking too much. The cited measures of care were: 64% hydration, 16% avoid talking loud, 12% eat apple and 8% avoid screaming. It was concluded that self-care practices and perceptions of harmful and beneficial factors to the voice match with scientific proven data.

Brasil, Christina Cesar Pra_a, *Universidade de Fortaleza*

Daily life vocal demand of teachers in modern times

The teacher, in current times, accumulates daily activities for which the voice is essential. This study aimed to identify the activities the teacher performs using the voice. It was developed a qualitative study including 50 teachers, between 26 and 63 years old, from three elementary schools in Fortaleza, Ceará. Data were collected using a semi-structured

questionnaire and interviews. The results showed that 30 teachers are mothers, 26 have intense workload, 26 teach at more than one school, 6 work full time and 24 of them work 40 hours or more during the week. About the extracurricular activities, 2 reported to be saleswomen and 3 evangelizers, which refers to the intensive use of voice in personal, social and professional contexts. We conclude that the teacher, nowadays, requires a lot of her voice to perform her activities, requiring actions that promote vocal and overall health.

Brasil, Christina Cesar Pra_a, Universidade de Fortaleza
Coping and Teaching at the University

See Sampaio, Patricia Passos

Brasil, Christina Cesar Pra_a, Universidade de Fortaleza
The Pain of Educating: considerations on teaching work

See Arruda, Raisa Pinheiro

Brasil, Christina Cesar Pra_a, Universidade de Fortaleza
Enfrentamento de Mães Cegas na Educação dos Filhos menores de 12 anos

See Moreira, Gracyelle Alves Remigio

Brasil, Christina Cesar Pra_a, Universidade de Fortaleza
Innovation In Prenatal Care Based On User-Centered Technology

See COLLARES, PATRICIA MOREIRA

Bredehoft, Wendy, University of Wyoming
Linking Arts-Based Inquiry, Identity Work, and Disciplinary Practice

See Kamberelis, George

Brem, Sarah, Arizona State University
Mindful Transformation through Narrative Thinking - Teacher Identity (Re) construction in Educational Reform

See Chung, Wen-Ting

Brennan, Kathleen, The Pennsylvania State University
Corresponding Voices: Visualizing Research through Rhizomatic Dialogue

See Uhlig, Susan

Brewer, Cynthia, Texas State University
Intersect: An Autoethnography

This autoethnography is of a second year African American female doctoral student who is a former K-12 secondary and community college teacher who shares her experiences as an educator, student, and individual having to intersect between multiple spaces and identities that have helped to shape her as a doctorate student and educator transitioning into the world of higher ed and developmental education.

Brewer, Darrell S., *Marshall University*

Latchkey Students: Exploring Student Detachment in Non-traditional Higher Education Program Delivery

Taking part in a doctoral level cohort is an isolating experience. Although the group provides comfort during class meetings, the program also includes extended periods of self-directed time during which we have very little structured contact with their each other or our instructors. Members of the doctoral cohort are, in many ways, like latchkey kids who find themselves alone at the end of a school day, who come home to a world of solitary uncertainty. Learning how to purposefully exist in spite of the lack of supervision between class meetings requires heightened levels of responsibility and self-direction. Through the use of metaphor, analogy, and direct comparison, this paper explores parallels between the experiences of the latchkey child and the doctoral level cohort student.

Brierion, Sara, *NC State University*

Building a Stronger Nest

My job is to develop and improve the online education offerings for my university department. The content taught in this department is not one in which I have any previous experience. Because of my unfamiliarity with the content and the industry and my colleagues' unfamiliarity with online education our course development meetings devolve into a repetitive conversation about what's desired and what's possible.

I needed to explore the courses offered via traditional and online formats. I chose to explore the offerings at the remaining Poultry Science departments in the US (6). This content analysis opened my eyes to courses offerings, progression, and which courses are (not) available online. This analysis provided me the opportunity to view the subjects and approaches that are emphasized, the opportunities available (and unavailable) to students, and help me fill the gaps, and develop relevant courses for our students and a growing industry.

Briggs, Rachel, *University of Massachusetts Amherst*

Drag King Cowboy: Queering Desire for the "Western"

This critical, autoethnographic performance explores the potential and politics of a drag king performing as a cowboy. This performative piece investigates queer desires for cowboy images and the potential to both invoke as well as interrupt white supremacist and sexist representations of masculinity in the genre of the "Western." Using images of films, frontiers, and cowboy bodies, this piece interrogates social identities and knowledges of gender, race, and other social identities, asking the audience to read and re-read the cowboy.

Briggs, Rachel, *University of Massachusetts Amherst*

Performance, affect, and bodies: Performative knowledge and pedagogy

This interactive, performative piece explores bodies and affect and the creation of knowledge within a classroom space. Affect creates, shapes, and limits our ways of knowing, and this performance interrogates our investments in and affective responses to normative bodies and behaviors in academic spaces. I consider our own affective knowing as audience members and our knowledge production, together, in the academic space of the conference with the goal of offering a space of creativity and change together as a community

Bright, Felicity, *Person Centred Research Centre, School of Rehabilitation and Occu-*

Voices of Rehabilitation Providers: Talking About Engagement

Engagement in healthcare has traditionally been seen as a patient responsibility. There is now growing consideration of the role of the clinician in patient engagement. Our study explores how rehabilitation providers engage people with communication difficulties in stroke rehabilitation. We utilise the Voice-Centred Relational Method and analysis techniques of the Listening Guide and I-Poems. Listeners focus on the story and our response to the story, the voices of participants (how they speak of themselves), how participants speak of the 'other' in the engagement encounter and the interactions between themselves and the 'other', and the context surrounding the encounter. These techniques highlight the multiplicity of voices within and between rehabilitation providers; these appear to have significant implications for patient-provider interaction. We will present several voices within the poster. We suggest paying close attention to the voices of providers can help illuminate rehabilitation practices and processes.

Bright, Felicity, *Person Centred Research Centre, School of Rehabilitation and Occupation Studies, AUT University*

Voice(s) in Action: Using the Listening Guide in Observational Research

Patient engagement, a hot topic in the healthcare sector, involves not just the patient but staff and healthcare structures. Our study focuses on how rehabilitation providers engage people with communication difficulties in stroke rehabilitation. We use the Voice-Centered Relational Method, including the Listening Guide, to analyze interview and observational data, paying close attention to how participants speak of themselves and of others. While the Listening Guide is usually used with interview data, we use it also with observational data, considering how people represent themselves, and how they speak of themselves and others, within face-to-face clinical encounters. This methodological poster will demonstrate how we are applying the Listening Guide with observational data. We suggest bringing together interview and observational data can illuminate the multiplicity of voices evident within the practice of healthcare providers, and can provide an understanding of how and why they work in the ways they do.

BRILHANTE, ALINE VERAS MORAIS, *Universidade de Fortaleza*

The "northeastern male" in training: Gender relationships in discourse of teens from Cear 

This study analyze the perception of adolescents in Cear  about sexuality and gender issues and explore the social processes that surround his speeches in order to understand the situations of vulnerability to which adolescents are exposed in relation to their sexuality. Taking data from a qualitative study conducted with 10 adolescents between 14 and 18 years in public schools in Fortaleza, Cear , Brazil, proceeded to the analysis, highlighting the marked influence of gender relations, compounded by the perpetuation of regional stereotypes. The study allows for a reflection on the development of adolescent subjectivity and its relation to the perpetuation of situations of vulnerability constituted in daily lives of adolescents, which can extend for their adult lives.

BRILHANTE, ALINE VERAS MORAIS, *Universidade de Fortaleza*

Surgical therapy of breast cancer , lymphedema and social behavioral alterations in post mastectomy women

See Pinheiro, Cleoneide Paulo Oliveira

Brkich, Chris, *Georgia Southern University*

An Immersive Ethnography of Online Crowdsourced Informal Education: League of Legends and r/summonerschool

League of Legends (LoL) is presently the most played video game in the world—topping five million concurrent players worldwide at any time, over forty million individual player accounts, and exceeding one billion logged gameplay hours per month. Riot Games also hosts the League Championship Series (LCS), where the world’s best LoL players come together in an annual eSports tournament with a \$2 million purse. As LoL’s popularity exploded and as USCIS now recognizes professional summoners as legitimate professional athletes, players of all skill levels have sought to improve their gameplay and perhaps make it professionally. Tremendously popular venues such as r/summonerschool provide online crowdsourced informal education to this end. Our purpose is to expand on Murthy’s (2008) work on digital ethnography and expand on Paulus’s, Lester’s, and Dempster’s (2014) survey of digital methods in exploring the mechanics and viability of online crowdsourced informal education as a viable instructive tool.

Brogden, Lace Marie, *University of Regina*

The autoethnographic visitor: Liminal interrogations of lessons from the steps of the Union

Using ÔperspectivesÕ from bande-dessinnŽe, this paper positions the International Congress of Qualitative Inquiry as a site of inquiry to query autoethnographic possibilities of being as/and theory. Drawing on Urbana/South Florida interpretations of autoethnography as method, it combines contributions from French philosophers (Cixous, Derrida, Deleuze et autres) and ICQI boundary pushers (Rolling, Weems, Wyatt and others) to story research/border crossing/writing in view of post-cetera academic subjectivities.

Brooks, Arthur, *SUNY Brockport*

Journalism Education that Matters: The Importance of Taking the Class Outside the Classroom

It is important for students to be given the opportunity to complete extensive projects so as to challenge themselves and to implement the skills and knowledge they have acquired from their education. Lacking these experiences forecloses the opportunity for exploring future career and civic possibilities. An extensive project, such as creating a documentary film, enables students to push their classroom experience further and offers insights into how their respective talents and experiences can make a difference within the larger community. Educators can help students by offering a space for undertaking these projects. Incorporating these projects in the classroom is especially important for first generation college students, as these students may not be aware of the various campus resources that exist for enabling student-driven community outreach projects. Likewise, to make these projects as powerful as possible, for everyone involved, it is important that faculty do not shy away from criticism, and instead remember that students often want faculty to give them an honest account of their work; for if the faculty will not do it, then someone else will—and that external criticism may not always be constructive.

Brooks, Nancy, *Ball State University*

A Discourse into Qual+/->qual Mixed Methods: ÔStretchingÕ the Definitional Boundaries

See Miller, Joshua Lane

Brottveit, Gudrun, *Trondheim University Collage*

Ethnography - a framework for Critical Thinking and Combination of different Science Traditions

An overriding goal of this paper is to highlight scientific theoretical challenges related to the research project 'Out of prison', a qualitative study of the transition process for convicted men in a high security Norwegian prison. The study is based on critical ethnographic fieldwork (Deleuze 2005, Foucault 1980) and this has been a fruitful approach.

In recent years ethnography has gained stronger grounding in international research, partly as a result of a greater discursive orientation that is currently found within the social sciences. The paper brings up some empirical findings and highlights central challenges which ethnographic methods are faced in connection with analysis and choice of interpretation frames. The study is both inspired by a poststructural and experiential hermeneutics (Nerheim 1995) view of knowledge, which combines a focus on understanding the individual's thinking and actions in light of their experience and how experiences and events discursively is spoken forward.

Brown, Hilary Ann, *Brock University*

Coming out of the Closet: An Autoethnographic Account of Growing up with Two-Mothers

This paper is an autoethnography of my life not directly lived under patriarchy and not driven by feminine conventions but rather by feminist ideals. As a result, I believe I was destined to disrupt the status quo. This is clearly evident in my teaching practice. Palmer (1998) writes that, 'We teach who we are' (p. 2). Since my values and beliefs were shaped growing up in a non-traditional family, my teaching practice reflects an interrogative perspective. In this perspective understanding the intersections of class, power, and privilege is critical to understanding how schools carry out their mandate and more specifically the role teachers play in that mandate. Throughout this paper my role as a teacher both at the elementary level as well as higher education will reflect the values and beliefs I embody as both a daughter and a teacher born into a family with two mothers.

Brown, Hilary Ann, *Brock University*

Still Learning After Three Studies

This paper traces my journey carrying out duoethnographies. How did I arrive at this innovative methodology? Why did it choose me? What surprises me when I deeply immerse myself in duoethnography? What are the challenges when engaging in a dialogic method that unravels the past? Often when I begin there is something still up in the air an unresolved tension or disappointment or sense of loss. By the end I feel a much greater sense of connection to the past and the issues that were ever present unraveled and at times melted away. Often there is a reconciliation of my past through a reincorporation in the present. This paper interweaves three dialogic conversations in an attempt to glean what I have learned by undergoing a duoethnography.

Brown, Ruth Nicole, *University of Illinois*

'She came at me wreckless!' Wreckless theatrics as disruptive methodology

In this paper, the author outlines Wreckless theatrics, a new methodology that attends to the nuances and complexities of Black girlhood expressive cultures. Wreckless theatrics privileges cultural knowledge that is often colonized by traditional research paradigms. As an example of the tenets and characteristics of wreckless theatrics, the author analyses a theatrical performance she organized, co-wrote, and performed entitled, 'Hoochies Need

Love Too. Hoochies, shows how reckless theatrics disrupts norms about disciplinary, community, knowledge production, and engages deviance, hip hop feminism, and drama toward a political end. Inherently interdisciplinary, this paper details the joys, obstacles, and affirmations when encouraging performance as a site of educational inquiry.

Bruce, Jacklyn, *NC State University*

Building a Stronger Nest

See Brierton, Sara

Bruce, Jacklyn, *NC State University*

Pura Vida ~ Cultural Immersion in Costa Rica: A Visual Transformation of an American Cohort

See Bushey, Ginger

Bruce, Jacklyn, *NC State University*

A Paranormal State of Mind; Students Finding Belonging Among Communities of Believers

See Sommerfeld, Kelsie

Bruckman, Marilyn Elaine, *TN Tech University*

Phenomenological Study of Teacher Candidates' Perspectives on Personal Growth while Immersing Digital Literacy with Visual Arts

Recent school reform and the implementation of common core standards set forth goals to prepare young people who graduate from high school as either college or career ready. A workforce prepared to compete in a global arena is yet another goal. Among the 21st century skills outlined in the common core standards are critical thinking, real-world problem solving and creative thinking processes. Educators will be expected to create classroom learning opportunities for students that meet the core competencies for subject areas. The purpose of this phenomenological study is to capture pre-service teachers' perspectives on the utilization of cross-curricular approaches to teaching visual arts in elementary schools. Participants will use tablet computers as design tools in teaching visual arts lessons. Teacher candidates will reflect on their personal growth, creative processes, and team approaches to teaching. The essence of participants shared experiences will be examined.

Bubar, Roe, *Colorado State University*

The Colonial Logics behind Microaggression and Indigenous Peoples

In this presentation I discuss microaggressions towards Indigenous people and the ways in which these acts work to psychologically reinforce violence and colonial logics associated with settler colonialism. In this session I explore the narratives of Indigenous professionals who discuss three different types of microaggressions they experience in everyday professional and/or educational situations. In exploring microaggressions I ask how do non-Native professionals in everyday interactions with Indigenous people reenact settler colonialism? I include in my findings Indigenous ways of understanding settler colonialism and representations of microaggressions. Indigenous methodologies and Indigenous feminisms guide my use of narratives and methods of grounded theory shapes the analysis in this study.

Bubar, Roe, *Colorado State University*

Intersectionality and Social Work: Omissions of Race, Class, Gender and Sexuality in Graduate Student Learning

In this presentation we explore omissions of intersectionality in training social workers, and the challenges of incorporating the Council on Social Work Education new guidelines on intersectionality within the core curriculum of a social work program. This research emerges from data collected from graduate student papers where students explored professional power and intersectionality. In exploring these omissions we asked, how do MSW student's perception of power relate to ways in which intersectionality is understood and thus included, or excluded, in a Social Work graduate program? Two themes emerge from the research; policing resources as privilege and pretense of harmlessness. We include in our findings student narratives and visual representations of professional power and how these serve to reproduce privilege and oppression within social work curriculum. The methodological stance of critical and feminist theories guides our use of document data and methods of grounded theory shaped the analysis of this research.

Budge, Stephanie, *University of Louisville*

Societal Transphobia, Binary-Centrism & Oppressive Validation: Experiences of Privilege & Oppression in the Trans* Community

See Rossman, Kinton

Bujorbarua, Pongki, *University of Washington*

Ethnography: The Academic and the Corporate Encounter

Academic ethnography seeks to understand the everyday lives of people in their homes and communities. Using observations and interviews researchers work to capture the sociocultural meaning of activities in naturally occurring settings from the viewpoint of the participants. In contrast, corporate ethnography is limited by its 'corporate' lens through which it seeks to understand the lives of its consumers. It is modified to tailor to the specific needs of the organization and by its very nature risks a myopic view of the cultural meanings it seeks to absorb. The researcher enters the field with a fairly definitive list of questions to be answered which are crucial for the firm's future strategy. Observational interpretations are influenced by the purpose of the project. The focus lies in understanding trends, identifying gaps and needs of product consumers. Using examples from the field in the US and India, the authors will discuss salient issues.

Bujorbarua, Pongki, *University of Washington*

Using performance ethnography, dance and movement to document children's views and moral reasoning about animals

See Jegatheesan, Brinda

Bumbaco, Amy E, *University Of Florida*

Process Journals in Use

A common method to create an audit trail in qualitative research is memoing. Memos explain some of the thought process involved in the analysis, but alone do not necessarily provide a complete audit trail to ensure reliability or trustworthiness. This presentation explains a technique that combines reliability, quality, and a standardized process as a secondary method to memos. During grounded theory coding, the first author used a new technique called a process journal in which the researcher journals each step of the

analysis. Steps can include analytical decisions about the meaning of statements from participants and development of codes; thus the process journal combines elements of both memos and codebooks. How these steps are specifically done may differ by person, but the technique allows an access point to remember and discuss the process of research. This presentation explains the technique in the context of a research project currently in progress.

Bumbaco, Amy E. *University Of Florida*

Using Assignments during Interviews on an Abstract Concept

Most elicitation interviews are either visual or media based, but in this presentation, I plan to discuss elicitation interviews which used assignments from participants' past experiences. This technique can help participants express ideas on an abstract concept. In a recent study, students and faculty from humanities and engineering were interviewed on an abstract topic, that of critical thinking. Students, especially the engineering students, struggled to verbalize thoughts. In order to help guide the participants, we requested before the interview that they think of an assignment or example in which they enacted critical thinking. Throughout the interview we referred to the example or requested other examples. We will also discuss the successes, disadvantages, and challenges of using the process with different participants. Although some participants' thoughts were limited by the assignments they chose, the process helped others articulate their thoughts.

Bundy-Fazioli, Kim. *Colorado State University*

Intersectionality and Social Work: Omissions of Race, Class, Gender and Sexuality in Graduate Student Learning

See Bubar, Roe

Burdick, Jake. *Purdue University*

The Li(f)e We Tell Ourselves: Psychoanalytic Perversions of Narrative Inquiry

Within this paper, we articulate the permutations and possibilities of research conducted at the intersection of Lacanian psychoanalysis and narrative inquiry (specifically that which Polkinghorne refers to as "narrative analysis"). Our work seeks to illuminate the desirous, even deceitful, ways in which identity is conceived and performed via the production and repetition of self-stories. Further, we argue for the writing of ambiguous, open-ended narrative texts as a means of enacting what Lacan calls the *Ō*discourse of the analyst within research representations: an approach that implores our readers to bring their own experiences, desires, and repressions to findings in the co-construction of meaning. In this way, we suggest that narrative texts allow for engaging with the radical difference inherent in human activity while maintaining space for the development of an ethics that transcends identity categories.

Burho, Jamey. *University of Maryland*

Investigation of the Reduction of Nonpublic Enrollment for Students with Disabilities in an Urban District

This study, initiated at the request of an urban school system, sought to understand the dynamics through which key players from an urban school system, in collaboration with city government leaders and two nongovernmental agencies, were able to reduce the number of highly restrictive nonpublic placements for students with disabilities. Data from relevant documents and semi-structured interviews with 21 city and school district leaders and analysts informed this study. Six interrelated themes emerged from the data: Leaders' *Ō*

Interactions, Legal Issues, Privatization, Data Tracking, Capacity Building, and Communication. An integrated view of these categories illuminates collaborative and complex relationships that contributed to the reduction of nonpublic enrollment from early 2010 to late 2012. This study used systems theory as an analytical framework and models a holistic analysis of real-world complexities and interdependent relationships associated with school reform and efforts to educate students with disabilities in their least restrictive environment.

Burleigh, Dawn Virginia, *The University of Western Ontario*
Interrogating our White Privilege: Stories of Teaching in Ontario's North

It was living and teaching as white educators in a First Nations community where our dialogue began about our teaching experiences. As teachers in the same educational system in which we were students, we began to recognize how our whiteness and our Eurocentric educational experiences shaped the development of our practice as teachers. As new researchers it is our objective to revisit our colonized selves in our stories with an aim of decolonizing our practices as teachers and researchers. This research is shaped through the lens of critical white studies. Examining white privilege will begin to unearth our colonized experiences of teaching as non-Indigenous educators in a remote Indigenous community in Ontario, Canada. Methodologically, narrative inquiry and autoethnographic methods connect our stories to greater social, political, and cultural discourses. These stories work to counter dominant colonial discourse that divides and others the complexities of Indigenous education.

Burleigh, Dawn Virginia, *The University of Western Ontario*
Beyond the Classroom: A Case Study of Teachers' Work in a Remote First Nations Community

Teaching in the North occurs in a complex stew of federal, provincial and local requirements. This, along with the geography and a cross cultural teaching environment, creates a heavily politicized site of teaching. The way this context is navigated through the work of teachers is the specific research interest of this paper. The theoretical framework for this research project is established on a social constructionist foundation that draws on social conflict and critical race theory. The conceptual categories of critical race theory will be used as a lens to explore issues of white privilege, dominance, race, and inequities as a means to further challenge and resist the marginalization of Aboriginal education. Through interviews and focus groups with 15 teachers in one specific community, this case study explores the work of teachers as moving beyond the bounds of the classroom, into the community and into a reflexive state of practice.

Burm, Sarah, *Western University*
Looking back to see our way forward: A critical review of narrative inquiry across the professions

Wells (2011) argues that language frames how individuals construct problems and their solutions and that researchers look through language rather than at language (pp. 3-4). There is growing acceptance and practice of narrative inquiry (NI) for its affordance to provide researchers the opportunity to look through language as a means to inquire into or ask questions about particular life experiences. Given the interdisciplinary nature of narrative inquiry, and its increasing use across disciplines such as education, medicine, nursing, and law, it is worthwhile to consider how NI has been adopted across the varying discourse communities represented by the professions. This

study reviews the literature to better understand what story(s) are being told about how narrative inquiry has been taken up within qualitative research across the professions .

Burm, Sarah, *Western University*

Interrogating our White Privilege: Stories of Teaching in Ontario's North

See Burleigh, Dawn Virginia

Burnett, Cathy, *Sheffield University*

Weird drifting as research method: Affective encounters with/in a learning space

See Bennett, Luke

Burnett, Jason Roy, *Bowling Green State University*

Wax and Seal: An Autoethnography of Illness, Devotion, and Marriage

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Bowling Green State University

Abstract Submission - ICQI

Wax and Seal: An Autoethnography of Illness, Devotion, and Marriage

By examining fragments of letters preserved throughout a 16-year relationship, the author contrasts the realities of major mental illness with the devotion and power of intentional caregiving. While engaging in autoethnographic disclosure and narrative, the author discusses the complex relational challenges faced in struggling to treat and manage an extremely disruptive chronic condition. Through this engagement, from 1999 through the present and courtship to marriage, a sobering and moving image of hardship and dedication comes into view. Finally, the consideration of the chosen excerpts with very current research reveals dyadic adaptation to these circumstances, the trial of spousal caregiving, and the specific methods enabling a continuing partnership. Keywords: Epistolary, Autoethnography, Relational, Disclosure, Illness, Bipolar Disorder, Caregiving

Burns, Jim, *South Dakota State University*

Who Accommodates Whom? A Counter-Narrative to Educational Assimilation

Native Americans comprise nine percent of South Dakota's population, but less than two percent of South Dakota State University's students represent Native communities. Our collaborative work includes Native and non-Native students, faculty, and staff from our university community. We sought to build an understanding of the experiences of Native students, faculty, and staff through the lens of their personal family, community, and educational histories. The question: "who accommodates whom?" (Nieto, 2010) underlies our work together. We advocate for a view of education as a PK-16+ system that values and honors the personal stories of Native students. We thus offer a counter-narrative to educational assimilation by offering our students' stories of personal empowerment and success, which often lie invisible and devalued in institutions through which education has been used as a weapon of mass destruction against Native peoples. We represent our work through several forms of autoethnographic narrative and digital imagery.

Burns, Jim, *South Dakota State University*

Of Embodiment and Ether: Negotiating the Complexity of Relationship and Community in American Masculine Culture

Situated in Brown's (2012) research on vulnerability and Way's (2011) work on boys' relationships, I use collaborative autoethnography and autophotography to offer an interpretive analysis of my experience negotiating my evolving understanding of the complexity of relationships and community in the context of American masculine culture. Specifically, I investigate relationships in both physical and virtual spaces where social media provides a tool to facilitate and maintain face-to-face relationships. This work also offers a narrative reflecting on research in which digital technology can facilitate connecting with others as a method of participatory research that complicates essentialized master narratives by creating spaces to explore ambiguity and paradox. I present this work through autoethnographic narrative and digital imagery overlaid with prose and poetry generated from conversations with co-researchers.

Bushey, Ginger, *North Carolina State University*

Pura Vida ~ Cultural Immersion in Costa Rica: A Visual Transformation of an American Cohort

Pura Vida, an affectionately known phrase in the Costa Rican culture. Its literal translation "Pure Life," but in native conversation could mean: all good, hello/goodbye, easygoing, relax, take it easy, enjoy life, and the list goes on. A difficult concept for a non-native to adapt to, let alone adopt. Much the same could be said about photos, that the interpretation is left to the user, viewer, or creator. In this study a participatory researcher combined field observations and still photos to make meaning of a cultural immersion. A cohort of 10 faculty and graduate students from an American university experienced 8 days of "Pura Vida" while on their first study abroad trip. Photographs defined by the researcher illustrate the observation of a group that began as independent participants with independent agendas; and a transformation that represents how they became an intertwined network learning and teaching from time with others.

Buxton, Cory, *The University of Georgia*

Knowing the Other Gender: Rarely Taught, Roundly Learned

See Aghasaleh, Rouhollah

Buxton, Cory, *The University of Georgia*

Positivist Science Curriculum and Post-structural Pedagogy: A New Materialist Entanglement

See Aghasaleh, Rouhollah

Byfield, Lavern G., *Southern Illinois University Carbondale*

Teachers' Conflation of Race and Ethnicity with Language Proficiency: Implications for Classroom Discourse

While several studies have investigated the impact of federal legislation on the learning experiences of English language learners (ELLs), few studies have examined teachers' perceptions of race, ethnicity, and class and the effect on language instruction. We analyzed the complexities associated with race, ethnicity, identity, power, and language framed within a sociocultural lens which critics, of the sociocultural approach, argue are not explicitly explored when this approach is employed. Part of a larger study, data collection

included open-ended surveys and semi-structured interviews with 9 teachers and the principal at a multilingual school. Findings showcase that teachers conflated race and ethnicity with language proficiency and labeled students as competent based on markers such as race or ethnicity. We argue that it is necessary to interrogate ideologies regarding language usage and race and acknowledge biases and assumptions that may impact classroom discourse and learning.

Byford, Gabrielle Brooke, *Tennessee Technological University*
A Close-Up of Co-Teaching: Zooming in on Teacher Candidates' Co-Teaching Experiences

See Landis, Nancy Diana

Byrd, Kelly Marie, *University of Illinois at Urbana-Champaign*
A Tapestry of Literacy Traditions in African-American Families

Definitions of literacy conform to a model that views literacy as a set of skills reflected by a child's scores on large-scale tests, which are favored in mainstream classes (Street, 1995). Children from culturally diverse backgrounds are expected to engage in literacy practices that are different from those they participate in at home. Unfamiliarity with these practices can lead to such labels as "at risk" or "low achieving." Therefore, this research problematizes dominant constructions of literacy and erroneous perceptions of literacy practices within African-American families. This study seeks to illustrate the variety of literacy practices used by African-American families and the value these contributions have on the establishment ideologies of literacy. By analyzing narratives told about literacy experiences and examining home literacy practices in two African-American families, the study will consider how families negotiate and enact literacy. Additionally, it will elucidate intergenerational connections that figure into family traditions of literacy.

Cabello, Martha Leticia, *Universidad Autónoma de Nuevo León*
Mutual aid group for morbid obesity care. A social intervention

This paper presents the preliminary results of a social care intervention for morbid obesity in married women aged 25-55 years. The proposal is based on strengthening the necessary abilities for morbid obese women, through social work intervention with a mutual aid group to generate new behaviors, attitudes, emotions and thoughts through a process to re-apprehend and redefinition of concepts to create a sustainable change in their physical and mental health. This project through a multidisciplinary work seeks to drive and release feelings associated to the act of eating and break out the vicious link between binge eating, guilt and feelings of ineffectiveness. The phenomenological perspective will be useful to know the experiences of the participants before and after the intervention. The focus group technique is the qualitative assessment axis of the project as well as semi-structured interviews which may account for the subjective aspects of the intervention.

Cadavid-Ruiz, Natalia, *Pontificia Universidad Javeriana de Cali*
Exploring Ways to Improve High-Quality Qualitative Research Publications in Psychology

Although most of Psychology undergraduate programs around the world include the study of Qualitative methods, the vast majority of its scientific publications are made using quantitative techniques. One of the major consequences produced by this situation in Spanish speaking countries is that there are few initiatives to establish the main criteria to define a high-quality qualitative research publication. In this sense, writers and editors

from Psychology journals do not count with explicit parameters to assure the suitability of a manuscript as a qualitative study: the rigosity of the method used to establish the adequacy of the sample used, of the applied instruments, of the techniques used to analyze data, to assure the validity of the study, its correct presentation of results, the impact of the results and main conclusions, etc. The objective of this round-table is to define punctual criteria to write and evaluate qualitative research publications.

Calderon, Freyca. *Texas Christian University*

Latina Immigrants: Women Living in Borderlands

The experiences of Latina women in becoming immigrants when they come to live in the U. S. are as varied as their backgrounds. The narratives of five Latina women aim to describe how they reconstruct their identity as they cope with the assumptions and stereotypes associated with being part of a minority group in the U. S. These lived experiences represent an opportunity to understand how they struggle to find their place and contribute to American society by developing a mestiza consciousness, which allows them to cope with the social, cultural, and political assumptions of being a Latina immigrant.

Call-Cummings, Meagan. *Indiana University Bloomington*

The Ethical Implications of Collective Data Analysis in Participatory Action Research

Committed to mutual access to knowledge and knowledge production, practitioners of participatory action research (PAR) often find the actual work of PAR challenging because of the competing responsibilities they feel: a responsibility to produce knowledge in a way and form that academia values, and a responsibility to fully participate in a research collective in order to produce the knowledge the collective values. The author investigates this question, drawing on her participation in a research collective comprised of 22 high school students, one teacher, and herself. She hones in on the collective process of data analysis in order to come to a greater understanding of the ethical implications of giving up control of that process to arrive at authentic conclusions. She concludes by linking the notions of being ethical with being authentic, and what that might mean for PAR and other collective approaches to inquiry.

Callender, Amy Locke. *amylocke@ntech.edu*

Through the Looking Glass: Family Perspectives on Planning for the Future of a Child with a Disability

Through the Looking Glass: Family Perspectives on Planning for the Future of a Child with a Disability, examines the encompassing journey of a family with a child with a disability. Three single mothers were interviewed to learn more about the people and events that impact the lives of parents with a child with a disability, now adults. This research will provide insights that enable stakeholders (other families, educators, other school personnel, fellow students, therapists and neighbors) to understand and support families through many life transitions. Interviews, family photographs, art, poetry, and school documents were utilized as resources in an effort to initiate change for families of children with disabilities.

Callier, Durell. *University of Illinois*

To Tell More Complex Narratives: Social Death, Blackness, Queerness and the Analytics of Love, Loss, and Failure

To Tell More Complex Narratives: Social Death, Blackness, Queerness and the Analytics of Love, Loss, and Failure is an exploration of how race, gender, sexuality, class,

and youthfulness intersect and advance the marginalization of Black youth bodies and in particular Black queer youths bodies. Creating theory from my own lived experience and original creative works, this paper illuminates how performance, and namely theatre along with personal narrative can offer humanizing and complex stories about Black queer youth for the purposes of social justice. As a means to provide more nuanced articulations of Black/queer life, agency, and the experiences with social death and violence I offer the analytics of love, loss, and failure. It is through these analytics that I try and walk a tenuous line, that theorizes black/queer lives complexly neither completely tragic nor always resistant and victorious.

Camargo Plazas, Maria del Pilar, *University of Alberta*

The Effects of Globalization in the Experience of Living with Chronic Illness in the Age of Globalization: Findings from a Critical Hermeneutic Research Study

In this paper, we explore how a neoliberal oriented health care system affects the experience of people living with chronic illness and whether neoliberalism is an answer to global competition or a threat to equitable access to health care for people with chronic illness. We report findings from a critical hermeneutic phenomenological research study that explored how the social, economic, and political structures impinge on the lives of people with chronic illness. Research findings showed how the marked social inequities caused by the unequal distribution of power, services and goods leads to health inequities and social exclusion of research participants.

Camargo, Diana Carolina, *Researcher*

Attitudes and Theft Dynamics in an Upper-Middle Socioeconomic Status School in Colombia

See Chaux, Enrique

Cameron, Brenda Leigh, *University of Alberta*

The Effects of Globalization in the Experience of Living with Chronic Illness in the Age of Globalization: Findings from a Critical Hermeneutic Research Study

See Camargo Plazas, Maria del Pilar

Cameron, Rose Ella, *Algoma University*

Indigenous Research as a Strategy for Surviving and Thriving in the Academy

As four Indigenous and non-Indigenous educators in a small, northern Canadian university, we felt increasingly disconnected within the colonial, patriarchal structures of the Academy. We formed a sharing circle to create a space that does not currently exist in academia, partially as a survival strategy. But we found that adding an Indigenous-based participatory action research component increased the transformative power of the circle. The circle as research pushed us to be rigorously critically reflexive, drawing on critical frameworks to theorize and politicize our lived experiences and social locations. Participating in the traditional circle connected us, healed us, and brought us energy. Individually and collectively, we also experienced it as a decolonizing process. We will present how the circle ensured our collective movement forward in every aspect of the research, while the research component helped us to a deeper, richer, and more politicized understanding and praxis as educators.

Campbell, Ashley, *University of Ottawa*

Storytelling as a Form of Resistance in Decolonizing Our Educational Practices

Stories have the ability to transform our understanding, and Indigenous epistemologies and pedagogical practices (including storytelling) provide opportunities for learning that recognize the importance of lived experiences in decolonizing our educational practices. Traditional Eurocentric models of education separate the individual from the academic knowledge. How do we overcome these barriers in education in order to transform our understanding of what is accepted knowledge within the academic community? Stories define who we are in a given time and place, and it is in sharing our stories that we can find common understanding and a deeper sense of humanity within the academy. We find life in stories, whether we are telling a story or listening, we become part of the story. It is this adaptive and transformative quality of stories that makes them so accessible. We enter into stories through our own reality and take from them what is relevant to our lives. Arts-based practices and life writing challenge traditional approaches to qualitative research and provide a space where the personal and professional intersect. As an educator and researcher, I recognize how diverse lived experiences can shape the lens through which we view the world. There are stories that have profoundly impacted my life and the way in which I understand my own reality. These transformations in self and identity are not isolated within the private realm; they are also reflected in my life and professional practices. As individuals, our worldviews shape the way in which we see and understand our realities. Indigenous communities throughout the world and in Canada have long used storytelling as a way of sharing and communicating personal knowledge and understanding. Introducing Indigenous epistemologies and pedagogies provide new opportunities for learning that challenge these assumed hierarchies of privilege within a Western paradigm and encourage critical reflection. Indigenous epistemologies support the understanding of interconnectedness, which challenges linear concepts of knowledge and education. As a student and educator, I share my experiences through creative storytelling that recognizes the importance of lived experiences to my work and research in working in this space in between Western and Indigenous knowledge.

Campbell, Elizabeth, *Marshall University*

Adversary or Advocate? A Not-Quite-Convinced Teacher Educator Encounters the Common Core.

As one with a deep background and long experience in the Liberal Arts, moving to a Graduate School of Education has come with rewards I looked forward to, and challenges I did not anticipate. Working with smart and dedicated teachers has been tremendously satisfying. Working with those same teachers as they greet the dawn of the Common Core has been tremendously challenging. Although there is certainly merit in many of the Core's curricular ideas, I also find much to object to in its fundamental philosophies, definitions, implementations, and regimes of assessment. Using stories of encounter and discord, this presentation explores some of the challenges I face in trying to remain critical of the Common Core State Standards, even as my students are required to embrace it.

Canales, Alejandro, *Institute of Higher Education Studies, Universidad Nacional Aut-noma de M'xico*

Evaluation of graduate programs: the PhD and the training of scientists

Overall, in the last decades has significantly increased enrollment of graduate and doctoral especially. It is a relatively recent phenomenon worldwide, fueled by what has been called societies or knowledge-based economies. In Mexico, since the nineties was launched

a strategy for evaluating graduate programs, which has differentiated the large number of graduate programs have proliferated.

Currently, about 20 percent of all graduate programs are recognized as quality and the largest number of students enrolled in doctoral programs belong to such programs.

In this paper, we analyze the process of evaluation of graduate programs, primarily performing differentiation of the various programs and their implications for the formation of high-level scientists.

Canales, Alejandro, *Institute of Higher Education Studies, Universidad Nacional Aut—noma de MŽxico*

Continuity between the PhD and Insertion in the Scientific Community Mery Hamui, Department of Sociology, Universidad Aut—noma Metropolitana (UAM-A) and Alejandro Canales, Institute of Higher Education Education, Universidad Nacional Aut—noma de MŽxico

See Hamui, Mery

Canaval, Gladys Eugenia, *Universidad del Valle, Cali, Colombia*

Vulnerability and the active agency in sexuality among youth as university student, Cali, Colombia

Understanding the sense that youth as university students, both men and women give to their sexuality as they experience them, it is important recognize the role that play gender, class and ethnic determinants as well as the transformations as a result of their experiences as university students, in the construction of identity, meanings and realities.

Qualitative research approach was used with intersectional analysis of history of life of university youths from a feminist perspective.

Ruptures and continuities coexist in the criteria and assessments that the university youth assigns at the moment of choose his o her sexual partner and strategies for prevention. The appropriation of their bodies and the recognition of the autonomy in the search for pleasure as a legitimate possibility are not put in the level with the active agency for protection. Persist inequalities both subjectivities as social structures that affect the vulnerability of young people.

Canella, Claudia, *Institute of Popular Culture Studies, University of Zurich, Switzerland*

Records of Falkenstein. A Performance about Gaining Recognition in the Scientific Community

The fifteen minutes performance is the result of my autoethnographic analysis of the records of Falkenstein. These records are transcripts of selected discussions among the participants of the congress of the German Society of European Ethnology in 1970 at Falkenstein, Germany. This conference was one of the most important milestones towards the modernization of the correspondent scientific field in German speaking countries. During the sessions, the different participants negotiated the future of field and used the arena to propose themselves as its future leaders. Not only different theoretical backgrounds collided, but also different societal ideals and personal ambitions. I used this historical source of a crucial moment in the history of the field as starting point of my autoethnographic PhD about my development as a professional scientist in European Ethnology. In the performance, I melt autobiographic epiphanies with direct quotes of the records about gaining recognition in the scientific community.

Caniglia, No'l Cox, Prescott College
Women Ranchers as Ecojustice Educators

Radically ecocentric ethnographies with women ranchers surface place as a co-researcher in the research process. The ranchers' intimate relationship to the more than human natural environment is responsible for aligning their thinking within an ecocentric paradigm. Evidence for this ecocentric framework emerges from the hardscrabble stories of ranch women from Southwestern United States. Featuring the voices of ranchers within place highlights the holographic nature of living systems research. Based on the patterns found in the women's words, this study prioritizes ecocentricism as the first layer of knowing for land based women and situates the more commonly held egocentric perspective as a secondary ontological lens. If ecocentric knowing and connection to place are grounding principles for the land based women in this study, then the role that these cattle ranchers play as ecojustice educators could serve as an example of living system integration within a human context.

Caniglia, No'l Cox, Prescott College
Redesign by Earth: Infusing Living System Considerations in Ethical Review and the IRB Process

See Hauk, Marna

Cannella, Gaile, Arizona State University
Critical Qualitative Research in Global Neoliberalism

The lack of societal transformations toward social justice has been attributed to the increasing globalization of western neoliberal perspectives and power networks associated with capitalism, free markets, profiteering, and managerial orientations. Diverse critiques abound. Some even refer to the condition as the most recent version of patriarchy, capitalist patriarchy. Further, the transformative, rhizomatic, becoming characteristics of capitalism have been illustrated. However, the context in which we find ourselves continues to be predominately capitalist, oppressive, disparaging, and continues to create unthought constructions of capital. Using (1) the current corporatization of higher education around the globe as an example, and (2) Foucaultian discussions of neoliberalism and homo economicus as the theoretical perspective, the purpose of this paper is to provide an exploratory outline for the use of critical social science, especially critical qualitative research, as an instrument for the construction of critical research that would unmask these neoliberal networks.

Capous-Desyllas, Moshoula, California State University, Northridge: Department of Sociology

Using Photovoice with Sex Workers: Expressing Emotion, Experience and Process Through the Art Form of Collage

As a feminist social work researcher, activist, and artist, I implemented photovoice method with women working in diverse aspects of the sex industry. The purpose of this project was to understand sex workers' needs and aspirations through their own artistic self-representation, to provide opportunities for group dialogue, and to engage in community education and activism through art. My photovoice research involved a synthesis of critical feminist theoretical values with arts-based approaches. In this presentation, I will share how I used the visual art medium of collage as a form of reflexivity to reflect, illustrate, and contextualize my physical, mental and emotional experiences related to my research and analysis process. Creating a series of collages to express and represent my

embodied experience of engaging in research with sex workers provided the opportunity to examine emotions that emerged as I negotiated my insider/outsider status, addressed ethical dilemmas and engaged in social activism.

Cardenas Jimenez, Andrea, *Universidad Nacional de Colombia*
Resilience and Disability: Life Oral History in Ecological Perspective

Understanding resilience as a set of social and intrapsych processes that makes possible the access to the well-being in spite of adversities, was the purpose of this study in order to identify, from an ecological perspective, processes that contribute to resilience in a group of three persons with disabilities (visual, auditory and mental). This qualitative study was developed using Life Oral History like research method and the Leininger's four steps method like data analysis strategy. Findings showed that in micro-systemic level are the most relevant processes for resilience in the collaborators, for example, individual -high self- efficacy; family _autonomy promotion; educational _regular classroom inclusion; and social processes _friendly and affective relationships with disabled and not disabled people. However, in meso-systemic level the relationships between micro-systems like school and family have enabled the implementation of joint coping strategies that enable resilience too. At macro-systemic level normative and institutional structure related to disability in Colombia has been risk and protective factor simultaneously. As a result of transactions intra and between multiple context levels across the time collaborators have achieved the expected develop targets for every life stages overcoming adversity associated with disability and reaching performance levels higher than their pairs in academic, professional and social fields

Carducci, Rozana, *Salem State University*
Critical Epistemologies and Methodologies: Advancing Socially Just Higher Education Leadership and Organizations

Sheilds (2012) describes critical advocacy research as an approach whose time has come, where critical inquiry Óbegins with the premise that researchÓs role is not to describe the world as is, but also to demonstrate what needs to be changedÓ (p. 3). While critical perspectives have gained increased visibility in studies of higher education access, student life, and faculty work, they remain muted in studies of postsecondary organizations and leadership. In this chapter we review and critique the dominant theoretical and methodological frameworks which serve to constrain understandings of higher education organizations and leadership. Next we explore what it means to intentionally design organization and leadership research from critical advocacy perspectives. We reflect on existing critical studies in the higher education literature and provide new insights on the ways in which critical epistemologies and methodologies may be employed to advance socially just higher education leadership and organizations.

Carey, Kevin M., *Ball State University*
Faculty Plus Fraternity Equals Persistence

Sigma Pi, Dr. Theune, Dr. OÓGorman, and Dr. Diaz allowed me to pursue my goals for student success. I moved forward without quitting in the face of defeat, and even with poor odds sometimes, I succeeded. I am a persister. Habley, Bloom, and Robbins (2012) defined a persister, or someone who persists through college, as one who continues to move forward without quitting, being defeated, or leaving despite poor odds for success. For the purpose of understanding persistence, this definition is most relevant to my persistence story. This presentation includes an exploration of my persistence as an undergradu-

ate student as it relates to my interactions with faculty and my membership in fraternity life. I joined Sigma Pi Fraternity, International, Epsilon-Gamma chapter at Illinois Wesleyan University on November 9th, 2009. I joined a brotherhood of over 40 men with whom I share the same values. I know I made an impact in the chapter and the fraternity and sorority community. I felt proud my professors took the time to get to know me on a personal level, genuinely cared about my work for all my courses, and wanted me to succeed in my future endeavors. My obstacles challenged me in a way where my persistence as a student was on the edge at points. The death of a fraternity brother, our chapter charter being revoked, and switching majors three times were obstacles I faced in my undergraduate career. Without these support areas, I may not have been a retained student. I can confidently say my fraternity membership and faculty interactions were integral to my college persistence to graduation. By examining specific relationships, events, happenings, interactions, and conversations, my persistence story began to form. My persistence story allows me to express the reasons I remained in college and can also inform institutional action.

Cargile, Lori Ann, *University of Cincinnati*

Adolescent Girls' Conceptions of Free Online Math Tutor Khan Academy

Khan Academy (KA) is a free web-based intelligent tutor that purportedly has the potential to change how students learn mathematics. Many US teachers have recently begun using KA as a resource for flipping mathematics instruction. To date, no scholarly research exists on its effectiveness. This study examines the self-perceived ability of KA to motivate girls ages 12-17 to learn and do mathematics. None of the girls indicate that KA is used to differentiate instruction. Nevertheless, the girls overwhelmingly believe that Khan Academy has the potential to improve mathematics instruction.

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Carillo, Rosario, *University of Arizona*

Reports of Illegal Activities by Research Participant: Dis-Ordering Meaning-Making in Reflexivity Through Mexican American Studies

In an educational project, when Maya Montanez, a young Mexican American woman, reported her involvement in four types of illegal practices, the traditional researcher reflexivity exercise had to be realigned to its purpose of questioning inequitable power relations. The practices involve a guage (an unlicensed after-hours speakeasy), the smuggling of goods (la fayuca), dumpster-diving, and undocumented migrant status. As such they might be dismissed or condemned from a white androcentric and middle-class perspective, whose power is validated through law and tradition. However, the perspective of disorder in Mexican American Studies (MAS) disrupts the biases of dominant ideology and its views on officialdom, propriety, and citizenship. MAS signals the inherited and legendary practices as disorderly maneuvers in the interruption of whiteness. The politi-

cal interests behind whiteness and the stratification of Mexicans and Mexican Americans in socio-economic hierarchies are exposed. Providing an interdisciplinary academic and socio-political intervention, the presentation discerns between enforced inalienable rights set against presumed rightless status of people of color.

Caritt, Edilson Carlos, *University of Ribeiro Preto*

Evaluation of Courses an Institution of Higher Education in the Brazil through of the Qualitative Inquiry

See Leheld, Neide Aparecida de Souza

Carless, David, *Leeds Metropolitan University*

Breathing Too Loud

I was writing songs years before I began academically researching the social world. Then, I researched the social world through the stories of participants in our research for some time before examining my own experiences through autoethnography. From where I am today, I understand my early songwriting as autoethnography, a form of critical social research. Although perhaps less self-conscious, and usually lyrical rather than narrative, many of the songs can be seen as explorations of self in culture. With the benefit of hindsight and narrative theory, I can see that writing songs allowed me to voice avenues of personal experience that did not align with the narrative templates available within my cultural locale. The songs, it appears to me, provided a way to tell truths that otherwise would remain silent. It is these emerging understandings that form the basis of this song-based performance.

Carless, David, *Leeds Metropolitan University*

Narrative Transformation Among Military Personnel on an Adventurous Training and Sport Course

In the wake of recent wars, many military personnel face serious physical and mental health problems. In this ethnographic study I explored experiences of an adapted sport and inclusive adventurous training course for military personnel who have suffered physical injury, disability, and/or psychological trauma. I analyzed the structure and form of 6 stories created collaboratively with men taking part in courses to gain insight into the effects of the course. The men's stories seem to demonstrate a narrative transformation or opening. The plots generally moved from a failing monological narrative, through chaos, towards a dialogical quest narrative prioritizing immersion in an intense present, a developing self, and a relational orientation. Narrative theory suggests this kind of transformation holds positive consequences for identity development and psychosocial wellbeing.

Carrington, Deborah F., *James Madison University*

ReThinking Research Entry through RePlaying

See Bodle, Aaron

Carroll, Katherine, *Mayo Clinic*

Representing Qualitative Data Through Letter Writing

In this presentation I experiment with representing qualitative data through letter writing. I interviewed breastmilk donors and the parents of infants who were in need of donated breastmilk. Analysis of transcripts revealed an absence of knowledge. For

example, parents of the recipients of donor breastmilk were unclear as to why donors were motivated to share their milk, and many held erroneous beliefs about the donors' lifestyle and milk safety. Similarly, many donors wondered about the situations of the infants who would receive their milk and the well-being of their mothers. I represent this gulf between the two cohorts through letter writing to symbolize the geographical and interpersonal distance between the cohorts, to convey the curiosity of each cohort toward the other, and as a means to accessibly communicate research findings as a form of public sociology.

Carroll, Linda, *University of Alberta*

Vehicle Collision Experiences: "I'm Not in Pieces, But Need Help to Get My Life Back"

See Lindsay, Gail Margaret

Carter, Kimberly, *Southern Illinois University at Edwardsville*

Teaching Clinical Skills Using Simulated Clients: Preparation for Field Placements

See Schreiber, Jill Comerford

Carvajal, Di—genes, *Universidad de los Andes (Bogotá, Colombia)*

Transference of Knowledge between Teachers and Schools: A Qualitative Evaluation

The Secretary of Education of Bogotá (Colombia) created a policy to train teachers from public schools in postgraduate programs. The main interest of the Secretary is to train teachers as educational researchers, and that they transfer to their schools what is learned in the postgraduate programs, in benefit of students, other teachers, and schools. The Center for Research and Training in Education of the Universidad de los Andes (Bogotá, Colombia), designed a qualitative two-year evaluation system to assess, among others, the transference quality and the impact that teachers in training are having in public schools. This paper will present the initial findings related to transference in two aspects: (1) the application of a base line instrument that measures transference, and (2) the accompaniment that teachers have been having from their universities.

Castañeda, Salvador Gabriel, *Universidad Panamericana*

Influencia de los Grupos Sociales sobre el Comportamiento de las Personas.

See Villada, Ana Paula

Castaneda, Yvette Danielle, *UIUC*

Love Expectations

A collaborative performance of the view of love and taking a pace into newfound love. The two authors talk about the same topic but have two different platforms and perception.

Castaneda, Yvette Danielle, *UIUC*

Dream State

The piece is a performance done in Norman Denzin class SOC 580. The piece is related to a dream and how life has been positioned henceforth from the dream. History of father and grandfather is analyzed in regards to the author's experiences and how they were foretold through the dream.

Costa-o, Melissa, *Universidad Pontificia Bolivariana*

An Ethnography of English Literacies in the City: Discoveries and Pedagogical Implications

See Mora, Raquel Alberto

Costa-o, Sebastian, *Universidad Pontificia Bolivariana*

English Literacies and Video Game Communities: A Digital Ethnography

See Mora, Raquel Alberto

Castro Rossi, Lilian Cristina, *Universidade dos Grandes Lagos*

Medical training and primary health care

The Brazilian Public Health System, SUS, conceives of Primary Health Care as a gateway for users to the system, covering prevention, promotion and healthcare Brazilian citizens, considered able to solve 85% of the health problems of the population without access specialized services, requiring doctors with generalist. The Faculty of Medicine of the University of the Great Lakes, São José do Rio Preto, São Paulo, Brazil, structured medical training contemplating this public health need, with discipline Integration and Community Health, developing actions in the Primary Units, with recognition of the epidemiological profile and living conditions of the population assisted by incorporating educational prevention, promotion and assistance in accordance with the stage of teaching and student learning. It aims to contribute to the strengthening of the National Health System, the quality of the population's health and medical education.

CATRIB, ANA MARIA FONTENELLE, *Universidade de Fortaleza*

Ações Educativas como estratégia para a Promoção da Saúde

A estratégia educativa está associada à transmissão de conhecimento que envolve ações que devem ampliar o debate, tentando compreender as subjetividades, as implicações e o processo vivenciado pelos adolescentes. Objetivou-se investigar as estratégias utilizadas pelo enfermeiro do Programa Saúde na Escola (PSE) para abordar a orientação sexual aos adolescentes. Pesquisa descritiva com abordagem qualitativa, desenvolvida nos meses de setembro e outubro de 2013 em seis Unidades de Saúde da Família pertencentes a Regional VI no município de Fortaleza-Ceará com seis enfermeiros que atuam no PSE. Utilizou-se a entrevista semi-estruturada e os resultados foram apresentados através das falas. Evidenciamos que promover grupos de adolescentes é um caminho para o desenvolvimento de atitudes e habilidades, por construir um espaço acolhedor, uma forma privilegiada de convivência com outros adolescentes, por propiciar o desenvolvimento de atitudes de respeito, solidariedade, desinibição, além de favorecer maior reflexão sobre os assuntos discutidos.

CATRIB, ANA MARIA FONTENELLE, *Universidade de Fortaleza*

Circuitos de Saúde uma ferramenta de atenção à saúde de estudantes

See Lourinho, Lidia Andrade

CATRIB, ANA MARIA FONTENELLE, *Universidade de Fortaleza*

The “northeastern male” in training: Gender relationships in discourse of teens from Ceará

See BRILHANTE, ALINE VERAS MORAIS

CATRIB, ANA MARIA FONTENELLE, *Universidade de Fortaleza*
Contribuições das ações promotoras de saúde para depressão em adolescentes
See Gomes, Gabriela da Cunha

CATRIB, ANA MARIA FONTENELLE, *Universidade de Fortaleza*
The relationship between plastic surgery and health promotion
See Olegario, Natália Bitar da Cunha

CATRIB, ANA MARIA FONTENELLE, *Universidade de Fortaleza*
Coping and Teaching at the University
See Sampaio, Patricia Passos

CATRIB, ANA MARIA FONTENELLE, *Universidade de Fortaleza*
The Pain of Educating: considerations on teaching work
See Arruda, Raisal Pinheiro

Cavalcanti, Rosiane Freire, *Fanor Devry Brasil*
Representações Sociais de Professores acerca da Monitoria Acadêmica como
Estratégia de Formação Docente
See Marques, Ana Karina Monte Cunha

Cayir, Ebru, *University of South Carolina*
Qualitative Methodologies in Understanding Intergenerational Transfer of Historical
Trauma

Native American (NA) communities in the U.S have high rates of suicide, interpersonal violence, child abuse, alcoholism and post-traumatic stress disorder. Indigenous theories of etiology have linked these “social ills” to historical trauma, and intergenerational transfer of trauma as a result of Western colonization. Although the notion of historical trauma is widely used in the literature, research concerning how trauma is passed between generations, and how this transfer is related to contemporary struggles of NAs is limited. Qualitative methodologies that are informed by de-colonizing ethnographies can help researchers to fill in this gap. In this proposal, which draws from my dissertation work, I explore how qualitative methods can deepen our understanding of how historical trauma continues to effect health and social outcomes among NA communities. I also reflect on how qualitative methods can help address ethical challenges that researchers from academia faced in the past when working with NA communities.

Ceisel, Christina M, *Hamilton College*
Heritage Tourism: The Construction of Self as Other

The touristic encounter necessitates a production of the “other”. The desire for a “destination” and the construction of difference as a space that can be occupied and engaged with. Simultaneously, tourists produce the local as other, while also seeking to interpolate this otherness into their lived realities. Further, heritage tourism draws on essentialist identities as a means of producing affective ties; in the name of an “authentic” difference we journey back to homelands (both our own and those of others). I present an autoethnographic case study of my journey to Galicia, Spain with three generations of my family; tracing the diasporic connections between Spain, Cuba and the United States.

Celebi, Dilber, *Texas Tech University*

Re-constructing Identity in West Texas: Narratives from Cameroon, China, Philippines, Turkey, Vietnam & a Sometimes-Southerner

See Awasum, Afuh

Celenk, Ozgur, *University at Albany, Sociology Department*

The Transformation of Islamic Political Culture in Turkey: Shifting Narratives of ÖWestÖ and Democracy

In the last two decades, Turkish Islamists have renounced their long-standing antiwestern rhetoric, adopted a language of democracy, human rights, and commenced to advocate TurkeyÖs membership in the European Union. The question of how to make sense of this dramatic transformation of Islamic political culture frames the main discussion. This guiding question situates the analysis within a wider academic debate of the compatibility of Islam and democracy. This paper provides a historical narrative analysis that traces the changing meaning of ÖWestÖ and the EU in the Islamic discourse between 1987 and 2006. In order to identify the structure of Islamic narratives of ÖWestÖ, four different newspapers (three Islamic and one secular nationalist) are examined within this period. By applying a narrative analysis method, this study presents the role that the cultural structure plays in the transformation of political Islam and in the emerging shape of ÖMuslim democracyÖ in Turkey.

CEL_K, Serkan, *Nevsehir University*

Yabancö Dil Olarak TÖrk e ..._retiminde Etkile_imli Tahta Kullanömdö

Bu gÖyne kadar etkile_imli tahtalarön farklö ş_renme alanlarönda kullanömdö e_itsel řnemi ve sönörlöklarö hakkönda yapölmö bir ok alö_ma bulunmaktadör. Bu alö_malarön Özerinde hem fikir olduklarö temel dÖ_Önce etkile_imli tahtalarön ş_renme ortamlaröna entegrasyonunun ş_rencilere ve ş_retmenlere bir taköm kolaylökler ve etkili ş_renme fösatlarö sunabilece_idir. Bu alö_ma iki farklö ama ta_ömaktadör. ,alö_ma ile řncelikle TÖrk eyi yabancö dil olarak ş_renen ş_rencilerin dil ş_renme sÖre lerinde etkile_imli tahta kullanömdöna dšnÖk gřÖ_lerin belirlenmesini, aynö zamanda da etkile_imli tahtalarön TÖrk enin yabancö dil olarak ş_retim ortamlaröna entegrasyonunu řnekleyebilecek e_itsel videolardan olu_an ders kesitlerinin alan uzmanlaröncä payla_ölmasö ama lanmö_tör. ,alö_manön verileri _TILT (etkile_imli teknolojilerin dil ş_retiminde kullanömdö) projesi kapsamönda geli_tirilmi_ olan ders materyallerini kullanarak dil e_itimi almö_ olan ş_rencilerle yapölan yarö yapölandörölmö_gřÖ_meler yoluyla elde edilmi_tir. Bulgular ilgili alan yazön do_rultusunda de_erlendirilmi_ ve e_itli řnerilerde bulunulmu_tur.

Celis, Regina, *Universidad Panamericana*

La Presi—n Social en el Uso del Alcohol

El abuso del alcohol se ha puesto de moda entre los j—venes mexicanos. Este estudio se realiz— entre j—venes universitarios y utiliz— encuestas y entrevistas para indagar por quŽ beben los j—venes. Los resultados muestran que mř que por gusto, los j—venes toman por que se ven presionados por sus coetřneos.

Cempellin, Leda, *South Dakota State University*

Questioning Art and Art History Identities through Arts-Based Research

A book written in Italian and migrated to the US along with its author, an Italian art historian, finds a new communicative dimension by becoming a ready made for art-making purposes. From an introduction explaining the genesis of the collaborative multimedia project *Access Denied*, this paper focuses on one of the series' artworks, namely a video happening, by exploring its genesis, development, outcomes, and legacy. Staged during the day of finals in an advanced art history seminar, the experiment provided an embodied artistic experience and reflections on art history course content in the debate that followed. The video happening became a basis for further reflection on the role of art and art history in stimulating arts-based research at the interstices between biography and scholarly inquiry, between modernism and postmodernism, between object and action, between creation and destruction, between metaphorical and comparative identity constructs.

Cerda, Alejandro, *Universidad Autónoma Metropolitana Xochimilco*

Healing CQI in university teaching processes

See Chapela, Consuelo

Cerrahoglu, Necati, *Canakkale Onsekiz Mart University*

Conducting Qualitative Research in Sports Education: Ethical and Methodological Issues

The main purpose of this presentation is to explore the current methodological approaches such as case study, the use of ethnography, and phenomenological methods and techniques of research in the field of sports education in Turkey. Ethical and methodological issues of qualitative research in the field such as human subject, online data collection and analysis, and reporting results are also explored.

Cervantes Minjares, Juan Pablo, *Public Health Laboratory, University Center for Health Sciences, University of Guadalajara*

Vivencias de Migrantes Mexicanos en Torno a Estados Emocionales y Consumo de Alcohol y Drogas

Introducción.

Durante la migración de mexicanos a Estados Unidos cada migrante enfrenta desigualmente los problemas. Las enfermedades pueden aparecer.

Objetivo.

Analizar las vivencias de migrantes mexicanos en México y en EUA en torno a los estados emocionales durante la migración y el consumo de alcohol y drogas.

Material y Métodos.

Estudio etnográfico y entrevistas a profundidad, 19 en México y 19 en EUA. Análisis fenomenológico.

Resultados.

Estados emocionales negativos ligados a patrones de consumo de sustancias nocivas.

Diferentes fuentes de estrés, presión social y redes sociales de apoyo emocional en EUA.

Conclusiones.

Emociones constituyen un factor importante para el consumo de sustancias nocivas.

Las redes de apoyo emocional deben difundirse para enfrentar la migración.

Cervantes Minjares, Juan Pablo, *Public Health Laboratory, University Center for*

Health Sciences, University of Guadalajara

Afrontamiento de la Mujer Ante la Migración de su Pareja y Repercusiones en su Salud

See López Hernández, Rebeca

Cervantes, Luz María, *Universidad Panamericana*

El Impacto de los Medios Alternativos para ver Cine

See Espinosa, María Polet

Cespedes, Karina, *Colorado State University*

Intersectionality and Social Work: Omissions of Race, Class, Gender and Sexuality in Graduate Student Learning

See Bubar, Roe

ET_NKAYA, G†LNAZ, *hacettepe Üniversitesi*

Yabancılarla Türkçe ...retiminde Yazma Becerilerinin Geliştirilmesi in Otantik Malzeme Kullanımında

Dil öğrenimi konusunda, okuma, yazma ve dinleme becerilerine dayanmaktadır. Yazma ve konuşma yeni bir dil öğrenirken öğrencilerin en çok söktüğü konular olarak karşımıza çıkmaktadır. Öğrenciler okuma ve dinleme süreçlerinde alıcı yetenek, yazma ve konuşma süreçlerinde yerini üretici yeteneğe bırakmaktadır. Konuşma ve yazmada birey, bir nesnenin ya da olayın sözcüklerde ya da simgelerle dile getirilen zihinsel tasarımlarını bireysel süreçleriyle birleştirir ve yorumlar. ...süreçlerle; benzerlikler, örnekler, karşılaştırmalar ve karşılaştırmalarla sonuçlanır. Belirli kültürel yapıya özgü geleneksel, dilsel ya da yazılı malzemelerin yorumuna dayalı olarak yapılan yazma çalışmalarında metnin yol göstericiliği hem yaratıcıdır hem de öğrenerek üretmeye zemin hazırlamaktadır. Bu çalışmada, öğrencilerin yazma becerilerinde ne gibi söktüler ya da öğrendik ve otantik malzeme kullanılarak yazma çalışmalarının geliştirilmesi için neler yapılabileceği tartışılacaktır.

CHAMBERLAIN-SALAUN, JENNIFER, *JAMES COOK UNIVERSITY*

Linking Symbolic Interactionism and Grounded Theory Methods in a Research Design

In Corbin and Strauss's 3rd edition of the Basics of Qualitative Research: techniques and procedures for developing grounded theory (2008) the authors present 16 assumptions that underpin their evolved version of grounded theory. A discussion on the epistemology and ontology of pragmatism and symbolic interactionism accompanies the assumptions. The Chapter was originally written for the second edition of the text (Strauss and Corbin, 1998), however, at the time the publisher considered this section too complicated for a beginning text on qualitative research (Corbin and Strauss, 2008: 17). The authors will unpack the 16 assumptions and highlight the links between these and the fundamental contribution of symbolic interactionism to grounded theory methodology and methods. Our purpose is to clarify, particularly for novice researchers and researchers new to grounded theory, what it means to implement an evolved grounded theory study design.

CHAMBERLAIN-SALAUN, JENNIFER, JAMES COOK UNIVERSITY

The use of digital stories in a grounded theory study

Interviews are a common data generation method in qualitative research. In the grounded theory study "The processes of interaction between consumers and health care teams" researchers sought to broaden the scope of potential participants by incorporating a data generation method that enabled individuals to express themselves in ways other than just words. Digital storytelling combines images and traditional oral storytelling, often with the addition of music, using digital technology. Unlike interviews, digital stories generate data without researcher input. This allows participants time to reflect on their stories and provides them with an opportunity to craft more complete depictions of their experiences that are not time limited or researcher driven through language-based interview methods. In this presentation, the authors explore and explain the use of digital storytelling as a data collection method in a grounded theory study.

CHAMBERLAIN-SALAUN, JENNIFER, JAMES COOK UNIVERSITY

Becoming and Being a Health Consumer: Findings From a Grounded Theory Study

People with long-term health conditions interact with health care professionals on an ongoing basis. This presentation will report findings from a grounded theory study into the process of interaction between consumers and health care teams. Researchers used a range of methods to collect and generate data. Data analysis resulted in the theory Trajectory of Becoming and Being a Health Consumer with a Long-Term Condition. The trajectory is a four-stage process that commences with an unexpected entrance into the social world of health. This is followed by consumers becoming and being members of that world. During these stages, consumers learn what it means to be a health consumer and how modified behaviors can lead to the fourth stage of the process in which consumers receive tailored care. The stages are iterative and consumers may make unexpected re-entrances through relapses or acquiring additional conditions that affect their health.

Chang, Rong,

Swimming Among My Names and Identities

In this presentation I suggest rehabilitating the critique of ideology (IC) as a legitimate methodology of qualitative research for analyzing academic texts. The concept of ideology has undergone a dialectical movement, from the original critical notion of false consciousness to challenges by postmodern and poststructuralist approaches, to the need to address epistemological and ontological distortions that have reappeared in recent political and research landscapes. In considering IC as a textual reconstructive methodology, 4 methods are distinguished: (a) Epistemological violence analysis - using examples from scientific racism; (b) Bullshit analysis (borrowing from Frankfurt) - suggesting studies of scientific concepts (e.g., heritability); (c) Agnotology analysis (borrowing from Proctor and Schiebinger) - applied to examples from cultural psychology (e.g., "collectivism"); and (d) Misunderstanding analysis - deriving examples from psychology. Consequences of IC as a methodology for problematic texts in psychology and the social sciences are debated.

Chang, Rong, Virginia Tech School of Education

Swimming Among My Identities and Names: An Autoethnographic Journey

Using poetry, the author investigates twenty years of life experiences in a mid-size town in America as a female Chinese immigrant and nontraditional doctoral student. She examines her multiple names acquired through her immigrant life in the American society. She also describes how each of these names calls forward a different identity. She portrays the

evolution and even confrontations among these names. In exploring her identities' formations as an immigrant and student, the author interprets her encounters with the powers of dominant culture along with social constraints in the context of higher education and local community. Through the lens of critical pedagogy, the author conceptualizes the power struggles among the issues of gender, and culture differences.

Chang, Yong-Sock, *University of Illinois at Urbana-Champaign*

Communicating what is special (touching, revealing, creative) in children's paintings in a portraiture manner

Illustrations of post hoc analyses of two 6th graders' drawings in an experimental 'Social Justice' art curriculum for minority children in Korea. Also comments on how to interact with children who cannot or do not express their thoughts with words in a way that promotes responses which communicate to the investigator. (From the author's dissertation in progress)

Chang, Yong-Sock, *University of Illinois at Urbana-Champaign*

Erica's Abstract Painting: Beyond Artistic Expression to Soul by Using Participant-as-Ally _ Essentialist Portraiture

We studied the artistic experiences of Erica, a 10-year-old girl, in an art class based on audiotaped interviews, observations of Erica working and informal meetings with her and her parents. The theme for the class was 'transformation of self,' with the teacher introducing abstract painting to the students. This study offers a sense of Erica's thinking, feeling and consciousness as she worked on and completed her painting. Can we see beyond the child's artistic expression and see her soul? Using a qualitative essentialist portraiture methodology, the researchers delved into this young artist's heart and mind and discovered that in her painting communicated her own completely unique outlook on life. These findings gave the researchers insight into children's drawings from a different point of view, highlighting the importance of interpreting child art by looking at the child as being her own unique human being rather than focusing on specific theoretical frameworks.

Chapela, Consuelo, *Universidad Autnoma Metropolitana Xochimilco*

Healing CQI in university teaching processes

Within a CQI teaching process, I asked a group of six students to identify a meaningful common situation of their own living process, also relevant for the understanding of the hyphen science-society. This situation became their research focus. We will show how CQI process developed for understanding the science-society hyphen and also how CQI became healing for the students.

Chapman, Glen, *University of Cincinnati*

Agency in the ESL Classroom

The object of this study is to examine agency and efficacy in an English as a Second Language setting. Bandura (1993) contends that agency is the central motivational factor in people exercising, 'Control over their own level of functioning and over events that affect their lives' (118). Bandura, therefore, assumes that international students, studying in a second language, believe they have personal control over their foreign surroundings. Either by perseverance or by modifying the environment, students cognize goals powered by beliefs in self-efficacy. These belief systems are nurtured, in large part, from a home culture that identifies and sometimes prescribes self-concept (Allazi & Chiodo, 2006) Using

Social Cognitive Theory this study will describe the physical as well as the psychological interference surrounding the sense of self as is represented in the academic communication acts of non-native speakers of English and the phenomenon of a shifting identity.

Chapman, Ysanne, *James Cook University*

Textual healing: Positioning documents in grounded theory research

See Ralph, Nicholas

Chasco, Emily E., *University of Colorado Denver*

Faith, Fear, and Sex: The Intersection of a Cervical Cancer Program with Local Disease Models

Cervical cancer is the number one cancer-killer of women in many developing nations, including Tanzania which has one of the highest incidence rates of the disease worldwide. Previous research on barriers to screening in East Africa has highlighted structural issues, such as inadequate access to care and poor infrastructure. Yet understanding how women perceive cervical cancer is also an important step in designing effective and locally-appropriate screening programs. Taking an exploratory ethnographic approach, this study examined women's knowledge of cervical cancer, their understanding of disease risk, and their beliefs regarding prognosis at a rural referral hospital in Tanzania through the use of semi-structured interviews with clients and key informants, as well as clinical observations made over the course of six months of fieldwork. I will discuss findings with an eye towards how perceptions and beliefs may intersect with structural issues to impact the delivery of cervical cancer screening services.

Chaux, Enrique, *Associated Professor*

Attitudes and Theft Dynamics in an Upper-Middle Socioeconomic Status School in Colombia

School theft occurs very frequently, both in low and high socio-economic Colombian schools. Seeking to understand this problem better, attitudes, surveys, interviews and focus groups were conducted with ninety students of an upper-middle socioeconomic status private school in Bogotá. It was found that thefts are generally carried out individually and spontaneously and that the stolen objects are for personal use only. Even though most students reject thefts, some minimize their importance when the victim is wealthy or brags about his/her possessions, or when he/she leaves objects unattended. These results contrast with a similar study conducted in a school with presence of gangs that showed that thefts were organized and planned by groups of students who divided their roles and sold the stolen objects. Despite the school differences, this investigation emphasizes the necessity of taking theft reports seriously, applying norms consistently, promoting empathy and critically questioning justifications for stealing.

Chávez, Mariajosé, *Universidad Panamericana*

La Presión Social en el Uso del Alcohol

See Celis, Regina

Chawla, Devika, *Ohio University*

Tracing Home's Habits: Performative Re-homings

Habits are traceable. They are traceable because they are repetitive. In repetition, we create routines, what some call habits. Habits, repetition, and routines are performed

in and by our bodies—by us. This essay can be read as cartography that locates home in habit. As someone who has lived as a transplant most of her life, spatial homes are mere curiosities for me. I do not long for spatial emplacement; home is always habituality. I propose that when home is lost or left behind, home's intimacies are performed and remade in habit. The habits I trace are habits of mind, of movement, and of nourishment. I resist the cliché that these habits bring me home. I insist that they re-make h

—
Chawla, Devika, *Ohio University*
Recovering Voice in Ethnography

See Anderson, Myrdene

Chen, Hao-Min, *Alliant International University*
Visiting Chinese Grandparents in a Southern Region of the United States

This paper includes the stories of twelve Chinese grandparents who temporarily residing with or near their adult children in a southern region of the United States. Informed by social constructionism and narrative theories, this paper creates space for grandparents' narratives about their lives in the States and their role as temporary caregivers to the family (their adult children and grandchildren). This paper also investigates the impact of philosophical traditions and cultural contexts on Chinese intergenerational relationships.

Specifically, ethnographic methods including semi-structured interviews and observations were used for data collection and twelve grandparents originally from Mainland China and Taiwan were interviewed. Data were presented in a manner that drew attention to regularities that implicated cultural process (Wolcott, 1999). Results also identified three major kinds of grandparents' caregiving behaviors and the meanings ascribed to these behaviors. Further implications discussed culturally sensitive interventions for clinicians and researchers working with this population.

Chen, Tzu-Hui, *Nanhua University (Taiwan)*
It is not manly!: The identity struggles of low-performing male college students in Taiwan

In Taiwan, because of a dramatic decrease in birth rate in the past decades, universities are forced to lower their requirements in order to survive. Consequently, many students who would not pursue college degree enter college now. Oftentimes they comprise a so-called low-achieving group which is identified by its members' low motivation and performance. However, little is known about these academically low-performing students' lived experiences and struggles in college. To reveal the complexities and possibilities of low-performing male students' engagement in higher education, the study utilizes Bourdieu's capital theory and feminist paradigm. The study chronicles how a group of low-performing male students engage and develop an understanding of higher education during their freshman year. Grounded in interviews and classroom observations, the results highlight how gender, class, and ethnic identities are entangled. The findings are constructed in an artistic narrative format so audience can connect with the complicated lived experiences.

Chenail, Ronald, *Nova Southeastern University*

From Big Data Analytics to Grounded Theory: Turning Data Points into Relational Concepts

Barney Glaser co-founder of grounded theory has always been clear that grounded theory is neither a quantitative or qualitative data-driven approach, but rather a mixed method design for creating inductive theories and models. In this paper how to use grounded theory methodology and procedures to transform big data analytics into relational concepts and grounded theories will be explored. Special emphasis will be given to integrating big data techniques such as data mining into grounded theory designs and techniques (e.g., theoretical sampling, theoretical coding, and constant comparison) to create a coherent flow from data to information to knowledge to wisdom.

Cheng, Catherine, *Dept. Sociology, U of Toronto*

One Step Forward, Two Steps Back: The Unfinished Journey of Learning and Practicing Qualitative Research in Graduate School

Teaching and learning are part and parcel of knowledge production and reproduction. In the realm of qualitative research (QR), while scholars have accounted for the experience of teaching, less attention has been given to the experience of learning. Often, the voices of students are channeled or mediated through the lens of their teachers. In this paper, we seek to provide a reflexive account of learning and practicing QR based upon our social position in academia, as graduate students in the discipline of sociology. We situate our own personal and intellectual biographies under the broader institutional contexts that shape the development of sociological knowledge. We point out the challenges that we have experienced as we seek to translate core concepts that we have learnt about QR, such as reflexivity and inductive logic, into practice. Charting the unfinished journey of graduate students, we illuminate the difficulties of learning and practicing critical QR.

Childers, Sara, *University of Alabama*

Promiscuous Feminist Policy Ethnography: Disrupting Methodological Practices in Qualitative Research

This paper focuses on how feminist policy analysis and policy ethnography in and through post-structural and critical race theories disrupt the methodological boundaries of traditional policy analysis. The author explains how she conducted and analyzed data from an 18-month ethnographic case study of a high-achieving, high-poverty high school in Ohio. The goal of the project was to understand how this school negotiated educational policy *as practice* to subvert the constraining effects of NCLB and promote success. While initially the methodological approach aimed to disrupt traditional policy analysis, it also became apparent that a mixed methodological approach was needed to get at the complications and disruptions of what success meant at this school. This notion of disrupting policy analysis is not new (See Marshall, 1997; Scheurich, 1994; Pillow, 2004). What is potentially different about what Childers does as a policy researcher is confront the unavoidable tensions of placing methodologies up against each other. Offering a reflexive cross-methodological critique enables the researcher to wrestle with the disruptions rather than exclude them in favor of a more coherent analysis.

Chilton, Gioia, *Drexel University*

Writing into the Visual: Art as Research

As an art therapist, writing did not come naturally to me. Yet, in completing my experiential arts-based dissertation research into the dynamics of expressing positive emo-

tions within the intersubjective art-making process, I found illustrated poetry and stories essential. The purpose of this paper is to illustrate how the written and visual elements in an arts-based research study aided in understanding and developing new knowledge on this topic. The study integrated art therapy and positive psychology and examined an understudied yet key concept in art therapy: emotional expression through artistic creation. To do so, the study used arts-based research, the systematic use of aesthetic practices in inquiry processes. Art and words together worked as entwined symbolic forms to illuminate complex emotional experiences. I hope that through witnessing art, poetry and stories of the research moment, viewers will complete the aim of this research by resonating with the emotions the co-researchers experienced.

Chilton, Gioia, *Drexel University*

An Arts-Based Study of the Dynamics of Expressing Positive Emotions within Intersubjective Art Making

The purpose of this paper is to present results of an arts-based dissertation research study exploring the dynamics of expressing positive emotions within the intersubjective art-making process. New research is underway which shows that positive emotions broaden and build psychological and social resources (Fredrickson, 2004). By exploring the dynamics of expressing positive emotions in an art therapy context, this study integrated art therapy and positive psychology. It also examined an understudied yet key concept in art therapy: emotional expression through artistic creation. To do so, the study used arts-based research, the systematic use of aesthetic practices in the data collection, data analysis, and/or presentation of findings for the purpose of contributing to a useful body of knowledge (Leavy, 2009; McNiff, 1998). Findings included artistic representations of the meanings co-researchers created through stories, poems, a painting and a video. Implications for future research and practice will be discussed.

Chism, Yasmeeen, *University of Louisville*

Societal Transphobia, Binary-Centrism & Oppressive Validation: Experiences of Privilege & Oppression in the Trans* Community

See Rossman, Kinton

Chitiyo, Rufaro A, *Tennessee Technological University*

Hide and seek curricula: An uneven playing field for bilingual students

Multicultural education should be a reflection of the different cultures making up any society. With the United States becoming more diverse, it becomes imperative for all students regardless of their culture, to receive education free of political or religious agenda of the mainstream culture. Offered curricula should be a platform used to advocate for all children, not just a few. With that in mind, public schools should offer education that helps promote equality and perpetuate individual differences at the same time in order to benefit all learners. Specifically, bilingual students should be accommodated within classrooms for optimal learning. Research indicates that hidden curricula exist and go beyond the content knowledge and shapes a student's personality, beliefs and social roles. In this presentation we will discuss research that outlines hidden curricula as well as the importance of promoting bilingualism within educational contexts since many children around the world speak multiple languages.

Cho, Jeasik. *University of Wyoming*

Angvils (Angles and Devils) at Risk: A Duo-Ethnography of Reawaking of Hope Over
Silent Killers

See Sellner, Jr., Wilson

Choi, Hee Young. *Millikin University*

The perceptions on the relationship between conventional testing requirement and
actual language performance in academic contexts: The case of international students
in Korea

See Park, Sung-won

Choi, Hee Young. *Millikin University*

High-Stakes Test Preparation and its Impact on Test takers' Possible Selves as (Un)
successful L2 Learners

See Yoo, Jungwon

Choi, Yeojin. *University of Wisconsin-Madison*

Perceived Lifestyle Balance in College Students

The purpose of this qualitative study is to describe college students' perceptions of
their lifestyle balance and their efforts to improve lifestyle balance. A class assignment,
a lifestyle redesign paper, will be used as the primary data source. In the assignment,
students reflect on their experiences during a 6-week lifestyle redesign project. Students
describe the goal they chose, reasons for their choice, and plans and processes to achieve
the goal, and rate their success (0-10) in achieving the goal. For data analysis, first of all,
the participants' descriptions about choice and meaning of the goal will be qualitatively
analyzed. Second, participants will be grouped according to their self-rated level of success
in achieving their goals (low = rating from 0-3 and high = 7-10), and compared factors
influencing successful or unsuccessful achievement of the goal. Data collection has begun,
and analysis will begin during the fall of 2013.

Chompalov, Ivan. *Edinboro University of Pennsylvania*

Consumers as Experts: Understanding Users Through Qualitative Thinking

See Popov, Lubomir

Chouinard, Jill Anne. *University of Ottawa*

Navigating Between Invited and Public Space: Exploring Narrative Voice Among
Stigmatized Populations

Using a case study approach, we will describe the notion of "invited spaces" for those
perceived as public "problems", specifically "sex offender" and "homeless" popula-
tions. These spaces are often created within an environment of broader public discourse
that continues to stigmatize and reinforce oppressive narrative frames. Movement between
invited space and public space, while potentially transformational, can be fraught with
multiple challenges for both researchers and participants. In this paper we ask: What do
these invited spaces look like? What responsibilities do researchers and evaluators have in
creating and sustaining these invited spaces? How does the movement from invited space
to public space happen? We ground this exploration in critical, post modern discourses
regarding power, voice and racialized oppression. We conclude with a collaborative poem

written from within this transformational space, from within the space between personal narrative and public discourse.

Christ, Thomas W., *Professor*

Research and Practitioner Orientation Doctoral Program: An Action Research Project

The Carnegie Initiative on the Doctorate study concluded that graduate schools need to resolve the confusion over Ph.D. and Ed.D. According to the National Research Council, 142 graduate schools of education award both, with little differentiation between practitioner and researcher preparation. Many doctoral programs are now offered and promoted by institutions seeking to increase enrollment and funding. Unfortunately, many programs are internet based or hybrid and do little to prepare researchers or practitioners well. This paper argues that the distinction between Ph.D and Ed.D is less important than specific skills learned from coursework and practical activities, and advanced research and administration skills are necessary to prepare graduates for an increasingly competitive job market. One program moves away from the cohort based practitioner oriented degree and will be presented to highlight that research and practitioner based skills can be combined in a single doctoral program successfully.

Chu, Kuan-yu, *University of Taipei*

Shuttling between past and present with constraints: A dancer's self-narrative

Through self-narrative of a dancer in the work, Shuttle, this study aimed to explore the process of her experience, growth and learning of emotional exchange in the dance. The ability of emotion exchange is essential for a good dancer and it was the main theme in the self-narrative. The narration time period was from role cast, training, and the performance. The contents included understanding in the ethnic background, reflections of the dancer, emotional expressions through movement, suggestions from the choreographer and co-dancers, and her own growth in the process. Field texts of this study were composed through the dancer's self-narratives, films, photographs, and reflections. Research text represented the dancer's growth in emotional interpretation. Through description and interpretation, there were themes in the narrative: movements with emotions from the dancer's own past experience, movements with new-given meanings, and expansion of the growth to a new vision of present life.

Chundur, Suguna, *University of Cincinnati - Clermont College*

An Alternative to the Economic Empowerment Rhetoric on Digital Inequality:
Applying a Rawlsian Fairness Lens

The information revolution of the past few decades has refocused our attention on who accesses digital information and what are the impediments to such access. With the manifold increase in critical digital information that effects all spheres of our lives, studying digital divide and digital literacy in terms of fairness and social justice may help illuminate the foundations of digital inequality and help structure more just digital literacy policies. This presentation provides a framework that places the question of digital divide within the context of Rawlsian principle of fairness using Sen's Capability Approach as a guide and highlights the digital learners' lived experiences along the lines of Horton's cultural literacy and Freire's critical literacy with a view to creating a path to critical technological education.

Chung, Ga Young, *University of Illinois at Urbana-Champaign, Education Policy,*

Organization and Leadership

New Horizon of Qualitative Inquiry: Practicing Political Role in Post-Dictatorship Era

It is well acknowledged that countries in post-dictatorship have faced recurring presence of the ghosts of the dictatorship. To cure the society and overcome the barrier, efforts to make visible the disappearances and absences silenced in normative historical accounts and replicate the process of confronting a difficult past that needs to be dealt with in the present are required. In this regard, in this paper, we try to illuminate the value of qualitative inquiry as a practical means to intervene with the political reality of contemporary era where the shadow of the dictatorship lingers. Based on the case of Chile, Philippines, and South Korea that had experienced dictatorship, we reveal how qualitative inquiry has functioned as a channel to mobilize the value of democracy, rebuilding history, and taking part in the creation of spaces to resignify, inspire, and empower the voices of those who experienced the cruelty of the dictatorship.

Chung, Wen-Ting, *wenting.chung@gmail.com*

Mindful Transformation through Narrative Thinking - Teacher Identity (Re) construction in Educational Reform

Large-scale educational reforms aim at achieving a fundamental paradigm shift in how the society considers educational assumptions, ideas, and goals, challenging conventional and traditional beliefs systems and practices. The social transformation is a collective contribution of individual transformations. However, individual teachers situated in such reform contexts, targeted as the ones to be reformed, usually struggle to negotiate their original belief systems associating directly with their challenged self-identity of why they being a teacher. In this study, twenty-three Taiwanese teachers, faced with a national legal ban on school corporal punishment enacted in 2006, were interviewed. Their narratives, supplemented with field observation and survey data were analyzed to explore how a psychological perspective shift and development of a critical historical view in individual transformation, usually happening in interacting with narrative scenarios, could facilitate teachers autonomously to question and revise held mindsets in a holistic and critical way and lead to social transformation.

Ciunciolo, Patricia Kathleen, *Northern Michigan University*

Compensating Nuclear Weapons Workers and Their Survivors: The Case of Fernald

The Energy Employees Occupational Illness Compensation Act (EEOICPA) was passed by Congress in 2000. The intent of the law has been to provide nuclear weapons workers or their survivors' monetary compensation if the worker contracted or died from specific illnesses caused by exposure to radioactive or toxic materials. Fernald, located northwest of Cincinnati, Ohio, was one among many weapons facilities that operated throughout the United States between the 1950s and 1990s. This small exploratory case study examined how former Fernald workers or their survivors experienced applying for the EEOICPA program. In-depth interviews were conducted with participants exploring their emotional responses during the application and determination process, and how this experience has been incorporated into their own family history. Social justice implications will be discussed, as well as directions for future research.

Circo, E. Angela, *University of Washington, School of Social Work*

Targeted Critical Autoethnography as a Tool for Trauma Recovery

We do this work within our communities not only to heal their wounds, but to soothe our own: for they are us, and we are them. What works to heal me is likely to have the

capacity to aid the recovery efforts of others who have been through similar trauma. This presentation focuses on the “self care” aspect of emotional care work through insider research. This paper documents my own healing journey, which began and continues through critical autoethnographic research, theorizing and writing.

Cirell, Anna, *Arizona State University*

Critical Design Ethnography in the Cloud: Learning Transitions Around and Beyond School District as Physical Place and Digital Space

See Zuiker, Steven J.

Cisneros-Cohernour, Edith J., *Universidad Autonoma de Yucatan*

Children play and social integration: a qualitative study

This paper presents the findings of a qualitative study involving the use of children play as a way for improving classroom integration. Data collection involved classroom observations, qualitative interviews and document analysis. After a diagnosis of classroom integration, a strategy involving children play was used for working with students on how to improve their relationships with others and to integrate a student with disability in the classroom. Findings of the research indicate that children improved their integration, increased their confidence, their dialogue with their classmates and became more interested in collaborating with each other. Moreover, they became more tolerant and supportive to their peers.

Cisneros-Cohernour, Edith J., *Universidad Autonoma de Yucatan*

Examining the meaning of good college teaching: A Mexico-Spain study

This paper presents the findings of a study about the meaning of the construct good college teaching from the perspective of students from two public universities in Mexico and Spain. Data collection involved qualitative interviews with students in their university context. The research is part of a larger study on the validity of a model for assessing faculty competencies in teaching.

Cisneros-Cohernour, Edith J., *Universidad Autonoma de Yucatan*

Challenges implementing Educational reform in Mexico's secondary Education

See Lopez-Gamboa, Galo E.

Cisneros-Puebla, C̄Zsar, *Universidad Aut—noma Metropolitana, campus Iztapalapa*

Ripples: Exploring Identity and Xenophobia through Playbuilding

See Norris, Joe

Clark, Lou, *Arizona State University*

Transforming scholarship to the stage: Adaptation, trigger scripting, and autoethnography come to life in A Good Death

A Good Death, written and performed by Lou Clark, is a solo performance exploring intersections of compassion and labor through the eyes of hospice care workers. The piece weaves adaptation of Deborah Way's (2010) qualitative dissertation on compassionate communication in hospice settings with Clark's testimonial narrative (Park-Fuller, 2000) of loss in conversation with Miller's (2007) model of healthcare compassion and Way and Tracy's (2012) reconceptualization of compassionate hospice care communication as acts of recognizing, relating, and (re)acting. A Good Death was conceived with trigger

script questions to elicit responses from general and academic audiences and from health-care professionals, patients, and families. Trigger scripting, developed by Valentine (1979, 1983) at ASU, is a performance method intended to elicit audience responses to aesthetic texts. This paper chronicles the making of an accessible yet methodologically innovative performance blending adapted scholarship, testimonial, autoethnography, and trigger scripting that performs theory through embodied writing (Madison, 1999).

Clark, Lou, *Arizona State University*

Bearing witness to performances of compassion: Volunteering at a bereavement camp for children

Camp Care is a national organization that sponsors bereavement camps for children ages 7 to 17 that have lost a parent or sibling. This paper chronicles the author's journey as a first time volunteer at camp. She revisits her own experience of loss as a child when she meets a group of eight 14 year old campers who each lost a parent. Traditional camp activities such as a low ropes challenge course, dance party, and eating s'mores are joined by healing circles facilitated by trained social workers and counselors in which campers are encouraged to share their stories of loss, a memory-filled bonfire, and a memorial service commemorating lost loved ones. Performing and visual arts are woven throughout the weekend as tools for campers to express loss, love, and healing. The result is a cavalcade of performances of compassion that touch the heart of all who bear witness.

Clark, Nicolette, *SUNY Brockport*

The Third-Space of Being a Student Journalist

As student journalists, there are a plethora of hoops and barriers we need to jump through in order to do our job the right way. The problem is, sometimes we are set up to fail, because we are constantly working with a society that questions us. Sometimes it's difficult for student journalists to receive the support they need, especially because our peers, the administration and society do not take us seriously. I run a student newspaper that struggles against becoming a public relations packet for our college. People would rather have us focus on the good about the college than the bad. I am passionate about hard issues like preventing sexual assault and crime. But what do you do when those numbers don't line up? What do you do when your questions remain answered? Student activists need support from faculty to help spread the word about news literacy.

Cleary, Colleen, *University of Missouri*

Who Is Helping Who? The Blurred Lines of a Participatory Action Research Dissertation

As a social justice-oriented person, I wanted my dissertation on urban public school closures to not only study but also advocate for the low-income communities of color that were being most heavily impacted by school closures. I chose to use participatory action research methods because of their ability to empower marginalized communities through research. However, because this project was my dissertation, the rules of the academy and my personal agenda often impeded my ability to stay true to the principles of participatory action research. As a graduate student, I needed to work within the parameters of IRB, meet the needs of my committee, and make college deadlines, all of which influenced the nature of my role with the study's participants. This autoethnography is based on reflexive journal entries written during the first five months of my dissertation, and critiques the role of the novice academic researcher in participatory action research.

Cleland, Leah, *University of Illinois at Urbana Champaign, School of Social Work*
Serving Behind the Home-Lines: The Deployment Stories of National Guard Spouses and Partners

After September 11, 2001 the function of the National Guard changed substantially resulting in an unprecedented increase in combat deployments. The spouses and partners of these service men and women have experienced lengthy separations resulting in stressors such as changes in relationship dynamics, worry about their partner's safety, and the challenge of navigating their shared life independently. The widespread geographical location of its members and lack of a centralized base makes this population difficult to study and the experiences of these spouses and partners remain largely unknown. This study aims to uncover the issues, strengths, and personal stories shared by these women and men. Semi-structured interviews explored the spouses' experiences before, during, and post deployment. Transcripts were analyzed using grounded theory to attain narrative themes. These personal narratives shine a new light on the culture, relationships, and personal identities of National Guard spouses.

Clements, Colleen, *University of Minnesota*
Collective Memory Work as Lines of Flight

See Coffee, Angela

Clifford, Pat, *Case Western Reserve University*
Navigating Between Invited and Public Space: Exploring Narrative Voice Among Stigmatized Populations

See Chouinard, Jill Anne

Coats, cala, *The University of North Texas*
Suburban Desire: Tracing Subjectivity through a Dandelion Encounter

How does the magical and resistant dandelion produce desire in suburban territories? This paper maps the deterritorialization of thought, considering how the dandelion might act as an index of oppressive cultural practices. By engaging with the dandelion's affective force as other, this paper experiments with nomadic thinking as methodical approach through a performative engagement in the everyday.

Coba Rodriguez, Sarai, *University of Illinois at Urbana-Champaign*
Worlds Apart: School Readiness Beliefs and Practices among Teachers and Low-income, African-American Parents of Preschoolers

Low-income, African-American children are disproportionately at risk for not being ready for kindergarten. Research has focused on parenting behaviors and home cultures to explain this disparity, noting a mismatch between the practices and home cultures of low-income African-American families and those of the school. Guided by cultural capital theory, we used an interpretive framework and qualitative interviews with low-income African-American mothers of preschoolers, preschool teachers, and kindergarten teachers, to explore the beliefs and practices of parents and teachers related to school readiness. Findings reveal that teachers' beliefs and practices about school readiness reflected the middle-class culture of the school, while parents' beliefs and practices varied with respect to the type of cultural capital they possessed. Some parents' capital reflected the culture and practices of the school, while others reflected local cultures and practices. This

research highlights how cultural capital in relation to school readiness is influenced by context.

Coba Rodriguez, Sarai, *University of Illinois at Urbana-Champaign*

ÒWe just talkÉÓ Oral language practices of low-income African-American families.

See Hamilton, Megan-Brette

Cocrane, Sharon, *Tennessee Tech*

Introducing the Unfamiliar: Get to know your Muslim student!

See Al Sager, Abdellatif

Coffee, Angela, *University of Minnesota*

Collective Memory Work as Lines of Flight

Collective memory work (Haug, 2008/1987) is a feminist methodology for theorizing lived experiences and the elusive ideologies that mediate these, including the oppressive ideologies that support heteronormative patriarchy, whiteness, and capitalism. In this process, individual written narratives of memory are collectively imagined, analyzed, and re-imagined in order to make these ideologies tangible, and to create new avenues for understanding, building, and/or changing our practices to better align with our desires for a just world. In addition to cleaving researcher from her personal experience, this patriarchal tendency has privileged a microscopic and dangerous few, marginalizing and silencing a majority of voices beneath its illusory veil of objectivity. In this paper, we explore the ways in which Deleuze and Guattari's notion of lines of flight can help us continually re-imagine how collective memory-work can serve as an energizing identification of our individual hegemonic participation and opportunities for resistance.

Coffey, Sue, *University of Ontario Institute of Technology*

Arts-Informed Narrative Inquiry in Mental Health: Constructing person-centred care in a Relationship-Based Care Approach

See Schwind, Jasna K.

Coffman, Melinda, *University of Kansas, School of Social Welfare, Center of Mental Health Research and Training*

Adults with Schizophrenia and their Active Participation in Mental Health Treatment

See Koenig, Terry Lea

Cohen, James, *Northern Illinois University*

Irruption of Silences in the Words We Use: Self-Reflexive Exploration of Linguistic Choices in Qualitative Research Writing

See Wickens, Corrine Marie

Cohen, Robert, *University of Memphis*

A Visual Critical Analysis of Upper-Elementary School Children's Unprompted Drawings

See Zhang, Hui

Cohen, Robert, *University of Memphis*

A Longitudinal Thematic Analysis of Children's Narratives about Conflict and Children's Stability of Aggression

See Stapleton, C. Matthew

Coles, D. Crystal, *Virginia Commonwealth University*

The Perspectives of Virginia's MIECHV Home Visiting Stakeholders: The Implementation Phase of Centralized Intake

In Virginia, a new innovative approach to home visiting has been utilized to promote coordinated systems of care and a consistent point of entry into home visiting. This project employed a participatory research approach for data collection and analysis; utilizing purposive sampling from within home visiting providers, service recipients, and community referral agencies within four regions of Virginia. These in-depth interviews provided key informant perspectives in the development and evaluation of this expansion project. Using positivistic research techniques, this presentation will highlight the descriptive between-group patterns of change which providers, consumers, and community referral sources may associate with centralized intake and behavioral health risk identification expansion, including community accessibility of home visiting, coordination among programs, equitable distribution of psychosocial risk across home visiting programs, the identification and success of community service referrals, and the development of new initiatives to manage identified behavioral health risks in pregnant and post-partum women.

Coles, D. Crystal, *Virginia Commonwealth University*

Managing The Wild: An Autoethnography of the Experience of a Research Team

The implementation of large statewide community informed grants have become an important aspect of social work research and practice. However, the struggles of implementing new innovative systems of care models can impact not only the communities researchers are working with, but the researchers themselves. The roles of the research team may be well defined within the grant; however, what happens when a community forces the research team to redefine their roles? How does a research team continue to work within the scope of a project, while also providing supportive services for a community organizational project? Utilizing an autoethnography of experience research methodology, this presentation will highlight a model for community engaged research that recognizes the politics of engagement when the grant and funding source is other than the community, and the state/locality issues in community based research with and without community engagement.

COLLARES, PATRICIA MOREIRA, *UNIVERSIDADE FEDERAL DO CEARÁ - UFC*

Fui deixando, fui ficando e aconteceu a gravidez: experiências em adolescentes na primeira gravidez

Gravidez na adolescência ainda é problema de saúde pública, com sérias consequências para sociedade. Objetivou-se compreender as experiências narradas por adolescentes sobre a primeira gravidez. Estudo qualitativo, realizado com adolescentes, entre 12 e 14 anos, em maternidade do Nordeste brasileiro, entre março a agosto de 2013. O contato com as adolescentes ocorreu no dia de revisão do parto normal ou cesáreo, cerca de 45 dias após a alta da maternidade. Os dados foram coletados por entrevista narrativa e analisados por meio das narrativas, seguindo método de Fritz Schütze. Os relatos narrativos destas adolescentes permitiu-nos falar sobre o despertar da sexualidade;

as dificuldades de planejamento e prevenção da gravidez; e sobre desconhecimento do engravidar. As adolescentes relutam em procurar os hospitais e revelam ter vergonha e medo, não se sentindo acolhidas pelos serviços de saúde. São necessárias políticas públicas para reduzir o índice de gravidez nesta faixa etária.

COLLARES, PATRICIA MOREIRA, UNIVERSIDADE FEDERAL DO CEARÁ - UFC

The SESI Model of Health and Safety at Work: implementation of an integrated information system as consulting

OBJECTIVE: To implement the SESI model (Industry Social Service) Management of Health and Safety as consulting for industry. **METHODS:** A longitudinal study of exploratory and descriptive nature involving professionals Specialized Service in Safety Engineering and Medicine (SESMT). Was combined documentary research and participant observation for data collection, during the year 2013, in a large industry of garment business in the northeastern of Brazil. **RESULTS:** The intervention consisted of the use of Model SESI and S4 tool by professionals SESMT, through franchise. Held training and follow up with SESI consultants in the preparation of the Medical Control of Occupational Health Program Prevention Program, among other activities. **CONCLUSION:** There was the need to use a computerized management system in SST industry. With an S4 tool a solution that favors the reduction of accidents at work and absenteeism.

COLLARES, PATRICIA MOREIRA, UNIVERSIDADE FEDERAL DO CEARÁ - UFC

Innovation In Prenatal Care Based On User-Centered Technology

Prenatal care in Brazil, as part of the primary health care network, is mainly provided by health professionals trained for the women's health promotion. This study aimed to describe the requirements and steps necessary for the development of a technologic service based on habits and needs of health professionals and pregnant women in the primary health care setting. In this qualitative study 18 nurses and 27 pregnant women in the Family Health Strategy program were interviewed. The questions were formulated to enable a wide and chronologic view of the informational needs of the pregnant women, and to reveal the reality of prenatal services. The interviews showed the performance of prenatal care assistance models and the importance of technologic innovation to the services. Based on these findings, an informative technology was produced in the format of a media including animated illustrations and technical and cultural terms extracted from the interviews.

COLLARES, PATRICIA MOREIRA, UNIVERSIDADE FEDERAL DO CEARÁ - UFC

Meanings Attributed By Adolescents In Conflict With The Law To Their Institutionalization And Health

This study aimed to identify the meanings attributed by adolescents in conflict with the law to their institutionalization and health. The study used narratives for data collection, recruited 34 adolescents under socio-educational measures. Five meanings emerged from the narratives: the malefic influence of the family and friendship network; the voluntary adhesion to situations in conflict with the law, which are normally associated with an easier access to drugs and money; the consecutive entries in child and adolescent police stations due to recurrence of committing offenses; the institutionalization favors the detachment of drugs, gives protection and allows moments of reflection; and the role of

the institution in promoting health. It was concluded that the institution has different resources and strategies that favors health care, having its role positively recognized by most adolescents.

Collares, Patricia Moreira, *Fanor Devry Brasil*

Representações Sociais de Professores acerca da Monitoria Acadêmica como Estratégia de Formação Docente

See Marques, Ana Karina Monte Cunha

COLLARES, PATRICIA MOREIRA, *UNIVERSIDADE FEDERAL DO CEARÁ - UFC*

Implementation of an Unit Quality of Life in SESI Ceará: experience report

See Costa, Luciana Cavalcanti

Collares, Patricia Moreira, *Fanor Devry Brasil*

E agora? Realidades e perspectivas da mãe adolescente no Nordeste brasileiro

See Santos, Rita de Cássia Andrade Neiva

COLLARES, PATRICIA MOREIRA, *UNIVERSIDADE FEDERAL DO CEARÁ - UFC*

Trajetória de adolescentes grávidas do Nordeste brasileiro

See Jorge, Herla Maria Furtado Jorge

Collins, Donald R, *Prairie View A&M University*

Reflections on Changes to the IRB at an HBCU: A Grounded Study Exploration

This paper explores qualitative issues related to the IRB at an 1876 Historically Black College and University. In light of The Belmont Report (1978) and the Tuskegee Syphilis Study (1932-1972), ethical concerns pose challenges that have to be addressed by the researcher of African American respondents. Scholars in the academy recognize that trust and suspicion are major issues faced by researchers of African Americans in light of the dark deception perpetrated by the medical profession on Black males, their families and communities. Despite protections today, investigators find themselves reassuring potential participants that they can trust researchers. This session explores the evolution of ethical considerations researchers face in the African American community. Additionally, these considerations focus on current ethical practices.

Collins, Donald R, *Prairie View A&M University*

Counter Critical Narratives: Ontological and Epistemological Suppositions

This paper explores the continuing public debates of phenomenological narratives that are counter to the prevailing realities associated with privilege and survival in a post-qualitative era. A non-directional philosophical frame includes ontological and epistemological suppositions. The authors seek to analyze human experiences through the lenses of critical, counter critical and critical race theories. From this critical analysis, we seek to gain insight by painting a verbal picture of the intersections of privilege, race and class. One critical narrative analysis seeks to reflect on the continuing Thanksgiving Wal-Mart controversy of workers who don't want/need to work to those who want/need to work on a national holiday. Another critical analysis seeks to explore the socially defined constructs

of women. This exploration of counter critical narratives seeks to hear voices not heard along with those that are heard.

Colomer, Soria Elizabeth, *University of South Florida*

A Trio-ethnography of Women in The Doctoral Pipeline: An Exploration of Student Development

Doctoral students represent approximately 18 percent of the total graduate student population (Gardner, 2009; Walker et al., 2008); however, nearly fifty percent of all students who enter doctoral programs in the US will not complete the degree (Council of Graduate Schools, 2008). Of the doctoral students who leave their programs, women attrition rates markedly exceed their male counterparts. Drawing on Gardner's student developmental model (2009), this trio-ethnography (Breault, Hackler, & Bradley, 2012) juxtaposes the stories of two doctoral students and an assistant professor as they engage in critical conversations to examine and reconceptualize the development of their scholarly selves. This paper seeks to engage faculty members, administrators, and doctoral students in dialogue with three women in the academic pipeline to better understand graduate student development among doctoral students and to explore ways to help them persist in their programs.

Col—n, Samuel, *samuelcolon912@gmail.com*

Psychological narratives about adolescence

Adolescence is a social construction framed in a social and historical context in which psychological discourses plays an important role. Adolescents has been portrayed as risk taking subjects. In this research I made a Critical Discourse Analysis of how adolescence is discursively constructed in recent psychological research. The governmentality approach was used as a conceptual framework to make the analysis. Some discourse formation (naturalism, psychological, clinical, pathological, moral panic, cultural, sociological) and discourse strategies (homogenization, stigmatization and adult centrism) that are common to psychological research were explained. This research is a counter narrative of the official discourses about adolescence.

Confer_, Stephanie, *Duquesne University*

Hate at the border: A Foucaultian narrative analysis of anti-immigrants websites

See Gemignani, Marco

Consejo y Chapela, Carolina, *UNAM*

Elder, vulnerability and power relations

We analyze the vulnerability in elderly hospitalized patients, who asked to give up medical treatment in the context of severe chronic or terminal illness. We analyze the role of power relations existing between physicians, families and patients, in decision-making and its link to conflicts when the possibility of giving up treatment is present. We analyze the latter from an ethic of responsibility.

We made a Bioethical analysis from a case constructed with qualitative methodology in a public general hospital in Mexico's City. We used participative observation, semi-structured and open interview's. The bioethical analysis was centered in vulnerability. We used Diego Gracia's case approach. We used Heidegger's, Paul Ricoeur's and Diego Gracia's Hermeneutics, as theoretical tools. Eduardo Menendez as well as Kleinmann and Hellman's Medical Anthropology were used. Michel Foucault's concept of "power" was used to analyze power components in the doctor-patient relationship.

Contessa, Damien, *University of South Florida*

Redrawing the Fool: A Relationship Reading

See Montegut, Lorraine

Cook, Kristin, *Bellarmino University*

Pre-service teachers' use of photovoice to dialogue with and impact scientists in their community

Photovoice enables learners to document issues important to them through the use of photography to generate dialogue with community members who may be in a position to mobilize change. Data collection and analysis centered on undergraduate pre-service teachers' (PSTs) research on campus environmental issues and resulting discussions with community members. Results indicated that photovoice enabled PSTs to engage with science in ways meaningful to them and that allowed them to draw upon their funds of knowledge to connect with science. While all PSTs participated in rich discussion of their perspectives with scientists to enhance the investigation of their inquiry topic, some experienced a redistribution of the roles of participation in the production of scientific knowledge that was integrated into the scientists' work. This study contributes to our understanding of moving PSTs away from a deficit perspective in science to a more empowered notion of their connection to it.

Cork, Stephanie J., *University of Maryland*

Biting Critique: The Social Location of Teeth in 'Perfect' Feminine Performance

This autoethnography of body(dental)work investigates the cultural significance of a 'perfect' smile, and how this seemingly innocuous physical manifestation is located along multiple axis of classed and gendered expectations of corporeal performance. Prior research shows that flawed oral or maxillofacial presentation including midlines, missing, oddly spaced, buck or yellowing teeth influence perceptions of civility and attractiveness. As argued by both disability and feminist scholars, bodies that transgress these normative expectations are often construed as morally, physically or intellectually inferior. Expectations of the face and smile, further, differ drastically between genders, evidenced through sport, popular culture and the advertising of dental products to mostly women. Therefore, the social location of teeth is intertwined within perceptions of the perfectible and passive feminine frame. Utilizing the author's own politics of feminine performance this piece attempts to challenge standard expectations of self-care, health and beauty as subsets of the, often oppressive, health industrial complex.

Cornejo, Bernardo, *Universidad Panamericana*

El Impacto de los Medios Alternativos para ver Cine

See Espinosa, Mar'a Polet

Corroto, Carla, *Radford University*

The Architecture of Representation: Disabling Consequences of Bodies as Scale Figures

A study of architecture, inclusion, and universal design.

Cortes-camarillo, Graciela, *Secretaria Educacion Yucatan*
Indigenous education in Mexico: What do the key players say?

Since Mexico is a multicultural country, Mexican education policies and regulations frame education for indigenous populations from an intercultural approach. The Yucatan peninsula is well known for its Maya cultural heritage. If speaking an indigenous language is a metric for indigenous population size, the Yucatec Maya people is the largest group in the country. Mexican educational administrators and policy makers are supposed to be committed to designing curricula to meet indigenous educational needs. However, there is a lack of research regarding the viewpoints of the key players: teachers, parents and children. This work aims to present key players' voices in regard of intercultural education meanings and expectations. They have much to say. Educational administrators and policy makers must open their ears and minds to these perspectives.

Cortez, Ph.D., Rufina, *University of Illinois at Urbana-Champaign*
The Impact of Academic Stressors on the Health of Women Faculty of Color in Predominantly White Institutions

Due to their underrepresentation in faculty ranks, women of color faculty experience undue pressure to perform outside of their responsibilities, and are marginalized and undervalued. Women of color faculty find themselves negotiating between cultures. They experience pressures to decide between mentoring, advising, conducting community work, and publishing and securing grant dollars for tenure promotion. In some instances, the latter may not be feasible as more women of color faculty receive fewer opportunities for collaborative work than their majority counterparts. Critical pedagogues stress that due to this socialization they never fully integrate into the mainstream campus culture and also face increased rates of heart disease, obesity, depression and anxiety. I adapt a critical pedagogy and women of color feminist theoretical lens to explore the impact academic stressors have on the health of women faculty of color in predominantly white institutions.

Costa, Ana Cristina Pereira Jesus, *Federal University of Maranhão*
School Education Duty with Adolescents: Effects on Adolescents' awareness to sexual health behavior for Hiv/ Aids Prevention

Objective: to investigate the implementation of an educational duty for the prevention of hiv / aids to promote adolescent health behavior. Materials and Methods: A qualitative and exploratory study conducted in Imperatriz, Maranhão, Brazil, from January to June 2013. The educational shift worked daily at the military school. The data were recorded from adolescents' speeches / statement □ □

Costa, Luciana Cavalcanti, *Serviço Social da Indústria - SESI/CE*
Implementation of an Unit Quality of Life in SESI Ceará: experience report

OBJECTIVE: To report the experience of implementing the Unit Quality of Life at SESI (Industry Social Service), located in northeastern of Brazil. Method: Participant qualitative study with 26 participants, between October and December 2013. RESULTS: discourses portray innovative solutions concerning issues of leisure, lifestyle, health and safety at work, beyond the review of ongoing actions by SESI. These factors represent a major challenge for the SESI that has the role to assure the quality of life of workers, combined with competitiveness and sustainability of the industry. CONCLUSION: The quality of life of the worker is competitive advantage of companies in the XXI century and the SESI is an institution which provides services in Quality of Life, Education and Culture for industries of all states of the Brazil.

Costa, Luciana Cavalcanti, *Servi o Social da Indæstria - SESI/CE*

The SESI Model of Health and Safety at Work: implementation of an integrated information system as consulting

See COLLARES, PATRICIA MOREIRA

Costa, Renata Luzia Cavalcante, *Federal University of Ceara*

School Education Duty with Adolescents: Effects on Adolescents' awareness to sexual health behavior for Hiv/ Aids Prevention

See Costa, Ana Cristina Pereira Jesus

Costantino, Tracie, *The Rhode Island School of Design*

Residing In-Between: A Visual-Verbal Narrative Inquiry into Student Experiences in a Transdisciplinary Design Studio

See Guyotte, Kelly

Costello, Pierre, *University of Ontario Institute of Technology*

Vehicle Collision Experiences: "I'm Not in Pieces, But Need Help to Get My Life Back"

See Lindsay, Gail Margaret

Cousins, Sarah, *University of Bedfordshire, UK*

Landscapes of Love in Early Childhood Education and Care: a narrative and poetic inquiry

This paper is about love in Early Childhood Education and Care. It proposes that a spiral-patterned methodology with slow, recursive, multi-layered features is an appropriate form of inquiry for affective matters in professional contexts. The paper tells of a research process involving cultural objects, such as poems and maps, along a spiral patterned trajectory of inquiry. With reference to a range of theories, including Bourdieu's notion of 'corporeal knowledge', and Deleuze and Guattari's notion of 'milieu', the paper proposes that practitioners develop unique and personal 'landscapes of love' within their work contexts, and that these are built up, albeit unknowingly, with reference to their own experience of 'love'. The paper argues that an approach to analysis whereby stories are merged into categories or themes, for example, may not always be appropriate for research about people's diverse lives. Poetry moves. Maps connect. Stories teach. Research creates.

Coutinho, Solange Galvão, *Federal University of Pernambuco, Brazil*

The Contribution of Focus Group to the Research and Process of Information Design

See de Freitas, Ranielder Fábio

Covarrubias, Esmeralda, *Universidad Autónoma Metropolitana Xochimilco*

Healing CQI in university teaching processes

See Chapela, Consuelo

Cox, Cooper, *Ball State university*

Metaphor and Reality: Expectations of Vietnam from Millennial Eyes

By acknowledging the engines of 1960s American history, my preparation for the Vietnam field study was focused on the generational schism between veterans and students. Using the initial flights as an exposition, I wrote about the emotional associations, biases, and anxieties associated with international travel for the first time and being a foreigner. My perspective changed from personal narrative to one that speaks of the issues of travel in a figurative way. Using emotional cartography as a blanket metaphor, I wrote about my expectations and the ever looming horizon, an unreachable destination in the context of the study. As we reached the exit of the final airport, I realized that these flights were firsts in more ways than one: they were an attempt to bridge generational differences embedded in decades of national and personal wars.

Cox, Kelsey M., *Ball State University*

An Autoethnography: Researching My Own Persistence

In the midst of writing a series of reflective vignettes on my experiences as an undergraduate student, I composed the following: "In order to overcome the financial threats to my persistence in college, I began to find ways to hide from both my parents, further embedding myself into the campus community and culture." Interestingly, the very situation that typically causes student attrition would actually help me continue on and ultimately graduate. The autoethnography I composed pertains to my persistence through an undergraduate degree at a four-year university. I explored various factors related to my persistence decisions such as: financial aid, family background, academic advising, campus involvement, and living on campus. These were themes developed through writing and analyzing vignettes about my most salient undergraduate experiences. Exploration and study of related research and theoretical scholarship assisted my thematic development and meaning making process. After amassing and synthesizing numerous resources, I told my story woven together with the research. In most ways, my story was supportive of the research. For example, financial aid as well as a campus job helped me persist. In other ways, my story deviated from the literature. My low-income family background actually helped me persist by keeping me on campus rather than deterring my persistence to completion. My story is deeply connected to the established literature, but that literature is often inaccessible to campus leaders and mid-level managers charged with bolstering rates of persistence and retention. Using my personal story to build this autoethnographic piece makes the abstract constructs within the literature more palpable for a wide audience of readers. Moreover, this piece is personal and evocative. It is good to "think with," as it resonates with authenticity and humanness.

Craw, Janita, *Auckland University of Technology, New Zealand*

Enacting a desire to work differently with "voice." Author Janita Craw

Enacting a desire to work differently with "voice" involves thinking differently about knowledge collection and knowledge production. It involves opening up spaces for critical discussions, exploring methodologies that problematize often used qualitative science-based research methods in (early childhood) education. As Mazzei & Jackson (2009) suggest, thinking differently involves interrogating "how voice is mediated, constrained, determined, and even commodified" (p. 5). This paper reports on how working with an art-based research methodology (and methods) opened up different ways of thinking about (interviewing) talk sessions (or conversations (as *k_ero_talking*), storyings, narratives). While it reveals how art-based research enabled the researcher to work differently

with imaging voice (and/or multiple voices) as visual-textual (aesthetic) images, it exposes the trickier, and (produces other) somewhat ethical moments, moments that enabled voices that might otherwise escape to emerge. Yet working differently with voice involves enabling other dynamic ways of doing qualitative research in (early childhood) education.

Craw, Janita, *Auckland University of Technology, New Zealand*
Art at Work? - Moving in Strange Ways

See O'Sullivan, Victoria

Crawford, Frances Roberta, *University of New England, New South Wales, Australia*
Autoethnography as a Form of Social Work Practice and Research: an Approach for Changing Landscapes

Reflecting on four decades of social work practice including three as an educator, my first employment was in the Kimberley region of Western Australia. In an area bigger than Texas there were 31,000 residents with over half being Indigenous. Two decades on discovering the work of Jane Addams and Hull House helped make sense of this experience. Looking back from present understandings of qualitative research it is possible to cast Addams as an early autoethnographer in social work. With current politics of research again calling for scientism revisiting her relational approach is instructive. A situated practitioner using relational knowing, to address social justice issues can, as she did, practice and research with reflexive rigor as to what is happening here and how could wellbeing be improved. The paper concludes with an overview of how such approaches have been used in social work across contexts shaped by time, place and people.

Crenshaw, Hope, *University of Illinois at Urbana-Champaign*
College Preparatory Mathematics: How Culture and Class Deter Successful Implementation

Twenty-first century scholars are innovative, collaborative thinkers and problem-solvers, particularly astute in mathematics and science. The College Preparatory Mathematics (CPM) curriculum was designed to teach students to solve mathematics problems in student led collaborative groups thus providing new challenges compared to traditional, teacher-centered classrooms. Yet, the learning curve is steep for teachers and students transitioning to this new model. This research is a multiple case study of two high schools' classrooms using CPM: one a diverse high school CPM classroom as they attempt to implement CPM and overcome cultural, barriers, challenge misconceptions of difficulty/irrelevance of mathematics, simply be promoted to 10th grade and become 21st century problem-solvers. The second classroom is in a wealthy suburb where students thrived on the curriculum and model. The root of the difference in learning curves and the qualitative understanding of the processes within these different classrooms was possible through observation and interviews.

Crocket, Hamish, *University of Waikato*
Risk and academic performance in neo-liberal times: De-composition through a conference presentation on humour

See Crocket, Kathie

Crocket, Kathie, *University of Waikato*

Risk and academic performance in neo-liberal times: De-composition through a conference presentation on humour

This paper's focus is a decomposition arising from a moment during an earlier conference presentation, on humor and ethical subjectivity, offered by a particular audience response. The paper explores how this response, asking about risk, produced further questions, for our presentation team, about recognizability and ethical self formation in contemporary academia.

Crosby, Kelvin, *San Diego State University*

The Daily Life of the Deaf-Blind: Negotiating Their Independence

See Hirschmann, Daniela Raejeanna

Crossman, Kimberly A., *University of Illinois at Urbana-Champaign*

You Go Girl: A Participatory Approach to Developing Health Interventions with Low-Income Mothers

See Jarrett, Robin L.

Crumpler, Thomas, *Illinois State University*

The discursive and embodied construction of preservice teacher identities across timescales

This paper examines how one preservice teacher (Camille) performed teacher identities across a two-year span. Interactants bring multiple 'voices' to bear in social relationships as ideologies and identities are discursively constructed and negotiated in the particulars of everyday life (Bakhtin, 1981; de Certeau, 1984) and across different timescales (Lemke, 2000; Wortham, 2006). Data sources include documents and videorecorded observations from Camille's preservice coursework, minimally structured interviews, and videorecorded observations during Camille's student teaching. We started with constant-comparative analysis (Strauss & Corbin, 1998), and then conducted microethnographic discourse analysis (Bloome et al, 2005) and analyses of body movements (Radinsky et al., 2012) on key events across the two years. Camille performed multiple teacher identities as she negotiated competing political demands across her teacher preparation. Examining both utterances and body movements to understand social agents' discursive positioning across timescales offers a rich portrait of both the sedimentation and disruption of teacher identities.

Crunkilton, Dhira D., *Southeast Missouri State University*

Student Perceptions of Nonviolent Communication (NVC)

The communication model, Nonviolent Communication (NVC), created and promoted by Marshall B. Rosenberg, is used worldwide in conflict resolution, counseling, and education. The basis of this model, also considered a spiritual tool, is empathic connection and the development and skilled use of four key concepts: observations, feelings, needs and requests. Teaching students to use Nonviolent Communication (NVC) and communicate compassionately should promote empathy, discourage verbal aggression and reinforce a more peaceful worldview. In this study, students who learned NVC skills were asked to share their perspectives on NVC. This presentation includes data from the study, as well as an experiential introduction to NVC. The study draws attention to the value of Nonviolent Communication (NVC) in social work education, particularly in relationship

to interviewing skills. The presentation also promotes recognition of NVCÓs positive potential for communication courses in the university setting.

Cuartas, Mar'a Isabel, *Universidad Santo Tom's Colombia*

Legal psychology as a scientific source of Colombian law

This paper proposes that the process of making law and jurisprudence in Colombia could be improved by using the Legal Psychology approach. It discusses how to incorporate a contemporary contextual, situational, and legal-psychological model of human behavior in the Colombian legal system. From a philosophy of law perspective it inquires into Legal Psychology discipline to ask for its epistemological, phenomenological and deontological basis with the purpose to achieve a place as a scientific source in making law because the Qualitative Legal Psychology research permit us understand the human representations, discourses, actions, positions and their causes on the legal, political, judicial and cultural contexts, and it shows how the law has to intervene the social behavior.

CUERVO DIAZ, DIANA ELIZABETH, *Junta Nacional de Calificaci—n de Invalidez*

Labor Events. Sentences from Colombian Constitutional Court: A documental analysis from a social justice perspective

We wonder which legal or technical criteria has Colombian Constitutional Court used to determine that a worker having suffered a work event, deserves the declaration of a manifest weakness state? This article is an analysis of sentences issued by this entity over the last 10 years, in which has been issued a ruling in favor or against the worker. It also seeks to determine if in judgments, the Court mentions what are the responsibilities of each one of the actors in the System of Occupational Risks related to the Integral rehabilitation, from a social justice perspective.

Cueva, Lorena, *Universidad Panamericana*

Facebook y las Relaciones Interpersonales

See Barroso, Carlos Fernando

Cummings, Teresa, *Indiana University Section of Adolescent Medicine*

Case Study Analysis in Child Welfare Evaluation Research

See Bloomquist, Kori Rose

Cummins, Christine, *Person Centred Research Centre, School of Rehabilitation and Occupation Studies, AUT University*

Voices of Rehabilitation Providers: Talking About Engagement

See Bright, Felicity

Cunha, Larissa da Silveira, *Universidade de Fortaleza*

A ıes Educativas como estratıgia para a Promo ıo da Saıede

See CATRIB, ANA MARIA FONTENELLE

Cunha, Neiva Francenely, UFC

Mothers talk about sexual health with their daughters: influence of social and cultural factors

See Gubert, Fabiane do Amaral

Cunha, Simone Trindade da, UNIVERSIDADE DE FORTALEZA

Ci ́ncias Sociais e Curr ́culo

Este trabalho analisa a problemática da crise de sentido das ci ́ncias sociais e sua implica ́o no curr ́culo de forma ́o da Universidade de Fortaleza. Levanta questes acerca de como operam discursivamente os agentes envolvidos no processo curricular, destacando as estratēgias de constru ́o e legitima ́o dos seus discursos. Nesta perspectiva, ́ poss ́vel, reconstruir o processo curricular requerido na pr ́tica e sedimentado atrav ́s dos processos de socializa ́o em que se desenvolveram. Trata-se de uma pesquisa descritiva de abordagem qualitativa. Os resultados demonstraram que o processo de entendimento que esbo ́am os sujeitos, part ́cipes da pesquisa, sobre determinados assuntos do mundo social, nos permite afirmar que o curr ́culo como um projeto de socializa ́o e racionaliza ́o est ́ profundamente implicado na constru ́o e defini ́o das rela ́es em sociedade. Conclu ́mos que o discurso ́ a categoria de sentido que nos permitiu entender as implica ́es da crise no curr ́culo e, conseq ́entemente o revigoramento de determinados conceitos da teoria social.

Cunha, Simone Trindade da, UNIVERSIDADE DE FORTALEZA

Contribui ́es das a ́oes promotoras de sa ́de para depress ́o em adolescentes

See Gomes, Gabriela da Cunha

Curry, Dawn L., University of Georgia

Nature Re-connection: An African American Teacher ́s Journey of Identity

When examining the rich history of African Americans it becomes increasingly apparent that we possess a unique connection to the natural world (Stewart, 2006). A cultural restoration to nature is essential for African Americans to actualize a complete healing of the psyche which was damaged through slavery, racism and the brutality endured during the era of Jim Crow and segregation (bell hooks, 2009). The Great Migration was symptomatic of a cultural divorce from the land. Seeking to remember and reestablish this cultural engagement to the natural world this autoethnography documents an ongoing journey that addresses identity and spirituality through nature connection. Through the multiple cultural lenses of being an African American woman and an educator the dualism caused by internal triumphs and challenges and the external rejection and ridicule is chronicled through combining traditional qualitative methods such as narratives and interviews with poetry and journals.

Cutts, Qiana, Kennesaw State University

Amplify Black Women: Celebrating Black Motherhood through Poetry and Practice

For centuries, Black women ́s contributions to mothering have been meaningful. We have mothered our children and prepared them to support cultural and community development, often within a discriminatory society. We have engaged in what James (1993) defined as ́other mothering ́ by mothering our relatives ́ children and White women ́s children. Therefore, contrary to popular culture ́s depictions of Black women and Black motherhood, our contributions to society through our mothering are significant.

O'Reilly explained that, "Motherhood, as a consequence, is a site of power for Black women" (p. 4). We also consider motherhood as a site of power for Black women and sought to celebrate Black mothering on Mother's Day, 2013. As mothers, daughters, and sisters in empowerment, we took to the community to amplify Black mothers for their roles in nurturing our communities. With pictures, film, and poetry, this presentation will highlight the activities of Amplify Black Women day.

Cutts, Qiana, Kennesaw State University

Burying their Heads in the Sand: Black Lesbians' Coming Out Experiences to their Heterosexual Mothers

Recently, more attention has been paid to the sexual identity experiences of Black women as a few studies have explored Black women's coming out experiences and/or coping strategies (Bates, 2010; Bowleg et al., 2003; Bowleg, et al., 2004; Miller & Parker, 2009; Whitman et al., 2000), gender expression (Wilson, 2009), and identity development (Gibson et al., 2007; Patton & Simmons, 2008). While much of the limited literature on Black lesbian and bisexual women suggest the experiences of these individuals in Black families is dismal; Black mothers often equip their daughters with the skills needed for a positive affirmation of their sexual identity (Miller & Parker, 2009; Miller, 2011). This presentation will share the results of a phenomenological study that examined the experiences of Black lesbians as they engaged in coming out to their mothers. I also examined the mothers' reactions to and coping with their daughters' lesbian identity affirmation.

Cutts, Qiana, Kennesaw State University

Redefining the Belle through a Research Poem: She Ain't Always Southern, She Ain't Always White

The phrase "Southern Belle" ignites representations of plantations, etiquette classes, southern drawls and White women. However, there are a number of southern Black women who also identify as Southern Belles. For example, Phaedra Parks, Atlanta-based attorney and cast member of *The Real Housewives of Atlanta*, considers herself the epitome of a Southern Belle. Her book, *How to Be Nice, Work Hard, Look Pretty, Have Fun, and Never Have an Off Moment* (2013), is slated to be an inspirational guide for Southern Belles and women, in general. Yet, even Parks' definition of a Southern Belle is limited to a traditionalist caricature. Women interviewed discussed a more contemporary Southern Belle and indicated that Southern Belles are authentic, balanced, spiritual, versatile, feminist, cultured, confident, queer, resilient, etc. — and not always "southern." Using a research poem, this presentation will deconstruct stereotypical notions of a Southern Belle and explore contemporary descriptions of the Belle.

da Costa, Anny Giselly Milhome, UFC

Mothers talk about sexual health with their daughters: influence of social and cultural factors

See Gubert, Fabiane do Amaral

da Silva, Kelanne Lima, UFC

Infidelity relationship between HIV/AIDS infection in the view of heterosexual men

See Pinheiro, Patricia Neyva da Costa

da Silva, Leticia Aydos, *Federal University of Santa Catarina*

An experience with elderly women using arts as a tool for socialization

This is a report on a set of workshops conducted with institutionalized elderly women, residents of a nursing home in Southern Brazil. Were used as tools painting, music, clay, and one session on personal care, emphasized beauty and self esteem. As the sessions were conducted, it became evident that the women did not have the habit of interaction, in spite of living together in the institution. The workshops facilitated interactions among them and influenced their creativity and their sense of autonomy. This workshop reassured us of the power of arts as a means for socialization as well as for regaining self esteem and interest in life as a whole. Also, it showed us that institutionalization isolates people and rob their possibilities of living their lives in new, creative forms. In the end, institutionalization as it has commonly been done in such places, promotes unhealthy lifestyles.

da Silva, Raimunda Magalhães, *Universidade de Fortaleza*

Trajetória de adolescentes grávidas do Nordeste brasileiro

See Jorge, Herla Maria Furtado Jorge

da Silva, Raimunda Magalhães, *Universidade de Fortaleza*

Teachers' Perceptions about the voice

See Brasil, Christina Cesar Pra_a

da Silva, Raimunda Magalhães, *Universidade de Fortaleza*

E agora? Realidades e perspectivas da mãe adolescente no Nordeste brasileiro

See Santos, Rita de Cássia Andrade Neiva

da Silva, Raimunda Magalhães, *Universidade de Fortaleza*

Teachers' vocal health: the interfaces between the popular and the scientific knowledge

See Brasil, Christina Cesar Pra_a

da Silva, Raimunda Magalhães, *Universidade de Fortaleza*

Surgical therapy of breast cancer , lymphedema and social behavioral alterations in post mastectomy women

See Pinheiro, Cleoneide Paulo Oliveira

da Silva, Raimunda Magalhães, *Universidade de Fortaleza*

Daily life vocal demand of teachers' in modern times

See Brasil, Christina Cesar Pra_a

da Silva, Raimunda Magalhães, *Universidade de Fortaleza*

Fui deixando, fui ficando e aconteceu a gravidez: experiências em adolescentes na primeira gravidez

See COLLARES, PATRICIA MOREIRA

da Silva, Raimunda Magalhães, *Universidade de Fortaleza*

Sentidos atribuídos à promoção da saúde no planejamento familiar por profissionais da atenção primária: uma revisão integrativa

See Jorge, Herla Maria Furtado Jorge

da Silva, Raimunda Magalhães, *Universidade de Fortaleza*

Innovation In Prenatal Care Based On User-Centered Technology

See COLLARES, PATRICIA MOREIRA

da Silva, Raimunda Magalhães, *Universidade de Fortaleza*

Enfrentamento de Mães Cegas na Educação dos Filhos menores de 12 anos

See Moreira, Gracyelle Alves Remigio

da Silva, Raimunda Magalhães, *Universidade de Fortaleza*

The “northeastern male” in training: Gender relationships in discourse of teens from Ceará

See BRILHANTE, ALINE VERAS MORAIS

Daiello, Vittoria S., *University of Cincinnati*

A Chair and Two Apples: Translating Experience into Evocative, Artful Research Writing

Brazilian writer Clarice Lispector's (1989) poetic declaration, "I am a chair and two apples. And I don't add up" offers an entry point for exploring the challenges and rewards of writing toward the articulation of arts-informed inquiries across disciplines. Within this session, graduate students enrolled in a transdisciplinary arts writing seminar share exemplars and composition strategies derived from peripheral, evocative writing processes that facilitate reflexive awarenesses, exploration of ambiguity, and the emergence of a personal language of inquiry. To this end, the session draws into dialogue topics including: writing as a form of inquiry (Richardson); art as embodied experience (Dewey); Deleuzian articulations; and, contemporary art practices (Hamilton) to incite forms of writing that evoke "rhizomatic" and "voluptuous validities" (Lather). Through this endeavor, we identify and articulate ways in which writing can facilitate critically conscious reflexivity and new approaches for working within and around the distinctive characteristics of disciplinary writing practices.

Daine, Julia K., *University of Oklahoma*

Use of Internet Inquiry: Exploring International Students' Experiences in Virtual Learning Communities

Through the lens of Interpretivism, this qualitative study explored the experiences international students from different cultural and linguistic backgrounds have participating in virtual learning communities in university and college courses. Specifically, this study explored how and in what ways the students' identity in these virtual learning communities is influenced by cultural factors, discourse, and perceptions of learning through commuter-mediated communication with peers and instructors. The research questions included: (1) What are international students' experiences participating in virtual learning communities; and (2) how do international students' experiences in a virtual learning community influence their development of identity? The research involved the use of responsive in-depth interviews (Rubin & Rubin, 2012). The inter-

views consisted of traditional face-to face interview setting and face-to face interviews by way of Computer-Mediated communication such as Skype or Facetime known as Internet inquiry (Markham & Baym, 2009; Mann & Stewart, 2000).

Dalben, Ivete, *Faculdade de Medicina Unesp Botucatu*

Incorporation of cocaine as a strategy to reduce the effects of alcohol abuse

See Rossi, Lilian Cristina de Castro

Dance, L. Janelle, *Lund University, Sweden & University of Nebraska-Lincoln*

The “I” in Teamwork: Exploring Multiple Conceptualizations of Validity in a Critical Discourse Analysis Study

See McKinney, Theresa

Danesh, Mahmonier, *Maandaran University of Medical Sciencesz*

Academic members’ experiences of about their professional challenges

See Shahhosseini, Zohreh

Danh, Marie, *Indiana University School of Social Work*

Case Study Analysis in Child Welfare Evaluation Research

See Bloomquist, Kori Rose

Daniel, Jordan A., *Angelo State University*

Principles for the Applications of Intersectionality to Qualitative Inquiry

See Theriault, Daniel

Daniels, Jessie, *University of Georgia*

Fertile Intra-Actions: The Apparatus of The Mother

Scholars from an array of fields and traditions have inquired into the nature of the infertility/fertility. Feminist writers question constructed subject positions of the female/woman/mother. Poststructuralism pushes the limits of those positions by questioning the structure of language itself. The new empiricisms do not exalt humans over other entities and living things. All this is trouble for conventional humanist qualitative inquiry. The question addressed in this paper is how one might inquire into the nature of this becoming ÖmotherÖ without privileging the subject position of mother over non-mother or exalting the humanist subject? Can we use existing language and methods to do this work? Using the work of Foucault, Deleuze, and Barad, I will begin to take on the problems created by the intra-action of this assemblage.

Daubemire, Joseph, *University of Georgia*

Pathway analysis of five Turkish students: from initial EFL acquisition to graduate study abroad.

This paper is an analysis, from the perspective of the learner, of the experience of learning English as a foreign language in Turkey. Grounded in phenomenology and symbolic interactionism, it is a comparative and contrastive interview study of five Turkish graduate students at a major research university in the southeastern United States. Meaning arises in the process of interaction between people; it takes place in the context of relationships. Once a situation is defined as real, it can be very real in its consequences, whether causal

or not. Each learner's report on the pathway they've taken to arrive at their graduate study destination in the U.S. is explored. The researcher's low profile in the interview process creates a context that encourages deeper reflection on the EFL acquisition experience, illuminating the phenomenon to the learner, while the researcher seeks to uncover and describe that meaning within the structures of the lived experience.

Davenport, Melanie, *Georgia State University*

Ethical Dilemma in Case-Study Research: When/Is It OK to Out a Subject?

Revisiting an ethical dilemma encountered while conducting a single case study of an art educator in a small town, this paper will discuss objectives and obstacles related to confidentiality, trust, risk, and fidelity in qualitative research. I intended to look closely at my subject's personal history, socialization into the teaching profession, personality traits, and other factors that facilitated positive outcomes in an intercultural education context. I gained many insights, but some which seemed pertinent proved problematic because writing about them, even using pseudonyms, seemed to violate the fundamental agreement between scholar and subject. What are the ethical implications for qualitative researchers? I will frame this exploration with the findings I encountered, the questions they raised, and the decisions I ultimately made in writing up my study.

Davidson, Tonya Katherine, *Ryerson University*

Monuments and Memory: Using Unmapping as a Methodological Practice

This paper begins with two premises: 1) that monuments (historic commemorations in the built environment) are urban beings with dynamic social lives, and 2) that monuments contribute to mapping history and social belonging on to cities. Beginning with these premises this paper is motivated by the following questions: How is it possible to map monuments in a city without reproducing objectifying representations of space? What kind of methodology would allow for an analysis of the various, paradoxical relationships between people, monuments and their environments? To answer these questions I have developed the notion of unmapping as a methodological orientation. Whereas maps suggest promises of objective, fixed representations of space, unmaps are self-consciously partial, mobile and adopt multiple ground-level perspectives. Unmapping responds to both the dynamic nature of monuments, and the role monuments play in both recasting and destabilizing dominant narratives of social spaces.

Davis-Bundrage, Melodie Ray, *University of Georgia*

Beauty is as Beauty Does: Is There Room at the Counter for Me?

Beauty is as beauty does is an autoethnography of the author's love/hate and insider/outsider relationship with the beauty industry. The story, and its associated wider cultural implications, focuses on the intersection of identity, wellness, consumption and entrepreneurialism of black beauty. The article theoretically draws upon black feminist thought and connects powerful statistics of beauty consumption with health and wellness. Reinforcing beauty as an important topic in cultural studies and the problem as a human rights issue, social support, tribal marketing and entrepreneurship are shown to be personal and cultural solutions to black beauty issues that can create economic opportunities for members of beauty communities, individually and collectively.

Davis, Amira Millicent, *Independent Scholar*

ÒGive the Drummer SomeÓ: Rhythm, Revolution, and the Chicago Sun Drummer Society

The Black Power/Black Arts Movement brought about a cultural renaissance for African America. Providing the rhythm for movement people was the hand drum that had been legally banned for U.S. Blacks in the 18th century because of White fear that it was an instrument of rebellion. In 1971, seven men joined together in Chicago to establish a male society around the hand drum, thus helping to mend a dynamic cultural, social, spiritual, and psyche rupture. This ethnography looks at the Sun Drummer Society within the context of Black nationalisms arguing that their cultural work, instead of positioning them solidly as Black Cultural Nationalists, reveals an integrated R/evolutionary, Cultural Black Nationalist paradigm. Like revolutionary nationalists, the Sun Drummer enacted and advocated communalism and African socialist sensibilities. As cultural nationalists, they deployed art and culture to facilitate social and cultural transformation within ChicagoÓs Black community that endures today.

Davis, Corrie, *Kennesaw State University*

Lessons Learned through Double-Dutch: Black Feminism and Intersectionality in Educational Research

Double-dutch involves jumping through hoops and negotiating multiple moving targets at once. This act of bobbing and weaving occurs in many contexts and appears frequently in the intersection of Black feminism and educational research. This presentation will center on these notions and address their relationship to qualitative educational research.

Davis, Deborah A., *Ball State University*

Googling for Advice: A Case Study of a First-Generation College Student

A digital camera. Indiana Jones. An injured dog. All symbols of one first-generation college studentÓs (FGS) transition from life in a small community to life in a small Midwest liberal arts college. The transition for those like her is more difficult, both academically, and non-academically than those whose parents went to college. Overall, 60% of FGS leave college before graduating (Engle & Tinto, 2008). The purpose of this instrumental case study is to explore the life experiences of a first-generation female college student from her earliest recollections about the concept of going to college through her collegiate experiences.

AllisonÓs story illustrates how being the first in her family impacts choices from the most basic things such as what to bring to college to adjustment to college and the relationships with faculty. This study contributes to the conversation about how FGS prepare for and adapt to life in college.

Davis, Erin, *Cornell College*

WomenÓs Involvement in Strategy Boardgaming: Challenges and Possibilities

Through qualitative interviews with women gamers, I explore the experiences and insights of women who participate in strategy boardgaming. Strategy gaming is a male dominated leisure activity in terms of both higher levels of male participation and perceived male advantages due to the intellectual, competitive, and confrontational nature of the activity. However men gamers are not typically hostile to women gamers, and in fact, men regularly seek advice on gaming forums on how to get their female partners more interested in gaming. Simultaneously, women may be perceived as lacking the interest or

the ability to be competitive participants. Due to this perception, women who identify as gamers are often underestimated or overlooked at the game table. This research explores the various factors, both internal and external, that limit women's participation as well as structural, cultural, and interpersonal changes that could help to create a more inclusive environment.

Davis, Trina, *Texas A&M University*

I Felt Like I Was There: Understanding 'Presence' in Instructional Virtual Environments

See Phillips, Glenn Allen

Daw, Jessie, *Northern State University*

Academician and Coach: Playing Both Sides (An Autoethnography)

After five years as full-time faculty, I took a 25% teaching reduction to start up and serve as head coach of an intercollegiate tennis program. Five years later, I returned to full-time academic position. Neither decision was made lightly, and both included discussions with the Athletic Director, Provost, and President of the university. Thus, for five years, I had a foot in each door (athletics and academics). During the dual appointment, numerous challenges were encountered, logistically, economically, politically, culturally, and socially. For example, through my coaching involvement, ideas of sport as a uniting force were both reinforced and challenged, as suddenly to some, I was 'part of the gang' (even though I'd been a faculty member for the previous five years), while simultaneously being criticized within my academic unit. Thus, this work explores my experiences of university culture and politics, specifically related to dual appointment in academics and athletics.

Daza, Stephanie, *Manchester Metropolitan University*

Digital Affective Technologies (DAT) for Transforming Social Science Methodologies

This conceptual piece considers the potential of sense-embodied digital media technologies, such as sonification, haptics, 3D printing, motion sensing and augmented reality. Social science methodology has been slow to fully embrace the radical potential of these new affordances, which we call Digital Affective Technologies (DAT), where human, computer and meta/physical worlds collide. We ask:

- How might social science be transformed when the eye's seeing is no longer a privileged sense-embodied technology for perceiving, observing, interpreting and re/presenting data?

- What new vocabularies, analytics, and capacities for understanding social policies, practices and contexts emerge when data is heard as non-speech audio (sonification), felt as vibrations (haptics), and played with as an object (3D printing), rather than written as text or displayed as a graph?

- How does DAT productively challenge orthodox social science methodologies?

- How is digital innovation changing social contexts such as education and schools?

de Freitas, Elizabeth, *Adelphi University*

Curriculum Research as Assemblage: How Scientific Concepts Come to Matter in Early Childhood Education

See Palmer, Anna

de Freitas, Ranielder Fzbio, *Federal University of Pernambuco, Brazil*

The Contribution of Focus Group to the Research and Process of Information Design

Focus Group is a technique that may be used in the process of design or design research, to elicit important information concerning the effects that a particular artefact or elements that compose that artefact have on people. The present article aims to describe the adaptation the focus group technique in the process of information design, as well as the benefits brought by this technique to design research. The use and adaptation of the focus group technique in research, has provided a wealth of perceptions by those subjects involved in understanding the verbal-visual elements present in the artefacts. This has enabled the researcher to focus on future studies, where a lack was identified of well-planned content and new scientific knowledge in the field of Health Promotion, with an approach towards information design.

de Jesus Miranda, Maria Luiza, *Universidade Sfo Judas Tadeu*

Significados atribuídos por Idosos às Políticas Públicas: Possibilidades Photovoice

See Marques, Bruna Gabriela

de Jesus, Ana Cristina Pereira, *UFMA*

Mothers talk about sexual health with their daughters: influence of social and cultural factors

See Gubert, Fabiane do Amaral

de la Borbolla, Pedro JosŽ, *Universidad Panamericana*

Influencia de los Grupos Sociales sobre el Comportamiento de las Personas.

See Villada, Ana Paula

de la Mora, Paola, *Universidad Panamericana*

Facebook y las Relaciones Interpersonales

See Barroso, Carlos Fernando

De Lisle, Jerome, *University of the West Indies, St. Augustine*

Hindrances to Quality - A Qualitative Case Study of Attrition at a University Within a Developing Small Island State.

See Lewis, Kathy-Ann Sherma

De Lisle, Jerome, *University of the West Indies, St. Augustine*

Academic risk and resilience: Life stories of successful students from a low performing secondary school in Trinidad & Tobago

See Lucien- Baptiste, Alicia

de los Reyes, Elizer Jay Yague, *University of Illinois at Urbana-Champaign, Education Policy, Organization and Leadership*

New Horizon of Qualitative Inquiry: Practicing Political Role in Post-Dictatorship Era

See Chung, Ga Young

de Medeiros, Kate, *Miami University of Ohio*

Life Long Illness, Generativity, and Anguish in Later Life; A Case Study of a Childless Older Woman

See Hannum, Susan M.

De Munck, Katrien, *Ghent University*

Researcher and Pedagogue as Designer, Co-creating Participation and Understanding the Complexities of Social (In)Justice.

The intertwining of research and activism is a prerequisite for a pedagogue and researcher working within Disability Studies. Action, analysis and reflective practice, must be co-experienced between all agents in the process when working on participation and searching to understand mechanisms of exclusion and injustice. We elaborate on this, borrowing concepts and methods from design-thinking and creativity. It is no choice of being academic either activist, activism is a co-experience of all agents in complex contexts. Researchers, participants, co-researchers are all agents intra-acting with each other and influencing the context, which in design vocabulary would be named a *Wicked problem*. Research and action to act with and interpret complex mechanisms of participation, is an iterative process of co-creation, prototyping, finding flow and searching for the unexpected. We share co-experiences of action and research showing the rhizomatic interaction between all agents, its avoidance of othering and its respect to the complexities.

de Quadros, Andre, *Boston University*

Portraiture and Politics in a Prison Community Music Program based on Aesthetics of the Oppressed

For two years, with a repertoire of vernacular songs and a mission to utilize the power of music to build community, the presenter worked with his colleagues to develop a highly interactive music curriculum in two Massachusetts prisons. In this session, the presenter will use portraiture research methodology to interrogate the role of the arts in prisons and the politicized world of research in incarcerated situations. The presenter will also share findings on the nature of innovative choral pedagogy for personal and social transformation.

American scholars, community organizers, and politicians have long struggled to explain how a nation that calls itself *the land of the free* could also be home of the world's highest incarceration rate. For two years, the presenter has been collecting songs, poetry, artwork, participant responses, journal entries, and external evaluations as part of an extensive data collection.

Dedeoglu, Hakan, *Hacettepe University, Ankara-Turkey*

Literacy in Lives of Turks

This research explores how literacy is constructed in the lives of people from different background in Turkey. Through the more than 20 life histories of four generations this research focuses on how people acquire reading and writing as well as the role of literacy in the life of participants. Chronicles of the changes in the aspects of literacy through the stories of individuals with varying backgrounds, skills, social class and geographical location were analyzed. One of the theme highlights the importance of literacy in people's lives that literacy is an essential factor for men and women to find a job or stay in the work force. In general, themes that emerged from the histories by examining out literacies, help us to better understand the role of literacy in our society today and the structure of our society in general.

DeFelice, Dustin, *Michigan State University*
Using Online Comic Generators to Visually Tell the Story

Through free online tools, qualitative researchers can explore new ways of visually representing their participants' stories in traditional comic form. These creative and expressive online tools allow researchers (including artistically challenged ones) the ability to generate comics through drag-and-drop templates with ample features, additions and customizable pictures, speech bubbles and settings. These comics can help make a strong connection to the written and spoken language found in participants' experiences and serve to visually tell their story. The completed comics can be downloaded, printed, or embedded into a variety of platforms and researchers can easily edit their existing comics as they better understand the data. Examples will include comics made from the following online tools: Pixton, Strip Generator, ToonDoo, and WittyComics.

Defenbaugh, Nicole, *Lehigh Valley Health Network*
Teaching the Future Autoethnographer: Bringing Patients & Physicians Together

As an academic educator, autoethnography has been a methodological tool used for helping students explore their experiences as patients entering and exiting the culture of medicine. As a medical educator in a family medicine residency program, a different pedagogical and axiological approach is needed to teach autoethnography along with a dual perspective to teach physicians as a non-clinician and chronically-ill patient. This paper examines the similarities and differences in teaching patients and clinicians and explores the methodological "magic" that unfolds when university students (patients) and family medicine residents (clinicians) come together in a panel about what it means to members of healthcare.

Del Val, Pablo, *Universidad de Valladolid*
Tensions and Limitations in the Development of an Online Community of Educational Practice Analysis

See Garc'a-Monge, Alfonso

Dell-Jones, Julie, *University of South Florida*
"That Reminds Me of My Home": Cross-Cultural Connections through Photo-Elicitation in a Community ESL Class

Participant-created photographs for classroom discussion and individual photo-elicitation interviews (PEI) served as a springboard for communication with and between learners in a linguistically-diverse community-based English as a second language (ESL) classroom. This descriptive and evaluative case study includes photographs, interviews, observation, and researcher reflections focusing on four adults using photo-elicitation in response to various open questions about "home," "culture," and "family." Researchers highlight the ways in which participants used photographs to bring their own stories into the classroom. The 10-week photo-elicitation project supported participation from less proficient speakers, created opportunities for cross-culture comparisons and connections, and introduced a new arts-based activity, which was well-received despite differing levels of enthusiasm towards photography itself. The challenges and experiences discussed may inform future implementations of innovative attempts to include arts-based options, especially in the language-learning context where multimodal approaches are useful for supporting communication and sharing abstract ideas such as culture.

Dellal, Nevide, *Mugla Sıtkı Kocman University*

Practices of Teaching Foreign Language to Young Learners in Turkey from Past to Present

In this study, the practices of teaching foreign language to young learners in Turkey from past to present will be investigated and the findings will be presented in schools of Canakkale sample. In this context, answers for such questions as "Which specific problems do the teachers face in the first stage of primary education in foreign language teaching?" and "How are the awareness levels of teachers who teach foreign language to young learners about teaching foreign language to young learners?" will be searched for. Historical aspect will be investigated with mixed methods and in a qualitative way. The data related to the schools of Canakkale sample will be shaped in survey method and descriptive methods will be utilized in data analysis. In the study, it is aimed to explicate, to open to discussion the Canakkale's specific conditions in teaching foreign language to young learners.

deMarrais, Kathleen, *University of Georgia*

Teaching Reflexivity in Qualitative Research: Fostering a Research Life Style

See Preissle, Judith

Denison, Jim, *University of Alberta*

Emerging Paradigms of Embodiment and Their Influence on Ethnographic Methodology-A Roundtable Discussion

Although centuries of scientific thought have been influenced by Cartesian body-mind duality, the body is now an accepted part of qualitative research. Many ethnographers now include embodied and sensual experiences in their fieldwork to understand the effects of elements of culture. In addition, such experiences are increasingly represented through various writing genres including autoethnography and performance ethnography. Consequently, new paradigms of the body are emerging in ethnographic pursuits. Please join us as we discuss emerging paradigms of the body in scholarship and practice, and how these paradigms allow us to reconfigure the ways that we apprehend, in ethnographic process, everyday life.

Dennis, Barbara, *Indiana University*

The Objectivation of Subjectivity in Qualitative Interviewing: Power, Desire, Understanding, and Reflection

This paper draws on a critical qualitative interview study of religious experiences looking at how people express various truth orientations that include religious beliefs/practices ultimately leading to a better understanding of objectivity and its contrast with subjectivity. In this paper, I focus specifically on the interview process itself and the way the interview interactions and relationships orchestrate an objectivation process. Because participants' subjectivities are not directly accessible to the researcher, the interviewer engages with participants in exploring their subjectivity. My analysis attends to how participant experience is expressed, negotiated, justified, understood and reflected upon. This study is relevant to contemporary qualitative methodology debates as the epistemological status of interview data is called into question and as increased reflection is demanded of researchers. Analyses thus far, indicate specific objectivations through which participant subjectivities become tangible in the interview itself. Each of these will be empirically described, theoretically explored, and methodologically situated.

Dennis, Barbara, *Indiana University*

Understanding Complexity in Ethnography: Time Analytics

We know that cultures are complex and multidimensional. In long-term ethnographies, that complexity is increased through engagement with cultural participants over time and across changes. The challenge and complexity that time introduces to long-term ethnography has not been satisfactorily dealt with in qualitative educational research. Drawing on David Wood's philosophy of time where he articulated five models for the hermeneutic description of time, I appropriate these models for analytic use. The generative, dialectic, participatory, active and meta time analytics I produce are not only a way to look more closely at the complexity of ethnographic meaning available, but are also a way to examine possible changes. In this paper, I illustrate what the analysis produces using data from a long-term ethnography of schooling newcomer students in a Midwestern school district, specifically examining and critiquing the analytic work.

Dennis, Barbara, *Indiana University*

Methodological Reflections on Using Qualitative Data Analysis Software (QDA) in Collaborative Qualitative Projects

See Zhao, Pengfei

Denzin, Norman, *University of Illinois*

Working to Transgress

The goal is to create a safe space where writers, teachers and students are willing to take risks, to move back and forth between the personal and the political, the biographical and the historical. This is performance-centered pedagogy that uses performance as a method of investigation, as a way of doing autoethnography, and as a method of understanding. Mystory, performance, ethnodrama, and reality theatre are ways of making visible the oppressive structures of the culture—racism, homophobia, sexism (Saldana, 2005, 2011). The performance of these autoethnographic dramas becomes a tool for documenting oppression, a method for understanding the meanings of the oppression, and a way of enacting a politics of possibility.

dereli, fatih, *hacettepe Üniversitesi*

A study on the perceptions all preschool teachers, school administrators and parents on parent involvement

See erkan, semra

Dhaske, Govind, *Indiana University School of Social Work*

The Translational Utility of Heideggerian Phenomenology: Insights from a Social Work Study

The value resonance of qualitative research methods with the evidence-based social work knowledge production has been well established. The Heideggerian phenomenology has been one of the prominent qualitative research methods substantially used in social work research for its utility in informing the social work practice and research about the foundational aspects of the phenomenon under consideration. The predominant gold standard of evidence in research views qualitative research well below the quantitative research. However, the epistemological strengths of Heideggerian phenomenology have been significant in terms of not only establishing evidential aspects of any phenomenon but also to inform substantially on the policy aspects with the peculiar ontological focus.

The proposed paper presents insights from a Heideggerian phenomenological study on the health and human rights marginalization of women affected with matted hair in India. The paper focuses on the translational utility of Heideggerian phenomenology as a qualitative research method in social work.

Diaz-Kozlowski, Tanya, *University of Illinois at Urbana Champaign*

“You Don’t Belong Here, You’re Not Safe”: A Marimacha’s Meditation on Educational Discourses of Safety

In this paper I argue dominant discourses of safety (Kumashiro, 2001) within GLBT educational research limit the knowability of GLBT youth by positioning them solely within a framework of homophobic violence. Pulling from five months of ethnographic data collected for my dissertation project at a high school I call Java High, I use Gloria Anzaldúa’s (1987) concept of “the mestiza consciousness” to articulate the ways in which GLBT youth of color are living within an interplay of oppression and resistance as multiple marginalized subjects. Throughout this paper I demonstrate how some GLBT youth of color at Java High challenge two of the dominant discourses of safety by bridging the contradictions in their lives by *haciendo caras* to survive.

DiCicco, Michael, *The University of South Florida*

Not Seeing Eye to Eye: Mismatched Identities of First Year Teachers

Driven by atypical heightened emotional responses such as crying, not eating, and not sleeping, researchers investigated a cohort of paid-interns (N=7) in an accelerated STEM Master of Arts in Teaching (M.A.T.) program. Using multiple case study analysis researchers including the university supervisors collaboratively examined the cohort’s concerns after their first semester of their induction year of teaching. As viewed through Self-Discrepancy Theory (Higgins, 1989) findings indicate the cohort experienced a mismatch between their expectations and the actual teaching and learning they encountered resulting in fractured identities and adverse emotional reactions. This session will discuss the implications of these findings.

DiCicco, Michael, *The University of South Florida*

Exploring English Education Pre-Service Teacher Beliefs About Struggling Readers Using Photovoice

Pre-service teachers’ (PST) beliefs about teaching and learning influence how they accept information presented in their education programs and their instructional decisions as classroom teachers (Kagan, 1992; Lortie, 1975; Pajares, 1992). Understanding PST beliefs can help teacher-educators plan for more effective instruction. While studies have examined content area teachers’ beliefs about reading instruction at the secondary level (e.g. Hall, 2011; Ness, 2009), few studies have specifically examined English Education pre-service teachers. Using Photovoice, a participatory research strategy utilizing photography, the presenter was able to engage English Education PSTs beliefs about teaching struggling readers as well as capture their voices about themselves as readers. Highlighting student work and the research process, this presentation discusses the methodological and ethical considerations of using Photovoice to capture PSTs’ beliefs.

DiCicco, Michael, *The University of South Florida*

Sharks, Wolves, and Baseball: Using Metaphors in Collaborative Data Analysis

See Sabella, Laura

DiCicco, Mike. *University of South Florida*

Photovoice for Qualitative Researchers

Photovoice is a method mostly used in the field of public health, and education which combines photography with grassroots social action. Participants are asked to represent their community or point of view by taking photographs, discussing them together, developing narratives to go with their photos, and conducting outreach or other action. It is often used among marginalized people to conceptualize their lived experience. It may be used in Education to bring the perspectives of various participants through photography and writing to the forefront. In this paper, photovoice was used with teachers in training to represent their views on writing and their lived experience.

Dickmann, Ellyn. *University of Wisconsin-Whitewater*

Tales From the Field: An Examination of Power and Collaborative Relationships Between School Resource Officers and School Officials. Ellyn M. Dickmann, University of Wisconsin-Whitewater

This study is informed by an extant ethnographic study that examined the unique culture of police officers assigned to school settings in the United States. In *Tales From the Field*, the study of this culture is extended to also examine school resource officer culture in the United Kingdom. More specifically, 30 interviews were conducted with school resource officers in the United Kingdom (15) and the United States (15) to collect stories related to work in schools. Unprompted stories were recorded and transcripts were reviewed for emergent themes. Results indicated that there are similarities as well as differences between the two groups in regard to working in school settings. While all results are discussed, the primary focus of this paper is the emergence of officers' stories that refer to and describe the power and collaborative relationships between the school resource officers and school officials.

Diener, Elizabeth. *Oklahoma City University, Kramer School of Nursing*

A Phenomenological Exploration of International Nurse's Motivation

Educational preparation of nurse educators is crucial to advancement of the profession of nursing globally. Most seek to extend education in their country of origin, however an increasing number pursue advanced nursing degrees in the international community. Little is known about the experiences or motivation of nurses studying abroad. This phenomenological investigation described the lived experiences and motivation of international nurses enrolled in a Master's program of nursing at a south central University in the US. Using Giorgi's approach to phenomenological analysis, five themes were identified: Setting Sail, Innocents Abroad, Forging Onward, Running a Thousand Miles for Freedom, and The Land of Far Beyond. An international education experience appears to have value for students in every aspect of their lives. Recognizing the need for improved collaboration between international students and faculty may lead to new ways of approaching global education experiences. Key Words: Nursing, Phenomenology, International Students, and Qualitative

Diversi, Marcelo. *Washington State University Vancouver*

The River is Everything to Us: Indigenous Resistance against the Belo Monte dam in the Amazon

The Xingu River is an iconic tributary of the Amazon River. It is also the lifeline for over 20,000 indigenous peoples from 18 ethnicities. The Belo Monte, a monster dam slated to dry up a large section of the Xingu River and become the third largest hydro-

power plant in the world, started its construction in June of 2011 amid great resistance. On June 15, 2012, some 300 indigenous people protested the attack on their mighty river by digging a narrow canal where an earthen dam had been built to start altering the Xingu's natural flow. They used hand tools and their own bare hands to dig the canal until the water on either side had reconnected. Indigenous leaders have vowed to fight to their death in attempting to stop the damming of their river. In this presentation I deconstruct the narratives used to justify the damming of their water.

Do, Thu, Saint Louis University

Bosnian and Somali Refugee Resettlement in St. Louis, Missouri

See Matsuo, Hisako

DO_AN, Abide, Hacettepe University

A Qualitative Research on Employment Concerns of First and Fourth grade Students of Turkish Language and Literature at Hacettepe University

Known as Turkish is formal language of Turkey Republic. In Turkey employment concerns of graduate students of Turkish language and literature sections are increased in recent years. We interviewed students and asked some questions about future and employment. Answers showed that concerns about employment are important problem.

Several years ago National Ministry of Education has appointed faculty of letter and sciences graduates as teachers in various ways. But in recent years the ministry provide the need of teacher from education faculties.

These interviews must be mounted by focus groups. On this work we will examine employment concerns of students who are in last way of graduation. We are going to interview first and fourth students by focus groups. Set of twenty questions will be directed to these groups. These questions are intended for family, school and also individual. Answers will be classified and examined. In conclusion offers will be occurred.

Do_an, SŸmeyra, Ministry of National Education

...retmen Adaylarõnõn Okul Deneyimi Derslerindeki Gõzlemlerine Dayanõlararak Matematik Sõnõflarõ Hakkõndaki GõrŸ_leri

_lkõ_retim matematik õ_retmen adaylarõnõn okul deneyimi derslerindeki gõzlemlerine dayanarak ilkõ_retim matematik sõnõflarõ hakkõndaki gõrŸ_ ve dŸ_Ÿncelerindeki de_i_ikli_i incelemektir. ,alõ_mada ilkõ_retim matematik õ_retmen adaylarõnõn ilkõ_retim

matematik sõnõflarõndaki õl_me de_erlendirme ve sõnõf yõnetimi konularõndaki gõrŸ_

ve dŸ_Ÿncelerini okul deneyimi derslerindeki gõzlemlerine dayanarak incelenmi_tir. ,alõ_manõn õrneklemini 19 ilkõ_retim matematik õ_retmen

adayõ_olu_turmaktadır. ...retmen adaylarõ 3 ay boyunca okullarda gõzlem yapmõ_lardõr. ,alõ_ma sonu_larõ, õ_retmen adaylarõnõn ilkõ_retim matematik sõnõflarõndaki õl_me de_erlendirme ve yõnetim konularõndaki gõrŸ_ ve

dŸ_Ÿncelerinde ortaklõk olmasõna ra_men, õl_me de_erlendirme ve yõnetimi algõlayõ_tarzlarda belirgin de_i_iklikler oldu_unu gõstermi_tir.

Do an, SŸmeyra, *Ministry of Natioanal Education*

Matematik Problemlerini ..._rencilere GŸre Uyarlananın ..._rencilerin Problemleri Ÿzme Ba_arõsõna Etkisi

Problemin tanõmõ farklı ara_tõrmacõlar tarafõndan farklı _ekillerde yapõlsa da (Polya, 1962; Charles ve Lester, 1982; Toluk ve Olkun, 2003) genel olarak problem, ŸzŸm yolu hemen bilinmeyen ama ŸzŸm ihtiyaçõ duyulan durumdur. Problem Ÿzme ise net olarak tasarlanan; fakat hemen ula_õlamayan bir hedefe varmak i_in etkinliklerle ara_tõrma yapma i_idir (Altun, 2004).

TŸrkiyeÕde problemlerin yapõlarõnõn, i_eriklerinin Ÿ_rencilerin problemleri Ÿzme seviyelerine ya da matemati_e kar_õ tutumlarõnõ, kaygõlarõnõ inceleyen alõ_malar bulunmamaktadır.

Bu do_rultuda bu alõ_manõn amacõ, problemleri Ÿ_rencilerin ilgilerine, seviyelerine gŸre uyarlayarak; Ÿ_rencilerin ba_arõlarõnõ, matemati_e kar_õ tutumlarõnõ, kaygõlarõnõ incelemektir. Tarama modelinde tasarlanan bu alõ_manõn Ÿrneklemi AnkaraÕda bulunan bir devlet ortaokulundaki 20 ki_ilik 5. sõnõf Ÿ_rencisi olu_turmaktadır.

Ara_tõrmada, Ÿ_rencilerin demografik bilgilerini, ilgilerini, tercihlerini belirleyen ki_isel bilgiler formu ile birlikte Ÿ_rencilerin problem Ÿzme seviyelerini belirleyen problem Ÿzme testi kullanõlmõ_tõr. ..._rencilerin ki_isel bilgiler formunda belirttikleri cevaplara gŸre problemler yeniden yazõlmõ_ ve iki hafta sonrasõnda Ÿ_rencilere yeni problem Ÿzme testi uygulanmõ_tõr.

Ara_tõrmanõn sonu_larõ literatŸr_er evesinde tartõ_õlacaktõr.

Doherty, Daniel, *Middlesex university*

Celebrity Coaches - manipulative construction or naturally occurring need?

The executive coaching industry seems to mirror broader contemporary culture in believing that a social phenomenon cannot exist without the symbolic totems of celebrity performance. It raises the question of appropriation of research as a vital element in the legitimation and social manufacturing process, and the impact that celebrities might have upon the direction of any critical research that might contradict their commercially driven protectionist agendas. This inquiry explores the symbolic importance the industry projects upon these celebrities, and the extent to which this implicit dependency might powerfully limit the blossoming of alternative coaching thought forms and life form. It would seem that the managerial discourse dominating the coaching field is driven by the narratives of these celebrities. The research moves to ask what alternatives to the hegemony of celebrity might be, and how such alternatives might be encouraged and nurtured.

Doig, Alexa, *University of Utah*

Using Qualitative Microanalysis to Develop Models to Evaluate Safe Bed Height and In-Bed Movements

See Morse, Janice

Douglas, Elliot P., *University of Florida*

Engineering as a Space of White Privilege: A Personal Reflection

Engineering has had a continual concern with diversity due to the low numbers of minority and female majors. Although race is recognized as socially constructed, the rhetoric around race in engineering for the most part takes it as an immutable characteristic of certain individuals (Black, Hispanic, Native American, etc.). Further, the approach to improving diversity takes on a Colonial perspective, with programs to help these students better ÕassimilateÕ into college life and to ÕfixÕ their perceived deficiencies in basic

math and science. Some authors have examined the experiences of various minorities within engineering. However, there is almost no work that examines the privileges that inherently accrue to the majority white male in engineering. I take a Critical White perspective and build on Peggy McIntosh's concept of the 'invisible knapsack' to describe how I, as a white, heterosexual, Protestant, male, was inherently advantaged throughout my career as an engineer.

Douglas, Elliot P., *University of Florida*

Process Journals in Use

See Bumbaco, Amy E

Douglas, Elliot P., *University of Florida*

Challenges of interdisciplinary research across ideological and methodological contexts

See Koro-Ljungberg, Mirka

Douglas, Elliot P., *University of Florida*

Using Assignments during Interviews on an Abstract Concept

See Bumbaco, Amy E

Douglas, Kitrina, *Leeds Metropolitan University*

Going Home

In this autoethnographic tale I would like to 'reorder narratable' a brief moment that has been hidden, silenced and lost among other stories that have been invited, shared or created publicly about me during my sport career. My purpose for sharing *Going Home* (and *A Mother's Voice*) is that in elite and professional, sport, where I earned my living for 20 years, these types of stories are often accredited the status of unworthy. The type of stories that are invited in sport are hegemonically masculine, promote strength, power, war metaphors, and de-emphasizes healthy lifestyle choices. Accordingly, the stories I share have become unworthy due to the interests of 'gatekeepers,' who expand some rhetoric while ignoring others. These two stories form part of a public and systematic way I hope to challenge the dominant narrative in sport.

Douglas, Kitrina, *Leeds Metropolitan University*

Drawn Out

Over the past year I have been a member of a Leeds Metropolitan University research team evaluating an inclusive adapted multi-activity sport and adventure training course for injured, sick and wounded soldiers. For the most part, the course has been successful in its aims with many soldiers reporting profound changes to their mental and physical health, future hopes and motivation. Yet, a small number of soldiers don't appear to benefit from the course, at least in the ways it was originally hoped for. Luke was one such soldier. This performance ethnography utilises a narrative theoretical approach to explore the process of narrative repair through a counterstory. In doing so, *Drawn-out* sheds light on the role of social, relational and emotional support as well as how an individual might resist dominant narratives in sport and the army.

Douglas, Kristin Isabella, *University of Wyoming*

Applying the Duoethnographic Methodology to a Dissertation on Miscarriage Loss

Duoethnography's flexibly unique, non-traditional progressive methodology was applied to a traditional dissertation format to investigate women's experiences with unwanted miscarriage loss. Three research questions invited critical dialogue: 1) What is the nature and characteristics of internal and external dialogues of women who experienced disenfranchised grief as a result of unwanted miscarriage loss?; 2) What internal and external sociocultural challenges have women faces as they grieve a miscarriage loss?; and 3) What mental health implications arise from dialogues of women's miscarriage loss experiences? Our conversations morphed as we examined our lived experiences through a cyclical process of looking backward, forward, and at the present moment. Salient points naturally emerged and were interwoven into a juxtaposed dialogue that exposed, challenged, honored, and gave voice to the many internal and external sociocultural challenges of miscarriage loss and disenfranchised grief

Downes, Deanna, *University of Colorado*

Embodied Practices of Black Theatre History

To study Black Theater is to study the politics of performing identity. In addition, to share the knowledge within the texts of Black theater requires, I believe, a participatory approach of embodiment and an awareness of the researchers and participants location(s). This paper explores the use of embodied practice as a key element of a Black feminist dramatic analysis to unearth a view of Black history and subsequently American history in the plays of Black female playwrights from the early twentieth century.

Downing, Charlene, *University of Johannesburg*

Dancing as journey towards wholeness: Findings from a qualitative study

The purpose of this research was to develop, describe, evaluate and provide guidelines for the operationalization of a model as a theoretical framework in nursing to facilitate mental health as integral part of wholeness of individuals faced with mental health challenges. The research design was theory-generative, qualitative, exploratory, descriptive and contextual.

Data was collected using in-depth phenomenological individual interviews until data saturation was achieved. The purposive sample consisted of individuals participating in belly dancing. The central concept of this study was identified as the facilitation of engagement of self through movement in a mindful way of living to promote wholeness. The journey of mindfulness from unconscious to the consciousness was further identified and classified.

A model was described and generated to facilitate the engagement of self through movement, which contributes to and manifests in a mindful way of living to promote mental health as an integral part of wholeness.

Duerksen, Jessica, *University of Ottawa*

Sounding Teacher Tensions: A Journey of Musical Composition

Working as a self employed piano teacher outside of the public school system, tracing a unique path as curriculum-as-lived. Teacher training follows an apprenticeship model for many piano teachers, myself included. This training created tension between identities as a teacher and a performer. Now I must add researcher to the mix. My musical journey has led me through hymns of my Mennonite heritage, living the cadences of Western classical music towards a new understandings of personally created sound. Embedded in

these sounds, possibilities of decolonizing inquiry. I suddenly become aware of music and its power. The history of musical composition in western society has been riddled with issues of inequality, gender discrimination and depictions of a racial “Other”. Drawing on performance and storying, I take this and move towards a moment of tension in my identity as performer, teacher and researcher while composing music myself and passing the tradition of musical composition to my students. Alternative methodology in qualitative and post-qualitative research has led to a new understandings of my profession as a piano teacher.

Duggan, James, *ESRI, MMU*

Using Augmented Reality and Digital Narratives to Include the Ôsans ReceiptsÕ

This paper describes on a project in development that applies RanciereÕs notion of the Ôsans papiersÕ to inform the design-based processes in which those excluded by discourses and norms in commercial public spaces _ homeless or unemployed people, the Ôsans receiptsÕ _ can rearticulate their identity and become capable of speaking and being heard. Following Ranciere, the project uses augmented reality to alter the Ôperceptual coordinatesÕ of a community, providing a technologically-mediated narrative describing the positive contribution of the san receipts to the city. The project therefore problematizes and presents a way out of simple digital divide characterisations of digital access and interactions. After describing the theoretical and practical dimensions of the research, the talk addresses the methodological challenges implicated in collecting and reconciling a diverse range of data and enabling the researchers, researched and the public to coproduce digital narratives with the aim of dis-intermediating the research.

Duggan, James, *ESRI, MMU*

Digital Affective Technologies (DAT) for Transforming Social Science Methodologies

See Daza, Stephanie

Duncan, Kristen, *University of Georgia*

We are here: Finding space and grace as teacher educators in predominately white institutions

Challenging by nature, teacher education becomes even more complex as the student population in elementary and secondary schools becomes increasingly racially diverse, yet the teachers in these schools remain overwhelmingly white (Howard, 2006). Teacher education becomes increasingly complicated when the teacher educator is an African American woman in a context that is almost exclusively White. African American women who teach preservice teachers in predominantly White spaces frequently face backlash and other unpleasant responses from their students (Dixon & Dingus, 2007; McNeil, 2011), and they are often marginalized and isolated from peers (Wright, Thompson, & Channer, 2007; White, 2007). While working in three different preservice teacher education programs, the authors each have a different struggle with the same problem of finding space and grace in their university context. The authors use a critical race feminist framework to analyze their experiences as African American female teacher educators in a predominantly White setting.

Duran, Alejandro, *Pontificia Universidad Catolica de Chile*

Networks, Controversies, Interactions.

See Hermansen, Pablo

Durham-DeCesaro, Genevieve, *Texas Tech University*

Spotlighting the Audience in a Transdisciplinary Dance/Social Science Project

See Sharp, Elizabeth

Durriyah, Tati L, *The Ohio State University*

Reading and Responding to Literature: A Qualitative Study of Teachers' Experiences of learning Children's Literature

This qualitative study sought to describe the experience of eleven Indonesian preservice teachers in reading and learning children's literature in an introduction to children's literature course. Informed by reader response theories, teacher learning, and aesthetic theories of picturebooks, this study examined the preservice teachers' responses to the course and instruction in an introduction to children's literature, and their literary responses to children's literature being taught in the course. The findings showed a range of themes related to the preservice teachers' experiences with literature during their participations in the course including reading, literature, picturebooks, the thinking about using literature for teaching, literature-related activities, reading aloud, and becoming teachers of literature. The findings for the responses to children's literature picturebooks being taught indicated the preservice teachers' focus primarily on the aspects of analytical, personal, intertextual, and transparent. The cultural sources that influenced their responses as readers and future teachers were also identified.

dustman, eric, *university of cincinnati*

Empathy in Art

The purpose of this research was to gain a more thorough knowledge of individual perspectives about empathy. Determining the meaning and co-created value of empathy between individuals holds uncertain benefit. As such, it is reasonable to expect that exploring and sharing individual interpretations of empathy in various art forms can provide useful information that will assuredly add to the previous research that has already been conducted about empathy. It is my hope that through presentation of this arts-based research project, value will be added to further our understanding about empathy. As Proust (2013, as cited in Chan 2013) suggested, "Through art alone are we able to emerge from ourselves, to know what another person sees of the universe which is not the same as our own and of which, without art, the landscapes would remain as unknown to us as those that may exist in the moon" (Location 491).

Edwards, Erica, *Georgia State University*

Transformative Action Research toward the Amelioration of Power Dynamics in Classrooms: An Approach to Caring for African American Girls

Working with a program for African-American high school girls in an early college program at an urban research university, the facilitators of this study have developed a collaborative research process where participants work together to develop actions that explore personal identity development in relationship to representations of African-American women in the media. The process is collaborative, emancipatory, critical and recursive and as a result bridges the gap between theory and practice; creating liberatory implications for culturally relevant teacher practice through an explicit focus on power dynamics in the teacher-student relationship.

Edwards, Michael, *Chicago State University*

Truth and Trauma Youth Empowerment Program: Qualitative Findings

See Kenemore, Thomas

Ehrenberger, Kristen Ann, *Department of History and College of Medicine, University of Illinois at Urbana-Champaign*

C.P. Snow Goes to Medical and Graduate School

British chemist and novelist Charles Percy Snow is probably best known today for neither his laboratory studies nor his novels but rather as the originator of the phrase "the two cultures" to refer to the gap of knowledge and understanding between practitioners of the sciences and the humanities. At the same time he was decrying their separation in the 1950s and 1960s. The academic movement for interdisciplinarity was taking off (it got a second wind circa 1990). What might Snow have observed about the two cultures if he were training in them half a century after his famous lecture? In this paper I use autoethnography as a medical student and a history doctoral candidate to meditate on interdisciplinarity at a large, public R1 university. I conclude that some interdisciplinarity can be fostered (or hindered) by structural forces, but the rest must originate with the individual scholar's background and psychology.

Eisikovits, Zvi, *University of Haifa*

Constructing Change: Toward a Grounded Typology of Coping and Change among Men Who Battered

See Zrihan Weitzman, Aviva

Eisikovits, Zvi, *University of Haifa*

Mutually Exclusive and Collectively Exhaustive: Typology Construction in Qualitative Research

See Koren, Chaya

Ekici, Gulay, *Gazi University*

The Perspectives of Pre-Service Teachers about Sustainable Development

See GOKMEN, Ahmet

Elkins, Becki, *Cornell College*

Defining Citizenship and Ethical Behavior on a Small, Residential, Liberal Arts Campus: Photo Elicitation as an Understanding of Student Experience

See Schimek, Gwendolyn

Elling-Machartzki, Agnes, *Mulier Institute*

Beyond the Restitution Narrative: Storylines About Sport, Health and Illness of People with Diabetes

See Stuij, Mirjam

Ellingson, Laura L., *Santa Clara University*

Voices of Survivorship: Crystalizing the Late Effects of Cancer Treatments to Multiple Stakeholders via Multimethod Analysis and Multigenre Representation

An online survey, interviews, photovoice (photo elicitation), and an analysis of news media illuminate meanings of late effects of cancer treatment for long-term cancer survivors (LTS). LTS are a resilient group whose late effects shape their identities, relationships, and communication choices. We report a number of themes generated via grounded theory analysis. We also share findings through a website that serves as a resource for late effects information and highlights participants' voices through an online photo gallery and an installation of textile artwork depicting themes of survivorship from our data. Translating our findings into multiple genres enables us to educate publics about late effects and communication, empower LTS through sharing their stories, and encourage dialogue within the cancer community about the challenges and opportunities of living with and communicating about late effects. Our poster embodies the connections and contrasts among rigorous academic writing, broadly accessible website materials, and artwork.

Ellingson, Laura L., *Santa Clara University*

Call and Respond: Disability and the Difficulty of Embodied Silence

Disability activism is premised upon the notion of speaking up about how people with disabilities are excluded, othered, and silenced, placing them outside of the taken-for-granted, unstated norms of mental, physical, and social functioning. In this paper, I explore the tension between speaking out and embracing silence. I want to speak out loud my experiences as an amputee to educate and resist my othered status. However, I simultaneously long for the embodied silences to which I felt entitled before my right leg was amputated. I am frequently subjected to demands that I account for my body: How it came to be this way, why my high-tech prosthesis is not covered with foam rubber intended to resemble flesh, why I experience phantom pain. My body speaks to others without my conscious consent, engaging them in a conversation into which my mind is unwittingly drawn.

Ellis, Carolyn, *University of South Florida*

Behind the Wall: An Ethnographic Film about a Holocaust Survivor's Return to Poland after Seventy Years

In the documentary film, a survivor shares his memories on site in Warsaw, where he returned in summer 2013 for the first time since he was a boy. Working collaboratively with ethnographer, Dr. Carolyn Ellis, Jerry Rawicki discusses his thoughts and feelings about his homeland, explores the working of memory, and considers the virtue of forgiveness. Being back in Poland and speaking in his native Polish language stimulated Mr. Rawicki to recall details of his experience that had been lost and to consider his relationship to Poland and the Polish people in complex ways. A result of this experience is that Mr. Rawicki now feels he has a larger view of his history and an increasing desire to contribute in ways that might make a difference. After the film, Greenspan, Patti, and Ellis, who have done extensive work with survivors, will discuss developing relationships and collaborative witnessing with Holocaust survivors.

Ellis, Carolyn, *University of South Florida*

No Longer Hip: Losing My Balance and Adapting to What Ails Me

Viewing personal narrative as a way to cope with personal issues and public troubles as well as to provide companionship and comparative life experiences for those going through their own troubles, the author tells a story about adapting to the chronic pain and deterioration of osteoarthritis of the hip. Coping with degenerative but non-life-threatening aches and pain, which are likely to increase as baby boomers age, is an important part of our lived experience of health and aging and worthy of examination in our research and stories. Calling on medical and psychosocial literature, the author contextualizes her story of learning to live with arthritis as a relational and bodily process with implications for aging well. Her goal is to incorporate arthritis into her storyline, rather than fighting it or giving in to it. She hopes to stimulate conversation about our "conditions" as a way to work through and cope well with what ails us rather than letting our ailments become who we are not to ourselves and with others.

emerald, elke, *Griffith University*

Research-stories: experiences of research in the current moment

Inspired by Laurel Richardson's writing-stories (1997, 2001) we gather research-stories, that is, the stories of the researcher themselves. These are narratives that situate research work in its institutional, social, political, personal and professional contexts. To learn about being a researcher we asked the naive question – "What is it like to be a researcher in a University right now?" The answers were stories of the pragmatics of managing the new academic scene; maintaining a research passion despite the pressures of new managerialism's focus on certain forms of efficiency, external accountability and monitoring; resolving the apparent losses of autonomy, academic freedom, support, security and academic dignity. We heard emotional and vulnerable stories, stories of personal investment, and emotionally and physically risky and dangerous encounters. We learnt of the complex business of negotiating a research identity at this particular historical moment.

Emerald, Elke, *Griffith University*

Sensational pedagogies in learning the academic self

See Hunter, Lisa

Engel, Kenton, *Brock University*

A Mind of its Own: The Lived Experience of Adult Students Who Are ADHD

Despite the growing trend towards recognizing that attention deficit hyperactive disorder persists into adulthood, the experience of adult students who are ADHD remains little researched or understood. Recent literature has medicalized the disorder, numbing the voice of experience in the phenomenon. Though some research studies have examined the social aspects of the disorder, these literature have been empirically minded, limiting conceptions of what ADHD itself might be. Given the losses in efficiency and productivity in academic performance from adult ADHD, researching its experiential aspects is significant for both educators and students in its potential to develop better strategies for accommodating those with the disorder. This study used hermeneutic phenomenology and existential psychology to describe the lived experience of adult students who are ADHD. Conversations were transcribed and thematic statements developed, using the life-world existentials of lived space, lived time, lived relationships and lived corporeality to deepen considerations of meaning.

Engler, Helen, *UNESP - Brasil*

ACTIVE AGEING OF PORTUGUESE AND BRAZILIAN INSERTED IN UNIVERSITIES SENIORS: A qualitative approach.

See Oliveira, Josiani

Engler, Helen, *UNESP - Brasil*

Ethics and Construction of Knowledge.

See Oliveira, Josiani

Enosh, Guy, *University of Haifa*

Reflectivity: The creation of liminal spacesÑresearchers, participants, and research encounters

In this presentation we would like to highlight the significance of research relations in general and collaboration between researchers and participants, in particular. Specifically, we focus on the promise inherent in reflectivity as a dialogic liminal space of mutual reflection between research parties. We treat reflectivity as one of the origins of new knowledge, emanating from liminal spaces within and between minds. Reflectivity may refer to three foci therein: researchers, participants, and encounters. Along these lines we perceive reflectivity as the constant movement between being in the phenomenon and stepping outside of it. Whereas researchersÕ reflectivity has been discussed extensively in the professional discourse, participantsÕ reflectivity has not received adequate scholarly attention, nor has the promise inherent in reflective processes occurring within the encounter.

Erdmann, Alacoque Lorenzini, *Federal University of Santa Catarina (UFSC/BRAZIL)*

Organizing of the hearing healthcare network for people with HIV: causal and intervening conditions

See Assuiti, Luciana Ferreira Cardoso

Erdmann, Alacoque Lorenzini, *Federal University of Santa Catarina (UFSC/BRAZIL)*

Complex context of Primary Health Care and nursing leadership

See Lanzoni, Gabriela Marcellino de Melo

Erdur-Baker, Ozgur, *Middle East Technical University*

Grief and Coping in Bereaved Turkish and American Women: Phenomenological Study with Consensual Qualitative Research

See Ozmen, Onur

Eriksson, Christine, *Department of child and youth studies, Stockholm University*
The materiality of voice in early childhood literacy

Early Childhood literacy research has a visual focus. ChildrenÕs oral expressions and voice are translated into written representations. Correspondingly, the visual and written are the focus in teaching of early literacy. The aim of this participatory ethnographic research study is to shift focus to the materiality of voice and oral expressions as produced by material bodies: in teaching practices as well as in the practices of research. Young

children's bodies are understood as productive of desire, intuition and passion as central forces in their oral communication. In this ANT-inspired study (Mol 2003), I will focus on the transportability of situated knowledges in between various research disciplines, such as literacy, music, dance/movement, neuro-science, philosophy and preschool education, as they are enacted as events of experimentation with teachers and children. The central research question is what these events become productive of in terms of early literacy with children aged 1 to 3.

erkan, semra, Hacettepe University

A study on the perceptions all preschool teachers, school administrators and parents on parent involvement

This study aims to identify the perceptions of preschool teachers, school administrators and parents about parent involvement and show the similarities and differences between them. The qualitative study took place with the participation of 30 preschool teachers, 21 school administrators and 30 parents. Data were collected by using the Personal Information Form and Semi Structured Interview Questions designed by the researchers. The data thus obtained will be analyzed by using the content analysis technique.

Ertek, Zeynep Ozge, guest

Media Literacy Levels Of The Primary School Teachers

Bu ara_tırmanın amacı, sönöf ř_retmenlerinin medya okuryazarlık dŸzeylerini belirlemektir. Bununla birlikte sönöf ř_retmenlerinin medya okuryazarlık dŸzeylerini, cinsiyet, ya_, mesleki ködem, medya okuryazarlık önön amacı, TV izleme sıklık_ö, TV programlarındaki tercihleri, izledikleri TV programlarındaki aradıkları temel şzellik gibi de_i kenlerin ne dŸzeyde a_ ökladö_önö da incelemektir.

Sönöf ř_retmenlerinin medya okuryazarlık dŸzeylerinin belirlenmesini amaçlayan bu ara_tırma, tarama modelinde betimsel bir alömadör.

Ara_tırmanın şrneklemini 2012-2013 ř_retim yılında Ke işren il esinde gşrev alan 427 ki_ilik ř_retmen olu_turmaktadır.

Ara_tırmada medya okuryazarlık dŸzeylerini ş_lmek amacıyla Karata_ tarafından geli_tirilen Ö Medya Okuryazarlık DŸzey Belirleme ...l_e_i (MODB...) Ö kul-lanılmö_tör. Verilerin analizinde frekans, yŸzde, t testi ve anova testi kullanılmö_tör.

Ara_tırmada, ř_retmenlerin ya_ ve mesleki ködemlerine gşre medya okuryazarlık dŸzeyleri farklılık gşstermektedir. ...retmenlerin bŸyŸk bir o_unlu_unun yŸksek dŸzeyde medya okuryazarö oldu_u yşnŸnde gşrŸ_bildirdi_i sonucuna ula_ölörken, programlarda verilen medya metnindeki mesajları tam anlamıyla almadıkları tespit edilmi_tir.

Erten, Sinan, Hacettepe University

Role Of Excursion On Eco-Friendly Behaviors Formation

Built on scientific trips made in education and training activities are thousands of scientific studies. But very few of them are in effect on the behavior of scientific trips. Particularly with university students working on this issue is quite new.

In this study, the qualitative portion of the course are discussed. Seven students were included in the study, these students were interviewed and interviews were recorded. Then analysis is made of records.

After the course according to the results of commissioned art works, from the total of 267 460 people (59%) move from pessimistic to optimistic thinking that was the start. 193 (41%) people in the next 30 years will be worse than our environment has pictured.

Eryaman, Mustafa Yunus, *Canakkale Onsekiz Mart University*

An Autobiographical Inquiry of a Rigorous Participant Selection in a Qualitative Study

In this autobiographical inquiry, the endeavor of a PhD candidate for selecting the key participants for his dissertation and his interactions with his advisor in this process is explored. The PhD candidate has adopted a sample selection protocol initiated by his PhD advisor, for three months. They longed for three common traits in participants to be investigated afterwards for the PhD dissertation. These traits are as follows (1) they must have learnt Turkish language successfully concerning four language skills, (2) they must have started to learn Turkish in their own countries, and (3) they must volunteer to share their learning stories with all details. As a conclusion, a homogenous sample group was created by researchers. Accordingly, this rigorous endeavor can be considered as a narrative which reveals the significance of sample selection process in qualitative inquiry.

Escalante-Rengifo, Guadalupe, *Laval University*

Newspaper's Production of Latin American Identity: A Discursive Analysis in Three Waves of Immigration in Quebec (1973-2011)

From a discursive analysis based on the Sociology of Knowledge Approach, this presentation analyzes the discursive production of the Latin-American category in Quebec's newspapers in three waves of immigration between 1973 and 2011. This research maps the passage of a mass media production of Latin Americans from the outside, as the 'Otherness', to the inside of French Quebec's society as the 'New-Quebecers'. It also analyzes the displacement of some national identities towards a transnational identity, which is more linked to cultural and ethnic references than geographic. In each wave of Latin-American immigration, different logics predominate in which the newspapers produce a reputation of Latin Americans as being poor and vulnerable immigrants, as well as young people linked to violence. The Latin American's category is also perceived as a cultural product linked to music and Latin rhythm. These associations are linked to the historical and cultural context of the immigrant's original countries and Quebec's society, as well as the differences of gender, age, and social statuses. Simultaneously, this perception of Latin American immigrants sustains a mass media discourse of both a successful and unsuccessful integration of those immigrants in Quebec's society. This production of knowledge about the notion of the Latin American as a transnational identity category is mediated by the discourse of Quebec as a nation, as well as its status as a minority in front of Canada and as a majority among its immigrants.

Esmelioglu, Betul, *Hacettepe University*

A study on the perceptions all preschool teachers, school administrators and parents on parent involvement

See erkan, semra

Esping, Amber, *Texas Christian University*

Human Memory (Re)construction: Implications for Trustworthiness in Qualitative Inquiry

This interactive presentation introduces findings from cognitive psychology and neural science regarding the (re)constructive nature of human memory, exploring practical implications for issues of trustworthiness in qualitative research methodologies. Several experiential components derived from recent findings in cognitive psychology will allow audience members to experience the (re)constructive nature of human memory in vivo during the paper session. These direct experiences will be linked explicitly to traditional

practices for gathering evidence to support the trustworthiness of qualitative data and interpretations. Particular attention will be given to the phenomenon of reconstruction error, a universal human characteristic which is both a biologically-derived and useful adaptation for functioning in the world, but which poses special problems to individuals who are concerned with trustworthiness in qualitative inquiry. The presenter is a qualitative researcher working in education, who completed a Ph.D. minor in neural science.

Espinosa, Mar'a Polet, *Universidad Panamericana*
El Impacto de los Medios Alternativos para ver Cine

El cine en M'xico es m's que un medio; es una actividad social importante. En este entorno, ¿qu' impacto ha tenido la creciente oferta de cine a trav's del Internet? Este estudio se realiz— entre j—venes universitarios y utiliz— encuestas y entrevistas para mostrar que, aunque medios alternativos para ver pel'culas est'n tomando auge, no han impactado de manera significativa en el 'ir al cine.

Esquibel, Elena, *DePaul University*
Sundown in Southern Illinois

Based on two years of critical performance ethnographic fieldwork, *Sundown in Southern Illinois* is a performance production that explores community narratives about the history of sundown towns in southern Illinois. The performance tells the stories of how predominantly White communities have historically banned African Americans after dark and are 'all-White' on purpose. In this presentation, the author provides an artist statement that frames the performance production and will show a short video clip from the performance. Through community voices the performance reveals a history of racism deeply hidden in America's past and embodies a performative political approach to critical qualitative inquiry.

Evans, Linda Shuford, *Kennesaw State University*
Place and Passion: Time Travel Through Story Writing and Storytelling

Each day of our lives, we find ourselves in many places, both physically and in memory. How many are simply places to be, and which evoke strong emotion? Narrative inquiry is a way of exploring the intersections, or relationalities, of our lived experiences. Clandinin writes of the "interconnected, nested stories in which we live..." recognizing the relational and temporal aspects of lived experiences. Growing up in southern culture introduced me to the power of story, which was most recently evoked through a project with 5th and 6th grade Latino students—*Cuentos de mi Vida* (Stories of my Life)—where students write about experiences and memories that are important to them. Unexpectedly transported back to my early days as a bilingual teacher by this project, I explore the intersection of place and passion through narrative as time travel in my life and the lives of my students.

Evans, Michael J., *Eastern University*
Educational leadership for excellence and equity: Case study of an urban Hispanic charter school

This case study explored the intersection of academic excellence and educational equity by describing the work of a high achieving charter school's CEO serving urban, Hispanic, low-income students. The school achieved Annual Yearly Progress (AYP) in the year previous to the study and provides excellent academic and nonacademic opportunities for their students. Graduation rates at the school exceed the graduation rates of nearby traditional public high schools. Drawn from ten months of fieldwork, the study found that

the CEO was empowered by the charter school environment and dynamics that facilitated planning and critical thinking, innovation, decreased bureaucracy, community involvement, and accountability. However, the CEO was constrained by managing multiple stakeholders, multiple realms of responsibility, limited resources, navigation within the local school district, and the attending to the demands and expectations of innovation. By navigating the complex web of demands, the CEO contributed significantly to the academic achievement of all students.

Ezell, Stephanie, *University of Illinois at Chicago*

Then They Came for the Educators: A Narrative of Timely Concern

In this presentation I will discuss what I have learned of disparity in a graduate nursing program. Pursuits such as research funding, rankings, and the power of leadership supply everything I need to advance healthcare. Most is online, so I rarely need to interact with other future leaders. Nor do I have to watch professors cope in real-time with being human. Flowcharts and algorithms will care for them when they are old; they will not need me. Instead, I will have read their randomized-control studies, advanced through their PowerPoints, and quilted creations of evidence-based proof. They will have pruned my ideas and forced the buds of critical thinking. Yet their co-faculty will have fought mightily for tenure, struggled to build community. For them I will be stuck caring, not as a leader, but as a grateful student. This narrative of concern will be shared with participants, and responses will be welcomed.

Ezell, Stephanie, *University of Illinois at Chicago*

The Web of Yearning: Exploring the Interconnection of Losses Past and Present

See Gorman, Geraldine

Ezell, Stephanie, *University of Illinois at Chicago*

Vets Creative Strengths: Using the Arts to Help Student Veterans Cope

See Gorman, Geraldine

Fahad, Ahmed Kadhum, *University of Cincinnati*

Question-Answer Sequencing in Arabic TV shows with political topics

This qualitative study will shed light on the study of the language in interaction, and how conversation work in political interviews especially questions and answers. It will focus on the interactional practice of asking questions in Arabic political interviews. The study seek to find out the kind of actions associated with the practice of questioning and answering in this setting, and what it tells us about the institutional responsibilities of its participants. Similar study has already been conducted on an English transcript using conversational analysis model. This study will use an Arabic transcript related to the culture of political interviewing in the Arabic media. According to the researcher's knowledge and the literature reviewed, no systematic study has been undertaken in the context of an Arabic TV show discourse, with political concerns. Approaches on talk-in-interaction, institutional talk and its effect on conversation will be applied.

Fain, Jeanne Gilliam, *David Lipscomb University*

Emergent Understandings of The Schooling Literacy Project: Diverse Schools Generating Close Readings and Critical Responses to Global and Informational Texts

See Howard, Martha

Falmagne, Rachel Joffe, *Clark University*

Othering and the Production of the Subject: Critical Issue in Interview Research

I suggest that, across research contexts, othering is immanent in the practice of interview research, albeit in different forms in different contexts. Three elements can be analytically identified that function together to produce othering and solidify it, including in contexts ostensibly not involving structural social oppression. (a) The ontological fact that the interpretative process, by constructing a subject through the application of a particular discourse of knowledge, inevitably constructs an other. (b) The problematic of interpretative authority - the resolution of potential tensions between researcher/ participants' interpretations ultimately is sanctioned by the researcher, even in critical approaches aiming to erode power differentials in the production of the subject. (c) The issue of authorship of the text - even in critical collaborative approaches, the participants' life becomes the author's text, a move that solidifies the othering produced. This, arguably, is one of the troubling paradoxes facing critical researchers with liberatory agendas.

Falmagne, Rachel Joffe, *Clark University*

Discourse, Materiality, Power and the Person: Theoretical and Methodological Considerations

Informed by poststructuralism, feminist theories and critical race theory, this talk considers psychological inquiry as one grain of analysis in transdisciplinary investigations that integrate discursive, material, institutional and agentive constituents of social processes. Four issues are discussed from a perspective destabilizing theoretical dualisms. (a) The interplay of materiality and discourse in social constitution and in the production of power. (b) A theoretical approach honoring poststructuralist insights on the discursive construction of subjectivities but distinctively including a (reconstructed) notion of 'person' individuated as the element that remains ontologically continuous through moments of discursive construction, the anchor of biographically singular processes of social constitution. (c) The dialectic of the particular and the general in knowledge production. (d) An interpretative epistemology selectively integrating elements of discursive and representational views, whereby statements are functionally inflected by participants' discursive engagement yet their content is assumed to be representationally related to participants' thoughts, themselves discursively constituted.

Farias, Steven Kalani, *Southern Illinois University, Carbondale*

Becoming Kalani: A Performative Investigation of Trans-Textual Identification

Colonial histories of Hawaiian-U.S. American relations move within and throughout discursive ways of Hawaiian life, (re)fashioning and (re)shaping cultural performances of both Hawaiians and non-Hawaiians. As a mixed-race, mainland Hawaiian, my everyday performances serve to both enforce and disrupt these colonial histories and borders. In this performative investigation, I explore these colonial histories and how they are linked both to my own experiences and specific, textual representations. In doing so, I hope to expand on previous investigations on the process of trans-textual identification.

Farias, Steven Kalani, *Southern Illinois University, Carbondale*

Rhetorical Criticism, Praxis-Oriented Autoethnography, and Narratives of Sexual Assault in Louise Erdrich's *The Round House*

While 'close' textual analyses that emphasize the intertextual nature of rhetoric abound, approaches that emphasize the intersubjective nature of rhetoric are less prevalent leaving me to wonder: How do/should rhetorical critics relate to and with rhetorical texts,

making their multiple, agonistic selves manifest within their criticism? As part of a project that emerged in a course centralizing *Öliterature as qualitative case study* (Pineau), this essay seeks to answer this question by providing an avenue for praxis-oriented research in rhetorical criticism through an engagement with Louise Erdrich's novel *The Round House*.

Farmer, Diane, *Humanities, Social Sciences and Social Justice Education. OISE. University of Toronto.*

Young Parents with No Fixed Address: Habitus, Dispositions, Capital, and Arts Based Methods

See Juando-Prats, Clara

Fast, Elizabeth, *McGill University*

An Exploration of the Role of Culture in the Identity of Urban Indigenous Youth in Montreal

This paper is an exploratory study using constructivist grounded theory. The mode of data collection for the study was semi-structured interviews with 20 urban Indigenous youth between 18-30 years old. An urban Indigenous youth advisory committee provided guidance to the project in order to respect Indigenous stewardship of the process. In general, participants expressed a desire to learn more about their cultures and languages and sought out ways to do so in an urban setting. Participants generally fell into two groups: those that wished to learn more about their cultures, whom I termed *Öidentity building* participants and those that wished to maintain their cultural knowledge, whom I termed *Öculture maintenance* participants. Participants that were able to learn more about themselves, their identities and their cultures expressed feelings of pride and positive identity. Barriers and supports to engaging in identity building and cultural maintenance strategies are discussed.

Faulkner, Sandra, *Bowling Green State University*

Reflexivity? Ontological and Epistemological Understandings in a Humanistic Research Methods Class

Reflexivity in qualitative research is a concept that embodies a multitude of ontological and epistemological meanings. When teaching the concept, this can befuddle and frustrate us. Students in a humanistic research methods course will present their collaborative understanding of reflexivity using their semester long research journals as evidence of their emerging understandings. The collaborative autoethnography plays with Keith Berry's idea of a *Öspinning reflexivity* that entails breaching selves, historical selves, processing selves, and hopeful selves.

Fawson, Peter, *Eastern Washington University*

A multi-dimensional model for reducing social violence

See Krug, Gary J.

Feldman, Allan, *University of South Florida*

Photovoice as an Action Research Method in the Development of Teacher Leaders

The Noyce Master Teacher Fellowship (MTF) program of the National Science Foundation funds projects to help inservice math and science teachers develop as teacher leaders. This paper will report on a Noyce MTF program that includes a course on action

research (AR) (Altrichter, Feldman, Posch, & Somekh, 2007) as a major component of its professional development (PD) activities. As part of the course the teachers learned how to do AR as they completed an AR project, and developing a plan for facilitating the AR of other teachers. One of the ways in which they reflected on their practice as teacher leaders was through the use of Michael DiCicco's adaptation of Photovoice. The teachers took photographs at the beginning of the semester that represented what it meant to them to be a teacher leader, and at the end to how they would use AR as teacher leaders. In our paper we will show how the use of Photovoice aided in the teachers' development as teachers and how we were able to use their responses as data to better understand their development as teacher leaders.

Altrichter, H., Feldman, A., Posch, P., & Somekh, B. (2007). *Teachers Investigate Their Work: An Introduction to Action Research across the Professions* (2nd ed.). New York: Routledge.

Felis, Margaret, *UMASS Amherst*

Rethinking the scope of ethnography in education: Ethnographic perspectives and staff development in higher education

Over ten years ago, 'Ethnographic eyes: a teacher's guide to classroom observation' (Frank, 1999) encouraged educators to look at the uses of ethnography within the field of education and classroom improvement. Since then, researchers have looked at the use of ethnography to help pre-service teachers, but few have looked at the possibility of employing ethnographic methods within other areas of educational training within higher education. This presentation begins to explore the possibilities of utilizing ethnographic perspectives to help train resident assistants and residence education professionals to become more reflective and responsive practitioners within student affairs. It addresses the question, can ethnographic methods move beyond the methodology, and as an epistemology, begin to transform educational practices in order to foster a more student centered environment of mutual learning and understanding.

Felis, Margaret, *UMASS Amherst*

The Researcher Within: A Feminist Poststructuralist Reflection of the Choices, Possibilities and Challenges as an Insider Researcher

Understanding the value and importance that ethnographic practices can have on helping bridge cross-cultural understanding and work with underrepresented communities within education, the position of the researcher as the tool of interpretation and understanding within qualitative research is a point that has been and must continue to be addressed and explored. Revisiting a one year ethnographic study focused on language revitalization, this reflective paper unveils some of the challenges and possibilities of the role of insider researcher. Taking a feminist poststructuralist perspective, it will explore the fluidity of identities and will challenge what it means to be an insider. Additionally, this paper invites us to follow a journey that aims to deconstruct, problematize, appreciate, and understand the deeply complex role of the insider researcher.

Felton-Busch, Catrina, *Indigenous Health Unit, James Cook University*

Working on Each Others' Ideas: Mentoring circles as a method of supporting remote Australian Torres Strait Islander and Aboriginal nursing students

See Mills, Jane

Fendler, Rachel, *University of Barcelona*

Framing, Sifting, Layering and Spiraling: In Search of the Learning Experience

In 2012-13, I carried out the fieldwork for my doctoral dissertation with a group of six secondary students, in the metropolitan area of Barcelona. Now, I aim to describe and analyze the learning experiences that occurred in the collaborative research environment that my fieldwork produced. Because this study focuses on non-empirical learning practices such as *Òlearning togetherÓ* or *Òbecoming researchersÓ*, the role of methodology comes to the fore. Here I reflect on the puzzle that is qualitative data analysis, naming strategies (framing, sifting, layering and spiraling) to better understand the process of constructing meaning from a research process. By opting for a methodological approach that destabilizes my grasp on the evidence I have, I trace the journey from the ethnographic event to the process of producing the ethnographic account, presenting both activities in relation to the notion of learning experience.

Fendler, Rachel, *University of Barcelona*

Using arts-based research strategies to document learning in a course on arts-based research

This paper will explore how two professors and a group of undergraduate students document the learning that occurs in the class Arts Based Research, an elective we offer at the Fine Arts Faculty, University of Barcelona. Now in its 4th semester, this class is constructed around a collaborative research project that both the students and professors develop, thus inviting fine arts students to learn to research, by researching. Opening the class up to become a context for doing research has consequences regarding the evaluation at the end of term. We have found that a class that aims to foster collaborative learning must distance itself from reductive or reiterative assessment frameworks and instead prioritize relational learning, recognizing the knowledge derived from interactions with others. We hope that by using arts-based and artistic methodologies to document the course we can locate alternative ways to account for the learning that takes place.

Fennessy, Maureen P, *School of Teaching and Learning, University of Florida*

Common Core State Standards, Writing, and the New Teacher

CCSS has become a buzzword: for some a cause to be lauded, for others a curse to be vilified. The author interviewed new teachers in elementary grades through high school about their experiences related to the writing requirements of the CCSS. What did they know about them and when did they know it? Did their undergraduate classes acquaint them with the standards? Was professional development provided through their jobs? Interviews revealed surprising differences among the participants, ranging from encouraging stories of unpacking standards with collaborative teams, to a disheartening anecdote from a teacher whose grade level is not allowed to write their own plans, but must follow those written by a department head. The study provokes questions about nonstandard teacher training in an atmosphere of increasing rigidity in education.

Fennessy, Maureen P, *School of Teaching and Learning, University of Florida*

Analyzing Preservice TeachersÓ Read-Alouds

See Jo, Soowon

Fergus, Karen, *York University*

Honour and Domestic Violence among South Asian Immigrant Communities: A Qualitative Inquiry.

See Zafar, Sadia

Fernandez, Roberto, *Universidad de Chile*

Photographic knowledge and qualitative research: an aesthetic dimension of social research.

See Hermansen, Pablo

Fernández, Santiago, *Universidad Panamericana*

El Alcohol y el Desempeño Escolar

See Gómez Michel, Rocío

FERNANDEZ, WESLEY, *University of São Paulo*

A ópera que se dança: um estudo sobre Orfeu e Eurídice de Gluck coreografada por Pina Bausch

A ópera foi passuosa por diversas reformas com intuitos distintos. A encenação centrada no corpo do cantor ainda é problemática. Este estudo pretende descrever as relações entre tema e forma operística e os aspectos constituintes da coreografia de Pina Bausch para a ópera Orfeu e Eurídice de Gluck. Participam dois especialistas, um pesquisador em musicologia e encenador de ópera e uma pesquisadora com formação em Tanztheater. Os participantes auxiliam o pesquisador na observação e explicação dos elementos da estrutura musical e temática da ópera e sua estrutura coreográfica. Essa descrição subsidia o desenvolvimento de investigações que favorecem reflexões críticas sobre as possibilidades de concepção do espetáculo operístico tendo o corpo do ator/cantor como centro da encenação.

Ferrada, Monica, *Universidad Catolica del Norte*

Earthquake in Chile, a view from virtual ethnography: a Nursing students' opinion about disasters management

See Ramirez, Mirliana

ferreira, Adriana Gomes Nogueira, *UFMA*

Promote Sexual Health: Circle of Culture as Strategy to HIV/AIDS Prevention among Catholic Adolescents in Brazil

Introduction: The church is a setting that can be valued to the cultural construction of adolescents regarding the adoption of safe sexual behaviors. Objective: To promote a critical and reflective scenario for the discussion about sexual health and prevention of HIV/AIDS with Catholic adolescents in Ceará-Brazil. Methodology: Action research conducted in 2009, with ten adolescents of Catholic Charismatic Group. For data collection were used interviews, participant observations, photographs, video recording and diary. Then, eight Circles of Culture were conducted. Results: The Circle of Culture contributed to adolescents' understanding about prevention. Under catholic influence, the adolescent group indicated that chastity and fidelity as a health behaviour to be adopted for the prevention of the HIV/AIDS and promote the sexual health, like a consistent use of condom. Conclusion: The church's silence about sexuality and the devaluation the condom use by adolescents

ferreira, Adriana Gomes Nogueira, UFMA

Infidelity relationship between HIV/AIDS infection in the view of heterosexual men

See Pinheiro, Patricia Neyva da Costa

Ferreira, Adriana Kelly Almeida, Conselho Regional de Enfermagem do Cear 

Influ ncia do g nero profissional masculino na periodicidade do exame Papanicolaou

See Sampaio, Luis Rafael Leite

Feza, Nosisi Nellie, Human Sciences Research Council

Good Intentions are not Actions: Mathematics Education of South Africa Demands Action, Pride and Citizenry

A Social Vulnerability conceptual framework is employed to gain insight on factors that hinder quality mathematics education in South Africa. Mathematics performance of South African students continues to be low compared to other countries. Research has highlighted social class as an emerging strong factor in the system that plays a significant contribution in this low performance. This paper examines the barriers behind aiming for excellency in the mathematics education of the country. Triangulation of findings with existing literature and use of highest performing countries for setting the bar is employed to highlight these barriers. The findings indicate that social class, teacher morale and knowledge, and curriculum instability are key areas of vulnerability in the education system. This paper recommends international teacher exchange programmes as an approach to increase expertise, curriculum stability that puts the student in the center using national assessments to improve practice and attention to teacher grievances.

Fields, Karin, University of Florida

Multiple Views and Multiple Roles: A Duoethnographic Study of Counselor Education Doctoral Students

As counselors, it is crucial to remain self-aware, as well as culturally responsive. For this reason, an ethnographic approach serves as a beautiful theoretical lens for this research experience. This study uses a duoethnography methodology, paired with participant photography, to explore what relationship interactions occur between two third year doctoral students in a counselor education program as they each operate in multiple roles. Each participant independently recorded her experiences as a student, family member, friend, and counselor over the course of one week through photography, field notes, and a field diary. Following the collection of visual data and field data, each participant interviewed the other participant to discuss the photographs and develop a deeper understanding of the meaning of each photograph as well as the participant's experience during the process. Together, the participants collaborated to construct a visual representation of the interactions and meanings discovered through the duoethnography process.

Fieseler, Carlie, University of Illinois, Urbana-Champaign

On My Bubble Dreams

In this performative autoethnography, I analyze the traumatic experience of the ending and aftermath of an abusive relationship. The past, present, and future come together for an examination of how abuse affects the entirety of a person's life. Use of visual imagery, personal journaling, and temporal alterations take a critical look at relationship abuse generally and specifically. I embody the universal singular by exposing my breaking point, emotional suffering, and self-rebuilding. As a critical autoethnographer, I engage with this

project to examine the life-long effects of abusive relationships. Linger effects include, not only as the traumatic event itself, but also the trauma of healing and the associated negative shame. Through this process of writing and performance, I transform the personal into the political.

Finck, Luke, *East Tennessee State University*

Workplace Bullying: Cultures, Roles, and Lived Experiences

Workplace bullying in higher education is a pervasive, but subversive, phenomenon. Aggressive workplace behavior is not easily discernible due to multidimensional complexities that impact social and organizational influences that affect emotional and cognitive perspectives (Vie, Glasz, & Einarsen, 2011a). This autoethnographic research couples interviews with faculty members

with the researcher's individual experiences. Emergent themes were developed from the qualitative analysis of data related to the following categorical areas: bullying behaviors (both victim and bully), position and power (both victim and bully), organizational structure, cultural constructs, and the impact on the victim. Using a constant-comparative method, the researcher used triangulation to look for commonalities between the researcher's experiences, the literature, and the bullying experiences of other faculty who provided survey and interview data for this study.

Finley, Susan, *Washington State University*

Embodied Homelessness: The Pros/thesis of Art Research

Charles Garoian (2013) argues for inclusive politics based on impairments that "exist in a boundless state of becoming" where impairments and other assumed failings and limitations of the body are perceived as opportunities for ceaseless exploration" (p. 141). In our paper, we draw from Garoian's 2013 *The Prosthetic of Pedagogy* to argue for a move away from politics of identity to an affective and embodied politics and from an epistemology of inclusion to ontology of arrival for scholars and activists in disability studies.

Fisette, Jennifer L, *Kent State University*

The Stigmatized Physical Educator

In this autoethnography, I address issues of embodiment, "the body," and illness in relation to my teacher identity, with a particular focus on how I have navigated a spinal injury, partial paralysis, and lower back surgeries as a physical education teacher educator. I explore how my teacher identity was initially centered around my athletic, able-bodied self and how my teacher identity as a physical educator has been changed and altered due to an unexpected "illness" and deteriorated physical conditions I have encountered over the past decade, causing me to question, challenge, and critique my perceptions of my teacher identity in my altered and new "body." Specifically, I will situate my teacher identity around Goffman's theoretical concepts of "passing" and "stigma."

Fisher, Stacey, *East Tennessee State University*

Photo-ethnography: A Pathway to Understanding One Policy Implementation

See Moran, Renee

Fitzpatrick, Margaret, *University of Illinois at Urbana-Champaign*
New York City's Caribbean teachers: Outsider/insider observations on American public education

The purpose of this study is to consider the case of New York City's public school teachers recruited from Anglophone Caribbean nations on 2001. This research is grounded in the complex theoretical framework posited by Ong (1999). Considering New York City's Caribbean teachers as flexible global labor, and as subjects mobilized in the service of transnational capital, this presentation will attend to their outsider/insider perspectives (Foucault, 2008; Harvey, 2011; Ong, 1999.) This research design uses the immersion interviewing technique developed by Leon Dash (1997). This presentation will emphasize some of the observations these Caribbean teachers have made about New York City public schools, including what works and what does not, and why. This ethnography also sheds light on the importance of the role of the nation in upholding the human rights of workers, especially immigrant workers.

Flora, Bethany Hope, *East Tennessee State University*
Teaching Qualitative Research Methods in an Online Doctoral Program: Advancing Pedagogical Methods that Embrace Reflexivity and Practice

The purpose of this discussion is to provide attendees with an overview of the course, ELPA 7812: Qualitative Research Methods I, that is delivered online to doctoral students enrolled in the Ed.D. Educational Leadership & Policy Analysis program at East Tennessee State University. Attendees will receive a copy of the course syllabus and a tour of the course platform where they will be exposed to various components of the course, including but not limited to the course content and materials, discussion boards, platform for synchronous student discussion and student assignment and research collaboration spaces. Examples of student work will be provided. Robust dialogue is anticipated among attendees and presenter since I welcome insight, input, and ideas that will enrich and enliven the course.

Flora, Bethany Hope, *East Tennessee State University*
Workplace Bullying: Cultures, Roles, and Lived Experiences

See Finck, Luke

Flora, William F, *East Tennessee State University*
A practical exploration: using qualitative methods in grant evaluations

The purpose of this paper presentation is to share practical tips and tools for using qualitative research methods in grant evaluations. The presenter has worked with numerous Pk12 school division grants as an evaluator and aided in the evaluation of a major research grant sponsored by National Geographic's JASON project. Attendees will learn more information about the grant evaluation process and how to think creatively to employ qualitative methods in the review and evaluation of grant programs.

Flowers, Hilary, *Columbia University*
Bringing Marshall McLuhan's 'Ecologies of Communication Theory' Toward Understanding Big Data.

See Hesse-Biber, Sharlene

Floyd, Danton, *Chicago State University*

Truth and Trauma Youth Empowerment Program: Qualitative Findings

See Kenemore, Thomas

Fonow, Mary Margaret, *Arizona State University*

Feminist and Gender Studies: Constructing Research that Acknowledges and Challenges Diverse Performances of Patriarchy and Gender Dualisms

Our paper will address the historical foundations and trajectories of the concept of feminist methodology and how feminist and gender studies continue to influence and inspire critical inquiry. What does feminist methodology owe to the formation of other critical fields of study such as Black Studies? What are some of the myths and misperceptions about feminist methodology and how do they impede our understanding of the value of feminist inquiry? How does the field of women, gender and sexualities studies function as sites for original research? What is gained and what is lost by institutionalization? We will examine critical concepts of feminist methodology (reflexivity, representation, ethics, intersectionality, and lived-experience) and how they changed over time and attempt to evaluate the contribution of these concepts to various forms of critical inquiry.

Forber-Pratt, Anjali, *University of Kansas*

ÖtÖs Not Like YouÖre Going to College Anyway!Ö My Quest for a Public High School Education

An autoethnography of disability and education.

Formenti, Laura, *Universit  Milano Bicocca*

Storied Identities: Cooperative Inquiry with a Group of Future Psychotherapists

The paper analyzes a process of cooperative inquiry in a group of trainee- psychotherapists, who became Öresearchers of their own lifeÖ for one year. In the process, self-narratives were used to create space for reflection, critical thinking and empowerment. Experience was explored through narrative and fictional writing, photographs, conversations, heterography and play. The different materiality of these media highlights the storied nature of identity and builds multiple descriptions of one’s life, hence a deeper understanding of its complexity. Performative and expressive languages were also used to call the body into narration. New meaning was then developed, beyond individual boundaries and fixed stories. This research questions narrative inquiry as a word-based activity, fixing meaning in interviews or texts, silencing the body and taking for granted the context of research.

Fox, Heather L., *University of Illinois at Urbana-Champaign*

Collaborative Inquiry into a Collaborative Experience

Five graduate students embarked on an educational collaborative video log examining their perspectives on key aspects of educational technology and reform. This project selected and designed by these students resulted in a depth of positive academic and social outcomes unanticipated by the members of the group. Recognizing the potential pedagogical application implicit in this experience the students felt a responsibility to study and share what they had learned through this process. This presentation will outline the process that this group of students used to develop and conduct a collaborative case study that provided an authentic report of the lived experiences within this bounded case where the researchers themselves are participants in the study. Efforts made to check bias, devel-

oping consensus, member checking, and finding a shared voice will be discussed. Finding from the original study and the resulting research agenda from this work will be shared.

Fox, Kathy, *Plymouth University*
From the Pen to the Needle

Two writers become two stitchers; turning words into stitches, weaving layers of their new creative endeavours into already inhabited spaces. A collaborative partnership evolving from the pen to the needle. Kathy encourages Emma to inhabit her beloved creative space, merging the worlds of academia and creativity. The past saw Kathy tentatively move into different writing spaces, the present sees Emma excitedly venturing into new sewing spaces; each trusting of the other, two friends coming together, learning from the other. Through performance conversation, Kathy and Emma inquire into this new extension of their collaboration and ever increasing identities. What drives this need to create? Where will this lead? How can we represent words by other methods; we write, we edit and we rewrite, then we stitch, we unstitch and we re-stitch. Like quilters we layer our new identities together.

Fox, Kathy, *Plymouth University*
Our Journey from Monologue to Dialogue: Individual Beginnings, Collaborative Futures

See Jordan, Emma

Fox, Tom, *National Louis University*
What Difference Does 35 Years Make? Issues around Qualitative Inquiry and Policy Making from the 1979 Cambridge III Conference and Today

The purpose of this presentation is to reconsider the 1979 Cambridge III Conference that reflected upon experiences in linking qualitative inquiry with policy making. My intent is to relate the issues raised 35 years ago to current understandings about qualitative inquiry and policy making. Although there is no doubt that qualitative inquiry has expanded and developed over these 35 years, the question raised in this paper is: What have we learned in the past 35 years about qualitative inquiry contributing to policy making? The writer of this paper was the recorder of Cambridge III, resulting in a 1981 AERA symposium on qualitative inquiry and policy making. This paper discusses Cambridge III in terms of what challenges have changed, what have remained similar, and why. The hope is that this approach may contribute to continued discourse on what we have experienced when attempting to influence policy through qualitative inquiry.

Francis, Marsha, *University of Georgia*
Mindfulness as a Way to Heal Trauma from Cheating Scandals and Standardized Testing

In the 2010-2011 school year, Atlanta Public Schools was rocked by a cheating scandal. The Georgia Bureau of Investigations (GBI) descended on several elementary and middle schools, taking teachers out of their classrooms during the school day and interviewing them for hours. Transcripts of the interviews were posted on line and quoted during the evening news. The prosecution of several teachers and administrators was broadcast on national news. The climate of the school district was already hostile during the cheating scandal and become more volatile under the national eye. This presentation considers the use of mindfulness techniques as a way to heal the trauma from the cheating scandal to

support teachers and students as they continue to teach and learn in the age of accountability and standardization.

Francis, Marsha, *University of Georgia*

The Use of Portraiture to Support African American Female Teacher Candidates' Thoughts about their Future Elementary Science Teaching

Research on elementary science teacher candidates seldom includes voices of African American females. Portraiture is a valuable methodology to employ as it gives voice to those who rarely get the chance to enter into public conversation about schools (Lawrence-Lightfoot, 1986). Through focus group discussions with a group of African American females in a teacher certification program at a women's only historically Black college in the Southeast, teacher candidates are invited to discuss and analyze their own science education experiences to develop a more robust picture of their science practices and science teaching strengths even though they are not yet full time teachers. Images from DESTIN (Drawing Elementary Science Teacher Ideal Not) (Mensah, 2011) as well as a group created quilt reveal the importance of providing multiple, varied opportunities to empower teacher candidates to raise their voices to join conversations about science education in elementary schools.

Francis, Marsha, *University of Georgia*

The Reluctant Realization and Acceptance of a Black Feminist Theoretical Framework: An Autoethnographic Reflection

This paper explores my acceptance of a Black Feminist Theoretical framework in the beginning of my third year as a doctoral student. It details the struggle to be comfortable articulating my research agenda as a Black woman raised and educated in the South as well as the tensions and joys that I felt as I began to talk with and apply this framework to my research agenda. I use a layered account (Ronai, 1995) to talk to myself (Ellis & Bochner, 2000) and reflect on my schooling and teaching experiences. A closer look at the complexities of my educational experiences in primary grades through my doctoral program could invoke and inspire other scholars to analyze the ways their nuanced backgrounds demand they adopt non-mainstream theoretical frameworks.

Frankhouser, Tara, *Lehigh Valley Health Network*

Redefining the Image of Post Partum Depression

Having a child changed my life. But I missed it, and all I have to relive it now are the images I captured during his first year. Post partum depression changed me from the storied glowing, happy first time mother to an outsider, capturing his experiences and milestones on camera, an out of body experience of my child's life. This paper looks at the stigma of post partum depression, and tells its story from the inside as a mother, a wife, a medical professional, and a photographer.

Fransson, Elisabeth, *The Norwegian Correctional Staff Academy*

Within the absence of Becoming. De-constructing field notes leaning on Deleuze and Guattari.

Within the absence of 'Becoming'.

De-constructing field notes leaning on Deleuze and Guattari. Prison research in Norway is strongly connected to fieldwork with reference to critical knowledge positions (Foucault 1975). As a researcher I am subjected to strong ethical norms regarding access to the field, the collection of - and presentation of data. These frames breed carefulness

and a delicacy in my work. Doing transparent research I describe the situations I study as full of details as possible, but maybe without problematizing enough my own gaze, how it affect my way of being in the field and my writing. In the paper I de-construct an event leaning on Deleuze' and Guatarri's (1987) concept of 'becoming'. Re-exploring it I saw an affective relational and material event conditioning an 'absence of becoming' where I as a (female) researcher became more visible.

Frazier, Chapman Hood, *James Madison University*
ReThinking Research Entry through RePlaying

See Bodle, Aaron

Freeman, Melissa, *University of Georgia*
Hermeneutic Dialogue as Deconstruction?

To dialogue is to converse with another. It is generally considered to be a process seeking connection, understanding, revelation, symbiosis, and is thought to inform or even confirm what can be known. Deconstruction, on the other hand, seeks to surpass, to dislodge, to invert, to transgress what is thought to be known. Yet deconstruction, from a philosophical hermeneutic perspective, can be envisioned as dialogue, an event in which one participates in, and shares with hermeneutics a fluid, transforming, and dynamic view of humans as becoming in the midst of multiple, competing traditions. Deconstruction and hermeneutics, however, part paths in how they work with language and its traces, one making full use of their absence, the other focused on their ability to be recovered and revealed. Drawing on the work of Deleuze, Derrida, and Gadamer, this paper examines the relationship between hermeneutic dialogue and deconstruction.

Freitas, Jarlildeire Soares, *Universidade de Fortaleza*
Teachers« Perceptions about the voice

See Brasil, Christina Cesar Pra_a

Freitas, Jarlildeire Soares, *Universidade de Fortaleza*
Teachers« vocal health: the interfaces between the popular and the scientific knowledge

See Brasil, Christina Cesar Pra_a

Freitas, Jarlildeire Soares, *Universidade de Fortaleza*
Daily life vocal demand of teachers« in modern times

See Brasil, Christina Cesar Pra_a

Freitas, Lydia Vieira, *Federal University of Ceara*
Promote Sexual Health: Circle of Culture as Strategy to Hiv/Aids Prevention among Catholic Adolescents in Brazil

See ferreira, Adriana Gomes Nogueira

friedman, tal, *tel aviv university*

Professional collaborations in writing and producing television programs to achieve social, environmental and health change

This study investigated collaborations between practitioners in the television industry and members of NGOs and public agencies who aim to integrate social, health, and environmental content in popular TV programs especially in drama and comedy series in order to promote pro-social goals. This approach called the edutainment approach and it draws on theoretical-based behavior-changes strategies aimed at integrating social content in popular TV shows. The study is based on qualitative research methodology attempting to provide in-depth analysis of the phenomena by providing in-depth description and interpretation of this field of research. The theoretical foundation for this research methodology is the practical theory. Examining perceptions of the collaborators, reviewing, and analysis brought up ethical issue regarding anonymity of interviewees and television shows in a small television industry. Presenting findings of in-depth personal interviews and case-studies analysis required finding a compromise between the research goals and its commitment to the field.

Frier, Aimee, *University of South Florida*

Students With Disabilities Perceptions of Learning Using Photovoice

During the past decade, numerous studies have focused on adolescent learners who struggle academically (Wong & Butler, 2012). Many of these studies, while focusing on student learning and methods to improve students' academic outcomes, are from the perspectives of researchers, teachers and administrators. Student voice is missing from the literature (Cook-Sather, 2009). This study sought to describe and explain students with learning disabilities perceptions of learning in and out of school using Photovoice. Photovoice is a participatory research strategy that entrusts participants to document their own voice through photography (Wang & Burris, 1997). The following research questions guided our investigation: (1) What are students with disabilities perceptions of learning in and out of school? (2) In what ways, if any, did Photovoice foster reflective dialogue regarding learning in and out of school? This presentation will present the results of this study, implications of using Photovoice with this population and will include samples of students' work and accompanying narratives.

Frigerio, Alessandra, *University of Milan Bicocca*

Homogeneous Spaces and Consensual narratives: A Foucauldian Analysis of a Self-Help Group of Parents with ADHD Children

The proliferation of mutual aid groups in the healthcare system makes a critical analysis of the self-help movement relevant to the mental health field (Burti et al., 2005), as they shape members' subjectivity (Gergen & Gergen, 1997) and are an indicator of the broader phenomenon of health consumerism (Olliffe et al., 2011).

The study analyzes the interactional dynamics of a self-help group of parents of children with a diagnosis of ADHD. The theoretical approach integrates a foucauldian-inspired discourse analysis (Willig, 2000) with positioning theory (HarrŽ, 2005).

The self-help group homogenizes the "inside space" of the group and produce a shared and consensual narrative that promotes a specific "version" of the reality of ADHD in order to absolve parents of guilt.

The interactions taking place within the parents' group are infused with social and political conflicts about ADHD, produce certain subjectivities, and reproduce dominant themes in the contemporary mental health field.

Frost, Nollaig, *Middlesex University*

Combining qualitative methods pluralistically in mixed methods research: Challenges and Benefits

Pluralism in qualitative research, in which qualitative methods are combined with each other, offers ways of gaining multi-epistemological and multi-ontological perspectives on human experience. It is particularly useful in exploring phenomena which have no ontological consensus or where meanings of experiences change for individuals. When combined with one or more quantitative methods pluralistic qualitative approaches allow questions to be asked about incidents of particular phenomena and about how human beings talk and practice themselves into particular subject positions within them. This paper will discuss how this advance in mixed methods research which combines multiple methods within and across paradigms challenges understandings and some constraints of traditional mixed methods research, where only one qualitative method is combined with only one quantitative method, and how it can offer ways of gaining a more holistic insight to the complexity of human experience.

Frost, Nollaig, *Middlesex University*

Being Pluralistic Alone

Pluralistic qualitative research is a way of looking across differences in paradigms, techniques and practices to find out more about the worlds we inhabit. It calls on researchers to make explicit their choices in selecting and combining methods of inquiry to enhance the credibility of the research process and its outcomes. Working as a member of a team in which the researcher brings one methodology to combine with those brought by others can enforce transparency in the accountability and rationale for use of methods and methodologies. However team working is not always possible and researchers often work alone, pluralistically. This paper asks whether, and how, it is possible to work across paradigms and methods as a lone researcher, or whether it is never truly possible to put ones favoured worldview to one side in the name of pluralistic endeavour.

Gabarra, Manoel Henrique Cintra, *University of Ribeirão Preto*

Evaluation of Courses an Institution of Higher Education in the Brazil through of the Qualitative Inquiry

See Leffeld, Neide Aparecida de Souza

Gabriel, Edmo Atique, *Universidade dos Grandes Lagos*

Medical training and primary health care

See Castro Rossi, Lilian Cristina

Gabriel, Rachael, *University of Connecticut*

Performance as practice: uses of performative texts in a practice-based pedagogy for teacher education

See Lester, Jessica Nina

Gacoin, Andree, *University of British Columbia*

Putting context in motion within an ethnographic research study in South Africa

Over the past 10 years, relations of globalization have profoundly changed the boundaries of what counts as 'context' within ethnographic work. While there is recognition that 'context' is implicated in power relations, there is less engagement with the

spaces of ethnographic representations as 'localized contexts' (Pascale, 2011) created through power-laden techniques of data collection, analysis and representation. In this paper, I foreground power relations that took form in the localized context of my doctoral research: from the way I formulated the project at my Canadian university, to the way I conducted field work in South Africa, and to my analysis that works across these times and places. My discussion highlights these issues through my research focus on notions of gender empowerment in sexuality education as an HIV prevention strategy. I use this discussion to raise methodological questions that are responsible to the places created in and through research.

Gale, Ken, *University of Plymouth*

Assemblage/Ethnography: Troubling Constructions of Self in the Play of Materiality and Representation

We have been writing together for many years. In this paper we work to propose collaborative, spatially and temporally distributed ethnographic practices that destabilise, reconstruct and deterritorialise the existing theory and practice of the signified generalisation 'autoethnography'. In offering this we develop the theory and practice of assemblage/ethnography, which works to trouble the potential discursive construction that the naming of a category of difference can create and, at the same time, offer a mode of practice that always brings the materiality of relational space into play as a method of inquiry. We offer a collaborative and collaborating modality of ethnographic practice that places the category of difference of individualised subjectivity and the differentiating practice of the individualising subject under erasure. We engage with the fluid and transmutational qualities proffered by the Deleuzo-Guattarian figures and conceptualisations of 'multiplicity', 'becoming' and the 'assemblage'.

GALVÃO, ALINE Aiko Yoshida, *NETSI/PUCRS*

EDUCATION AND HEALTH: necessary interfaces to the construction of the citizenship

See BELLINI, MARIA ISABEL BARROS

Galvez, Patricia, *Department of Kinesiology and Community Health, University of Illinois at Urbana Champaign*

Photovoice: A complement to obtaining qualitative information on determinants of eating behaviors

In photovoice, community participants use pictures to identify and represent issues of importance to them. It has the potential to enrich and complement conventional qualitative methods. Few studies on eating behaviors have used this. The aim of the study was to use photovoice to understand the determinants of eating behaviors in Chilean women. Methods: At recruitment, 15 Chilean women received a disposable camera, and were asked, over a week, to take 20-25 pictures of their food and nutrition world. Follow-up in-depth interviews were scheduled with participants to talk about their pictures. Results: A wide range of information was successfully obtained by photovoice such as how women selected places to buy food, how social events influenced their food consumption, family meal routines, and the importance of specific foods. Conclusion: Utilizing pictures with interviews allowed women to express their ideas broadly and allowed researchers to obtain detailed information about eating behavior determinants.

Gamboa, Eddie, *Northwestern University*

Tracing Affective Points of Departure in Research: Against an Epistemology of Love

In her discussion of the treatment of queer historical subjects, Heather Love critiques the role of love as an affective point of departure in research. H. Love notes a trend in which research rooted in a discourse of "love" attempts to salvage the tragic subject by projecting them into the current historical moment pointing to a larger history where researchers attempt to capture, caress, and contain subjects through "love." Through an autoethnographic approach which analyzes bug-chasing culture in Louisiana while drawing on the interventions into affect provided by Heather Love, Dwight Conquergood, Bonnie G. Smith, Sarah Ahmed, and others, this paper attempts to trace other affective points of departure in order to understand how a change in affect can transform the practices and results of our research.

Gangnon, Bradley, *Takoda Institute*

Innovators, Survivors, and Struggling Innovators

Adult learning theory presumes that returning students are self-directed, goal-oriented learners. This case study explores the learner profiles of persistently underemployed and unemployed students enrolled in a 9 month job retraining program. Three categories of learners emerged from this 18 month project. The groups are labeled using VALS terms of survivor and innovator.

Gangnon, Bradley, *Takoda Institute*

Dear Barista: Professors as Members of the Service Class

This project explores the communication tactics employed by students in email messages sent to professors. The data pool includes messages received from students and former students at multiple US post-secondary institutions as well as international institutions. Through inductive coding, the researchers describe trends and themes in the demands, in lieu of requests, made by students in electronic communication. Secondly, the coding reveals student personae which imply student expectations of professors and instructors as members of Florida's (2001) service class not the creative class of idea generators and professionals. Student email communication reveals a clear trend of students communicating with professors as they would baristas, wait staff, and other members of the service class.

Gao, Yang, *Kent State University*

An Autoethnography on Ideology in English Language Curriculum Development

The paper examines how ideology in English language education affects its curriculum development. By exploring the topic from an autoethnographic perspective, the researcher describes how his transnational learning and teaching experience informed his perception of ideological changes in English language curriculum development. The researcher's lived experiences from China to the United States witnesses how he found English curriculum develops in an ideological continuum from functional ideology to critical ideology, with cultural ideology existing between the two extremes. Functional ideology characterizes English language curriculum as a politics-driven, static and unidirectional product; cultural ideology characterizes English language curriculum as a dynamic, dialogic and critical process; and critical ideology characterizes English language curriculum as a transformative, ongoing, and multifaceted journey. The paper finally proposes how English language curriculum development should go at the current stage of internationalization.

Gapp, Rod, *Griffith University - Gold Coast Campus*

How has the crystal been growing: Understanding the development of crystallisation through its use in the journal *Qualitative Inquiry*?

Words and the stories they tell are vital for building theory in the social sciences. Many of us that live in this world of narrative are challenged to provide a level of trustworthiness in the concepts drawn from our investigations. There seems to be a move from triangulation to crystallisation as an approach for achieving this understanding. This raises the question where is the concept of crystallisation at? This paper via lexical analysis of all the articles published in *Qualitative Inquiry* using the term firstly develops a summary of the concept crystallisation. Then through a separate analysis of the early formative articles starting in 1995, a comparison is made to those published between 2010 to the present. These findings suggest a renewal in the concept of crystallisation and identify how qualitative researchers publishing in *Qualitative Inquiry* are attempting to embrace crystallisation as an active component of their research method.

Garcia Quintana, Ricardo, *Universidad Panamericana*

La Influencia de Programas Televisivos como *América's Next Top Model* en las Jóvenes Mexicanas

Hoy en día la industria de los medios, con sus contenidos en medios masivos como la televisión y la prensa se ha encargado de cambiar el concepto de belleza, encapsulando ideas y dándole un giro de 360 grados en el que hoy sólo buscamos la perfección a través de un cuerpo extremadamente delgado. El presente estudio investiga la importancia y el impacto en la percepción corporal que tienen ciertos programas televisivos como *América's Next Top Model* en las mujeres universitarias con edad de 17 a 23 años de edad.

Garcia-Bejar, Ligia, *Universidad Panamericana, Campus Guadalajara, México*

El estado de la Industria Audiovisual en México a través del estudio de tres fenómenos actuales.

A lo largo de un semestre en la materia de Investigación de la Comunicación, 3 alumnos desarrollaron proyectos que involucran 3 situaciones especialmente actuales sobre hábitos de consumo de entretenimiento audiovisual en México. Irma Patricia Reyes eligió investigar la exposición de los jóvenes y adultos jóvenes en México al consumo de televisión por internet no sólo de manera cuantitativa, sino también a través de un acercamiento cualitativo, para conocer sobre todo sus motivaciones de elección de forma de consumo de medios. Por otro lado, Sergio Andrés Gómez eligió estudiar el "boom" actual de la cumbia y la salsa, es decir, el consumo de nuevos fenómenos musicales (en la radio, festivales y conciertos), de géneros musicales "populares" que antes eran netamente concebidos para segmentos de público específicos, como la cumbia y la salsa y que hoy por hoy se han convertido en fenómenos de consumo "mainstream" entre distintos sectores sociales y culturales, sobre todo en el público joven. Finalmente, Maggie Garcin abordó la problemática sobre el rechazo al consumo de cine mexicano por parte del público mexicano (jóvenes y adultos jóvenes), a través de esta investigación ella buscó encontrar si los factores de rechazo hacia el consumo del cine nacional permanecen o si han cambiado, a partir de que se ha favorecido la producción, distribución y exhibición de más cine nacional en los últimos años.

Garc'a-Monge, Alfonso, *Universidad de Valladolid*

Tensions and Limitations in the Development of an Online Community of Educational Practice Analysis

Multiscopic is a professional training network that sets out a monthly physical education lesson. This lesson is analyzed by the children themselves, their families, student teachers, teachers, and research groups.

Despite the positive assessment that all participants make about the experience, in the development of this network we detect some limitations such as: mismatches amongst the ideas of the promoters of the network and participants; inhibitions to participate by the fear of being judged; divergent interests and very different professional cultures that cause communication problems; or power relationships that endure over time.

Garc'a-Monge, Alfonso, *Universidad de Valladolid*

From Body to the Paper: Losses and Adjustments of Information in a Self-study about the Embodied-Teaching-Experience

Two years ago we started a self-study about our teaching experience as a embodied experience. In the process of transcription of this experience we found many limits to focus our attention in our embodied experience and reflect it in our field notebook.

In this paper we present some of these problems and how we try to palliate them.

As limitations we could cite: the problem of teach and auto-observe ourselves; forget to become aware of our bodies; become aware of the hidden parts and sensations of our bodies; loss of information between the experience and writing; poverty of language to describe bodily sensations; or the self-censorship and retouching of memories.

As examples of strategies: using particular body-awareness techniques, training the "self-check" quick; take notes immediately after the experiences, share experiences to enrich the vocabulary and topics on which to inquire; or to develop graphic forms to represent the experiences.

Gardner, Roberta, *University of Mary Washington*

Tentative Manifestations of Reading Race in a Community Space

In this panel presentation, I report findings from a critical post-intentional phenomenological (Vagle, 2010; 2011) research study that explored how racialized lived experiences appeared to influence literacies and how literacies in turn shaped perceptions of race. In moving from the traditional interpretation of phenomenology which emphasized capturing the essence of a phenomenon towards a post intentional commitment which foregrounds tentative manifestations, I consider the analytical and emotive aspects of reading race in a community space (Gardner, 2013) as an outsider within (Collins, 2000) during my inquiry. I highlight racial meaning as an absent presence in our everyday lives and literacies and how the lived experiences of my participants and my own racialized, gendered, and classed ways of knowing and being shaped methodological decisions such as writing up the research and reporting findings.

Gardu-o, Ma. de los Angeles, *UAM-X*

Interviews as a space to reflecting about Seamstresses' sexual meanings

See Salinas-Urbina, Addis Abeba

Garioian, Charles, *Penn State University*

Art-in-the-Flesh: The Materiality of Sensation and Embodiment

I explore and theorize the processes by which our bodies engage, perceive, and represent their relationship with the external world as prosthetic embodiment. The coexistence and coalescence of the opposing forces of the body and world constitutes the body as a virtual space of connectivity. As such, prosthesis is a perceptual predisposition that the body learns to use as it engages the corporeality of the world. The body in this sense is always already an object, a tool, and a cultural artifact; an ontological medium that we use to extend into the materiality of the world. I will argue that the prosthetic intertwining and enfleshment of the subject with the object of the body is made apparent through art research and practice; that is, bodies make artworks just as artworks make bodies.

Garioian, Charles, *Penn State University*

Art Research and Practice as Deleuzoguattarian Embodiment

In this paper I conceptualize the creative and political agency that is enabled through the prosthetic pedagogy of art from the theoretical perspectives of Deleuze and Guattari. I invoke the writings of these two philosophers as well as those of disability scholars who, in theorizing the body, have challenged the institutionalization and exclusivity of disability politics by arguing for an inclusive politics based on impairment, which advocates for the creative agency of all bodies regardless of their differences. Furthermore, I discuss the creative research and practice of artist Chuck Close and artist/scholar Petra Kuppers whose respective modes of addressing disability and impairment correspond with the rhizomatic assemblage of Deleuzoguattarian embodiment. I then end the chapter with excerpts of an interview with Joseph Julian Jr., MD (1986), whose creative teaching and rehabilitation accomplishments serve as an example of the rhizomatic assemblage of Deleuzoguattarian pedagogy.

Garratt, Dean, *University of Chester*

Queer and Uncanny: Body Pedagogics of Female Natural Bodybuilding

This paper interrogates the concept of competitive female natural bodybuilding, a Queer and Uncanny paradox of the familiar and strange. Can a thing free of artificiality, a space of unblemished innocence, reside in the palpably abject and realm of perceived excess? Ethnographic work and interviews with ten female natural bodybuilders reveal elements of female embodiment to address the hitherto un-researched question: what are the body pedagogics of female natural bodybuilders? A bricolage of women's multiply-gendered identities and corporeal affiliations is employed to question how in working within the bounds of a natural ethic, while simultaneously desiring a deviant aesthetic, the female bodybuilder is paradoxically repressed by a natural gendered order, where the term natural has both normative and meta-ethical meaning and resonance. The reflexive account, embracing psychoanalytic, transgendered and trans-feminist perspectives, examines female natural bodybuilding as a troubled and perceptibly liminal space, where gender is both made and simultaneously dislocated.

Gaudet, Janice Cindy, *University of Ottawa*

Rethinking Participatory Research with Indigenous Peoples

This article seeks to extend an understanding of the ways in which power relations are re-inscribed or challenged within an Indigenous context. For the purposes of addressing external pressures that require participatory as the most appropriate approach to research and community development, I examine a broad range of literature to assist researchers

to critically discern the positioning of the participatory mode in their respective research. I suggest that questioning the activity we are asking communities to participate in is an essential step in the decolonizing process of research. I include literature that considers participatory from an Indigenous perspective. The article exposes the voice of my lived experiences in an uncomfortable attempt to ÒdoÓ participatory research from a place outside of myself. I further share a glimpse of how community supports me in rethinking participatory research approach from within.

geimer, alexander, *University of Hamburg*

Genealogical vs. praxeological concepts of discourse and the appropriation of discursive subject positions

The question how discourses constitute biographies is well discussed. However, most approaches rely on a genealogical concept of discourse (according to Foucault) implicating that biographies are a discursive effect _ according to that there is nothing outside discourse. Contrarily and in a praxeological concept of discourse, the implicit logic of everyday life forms a generative principle *sui generis* (e.g. in terms of Bourdieus Ó Habitus) which is also constituted by discourses but mediated by other cultural factors (e.g. families, generations, milieus) bending the logic of discourses. This contribution highlights the possibilities of a praxeological concept of discourse by using the example of an analysis of (the appropriation of) the subject position of the Óauthentic selfÓ circulating in the field of professional popular music (by means of narrative interviews with professional pop musicians). In so doing, modes of a dissociative appropriation of subject positions can be focused.

Geleta, Dr. Esayas Bekele, *Kwantlen Polytechnic University*

Imaginary Conversation: Daydreaming or Social Inquiry?

This paper introduces imaginary conversation as a new methodological concept. It argues that imaginary conversation is the primary method used in the planning and undertaking of qualitative research. Through an illustration of an imaginary discussion undertaken between the researcher and Norman Denzin, in the process of attending the eight international congress of qualitative inquiry, the article illustrates the role of imaginary discussion in dictating research plan, process and outcomes. The paper argues that imaginary conversation is a central medium in creation of new ideas and in the production of knowledge in social science.

Gemignani, Marco, *Duquesne University*

Hate at the border: A Foucaultian narrative analysis of anti-immigrants websites

This presentation will focus on the creation of the undocumented immigrant subject that is enacted by the “spectacle” of border control. Viewing spectacle “a social relationship between people that is mediated by images” (Debord), I analyze the images and texts that compose the website of hate-groups that target unauthorized immigrants and that are active at the US-Mexico border. The goal of this analysis is to depict the subjectivity constructions and subjectivations that border vigilantes perform both of themselves and of the people who enter the country “without inspection.”

Gemignani, Marco, *Duquesne University*

Ripples: Exploring Identity and Xenophobia through Playbuilding

See Norris, Joe

Georgiadou, Lorena, *University of Edinburgh*
I just don't feel comfortable with interpreting this!

This presentation discusses the distinctive experiences of a non-native English-speaking researcher conducting language-intensive research in English. Drawing upon research notes and data from my doctoral project, in this talk I will explore some of the complexities I encountered in interviewing participants in a second language and, in some cases, a lingua franca, as well as engaging with language-focused analysis in English. Through these anecdotes I aim to illuminate not only the challenges of such endeavours, but also the often-ignored advantages of using language at a 'non-native'-like level when conducting research. Ultimately, in this talk I wish to draw attention to the volatile nature of any 'shared' language(s) as well as the fluidity of the space(s) in-between researcher, participant and data.

Gerber, Nancy, *Drexel University*
Creating Images of the Mind: Qualitative and Quantitative Dimensions

Imagination or the pre-verbal aesthetic intersubjective experience provides access to an enigmatic yet essential aspect of an individual's internal psychological life. Understanding this enigma provides insight into the motivation for behavior and meaning making in human beings and is important in the practice of certain forms of psychotherapy. The study of these forms of data, without succumbing to reductionism, is challenging because their dynamic, multi-dimensional, and dialectical nature does not conform to the typical rules of physicality, logic, and generalizability demanded in dominant research perspectives. Consequently, in order to research these forms of knowledge the paradigms and methods demand a post-modern de-construction and creative re-construction of research paradigms that maintain rigor while not compromising the essential ontological and epistemological foundations of aesthetic intersubjective knowledge. In this presentation dialectical mixed methods research will be examined and proposed as one approach to researching these forms of data.

Gergen, Kenneth J., *Swarthmore College*
Emerging Cultural Subjectivities: Digital Wayfaring

I wish to explore an emerging condition of cultural subjectivity, one that I characterize as digital wayfaring. This newly forming consciousness derives from the increasing insinuation of digital technologies into our everyday activities. Of particular note is our increasing dependency on 'the new media,' that is digital devices that allow on-demand access to content and communication anywhere and at any time. The computer and cell phone are key devices, but such devices as digital notebooks, readers, cameras, video recording equipment, mobile music technologies all play an ancillary role. To illuminate the condition of subjectivity generated by our immersion in this digital world, I will use a form of ethnodrama. I will attempt to bring the audience into a state of personal recognition of the wayfaring experience. I will focus in particular on the consciousness of transcending space, time, and culture; the dispersion of identity; the shift of focus from structure to process; and the exodus of private thought and emotion into the relational networks.

Gergen, Kenneth J., *Swarthmore College*
Beyond One-Dimensional Grandparenting

See Gergen, Mary

Gergen, Mary, *Penn State, Brandywine*
Beyond One-Dimensional Grandparenting

How often the photos are displayed with pride; how frequently are we regaled with tales of their brilliance; grandchildren! Grandparenting must surely be the most fulfilling time of life. Or is it? In this ethnodramatic dialogue, we wish to explore this period of life with greater attention to its subtler, and sometimes unsettling nuances. We shall exchange reflections on our experiences over the past seven years with our grandson Sean. We shall explore and illuminate the forms of anxiety, irritation, and nostalgia we confront; we shall reflect on the transformations in identity that take place; and to be sure, we shall give expression to the joys – though some of their sources may be surprising.

Gershon, Walter, *Kent State University*

Lost and Found: How Ontological Processes of Music Making can Affect Inquiry-Based Science Education

Both STEM education in general and science education in specific tends to focus on the epistemological, how processes of thinking can produce scientific ideas. Inquiry-Based Science Education (IBSE) in many ways challenges how science might be taught, primarily by moving from more static, linear and sequential educational practices to open-ended inquiry processes. However, while IBSE is a very strong approach to scientific thinking, it too often overlooks creative and ontological aspects of scientific processes. Processes of music-making, however, tend to make explicit such often-illusive ontological aspects of inquiry and are critically creative endeavors. Never emergent iterative and recursive processes of inquiry that reflexively attend to generating a concrete product. Our respective studies of music and science education strongly suggest that processes of music making can help IBSE both creatively and ontologically in the liminal state of being simultaneously lost and present in moments of scientific inquiry.

Gershon, Walter, *Kent State University*

Affective Tensions, Sensual Possibilities: Considering Multisensual Ethnography in Practice

In spite of a history of ontological differences causing epistemological deficits, contemporary education continues to focus on ways of knowing over ways of being. This tendency is also often reproduced in contemporary interpretive studies of education in opposition to increasing attention to the ontological and affective in such fields as affect theory, sensory studies, and post-human/feminist methodologies. Further complicating matters, emerging methodologies can work in ways that 1) reject rather than make room for other methodological possibilities, appearing to continue modernist ideologies embedded within post-practices or 2) to re-language processes that, in practice, often function in a manner not dissimilar to the methodological tendencies they seek to interrupt. In this paper the co-authors argue that what they call multisensual ethnography provides researchers an opportunity to wrestle with affective tension yet leave them intact while encouraging the simultaneity of the messiness that is the ordinarily sensible in an ethically inclusive fashion.

Gervasi, Clare, *University of Louisville*

Societal Transphobia, Binary-Centrism & Oppressive Validation: Experiences of Privilege & Oppression in the Trans* Community

See Rossman, Kinton

Giannoulakis, Chrysostomos, *School of Physical Education, Sport, & Exercise Science, Ball State University*

Topic Modeling Techniques in Qualitative Data Analysis

It is argued that the next decade will produce a revolution in the use of archived, simulation, and near real-time data to guide future decisions and research directions. The purpose of the study is to illustrate the use of topic modeling, a machine learning technique for uncovering topics/themes in natural language data, in examining the concept of brand authenticity in action sports. Authenticity, as the cornerstone of modern marketing, is a multilayered, polysemous, and complex concept that is subjective. The utilization of natural language data found in various action sports communities will support the understanding of brand authenticity perceptions, as formulated by a plethora of action sports subcultures. The application of semantics of topic hierarchies and correlations, as well as cultural analytics, in contemporary qualitative research will be also discussed.

Gibson, Patricia Mito, *Teachers College, Columbia University*

Encountering Curriculum and Multiple Selves in Post-Disaster Contexts

Through my encountering of curriculum in various international contexts that have inspired me to approach curriculum as always in-the-making (Miller, 2005), I arrive at what Miller (2006) calls worldwide curriculum theorizing. As a multiracial, Buddhist, female doctoral student studying curriculum theory in an American higher educational system, this idea of worldwide curriculum allows me to attend to how I shift and change through my encounters with educators in post-disaster Japan as we discuss curriculum development and identity. How might curriculum be imagined within and through boundaries in which people, ideas, and information continue to shift and flow? In this exploratory piece, I begin to work through tensions, possibilities, and uncertainties around curricular discourses I encounter in Fukushima, Japan, thus highlighting the complexities of engaging with autobiographical work in post-disaster contexts.

Reference

Miller, J.L. (2005). *Sounds of Silence Breaking: Women, Autobiography, Curriculum*. New York: Peter Lang.

Gibson, Priscilla, *University of Minnesota - School of Social Work*

Race and Out of School Suspensions: Narratives from African American children, their parents, and educators

See Wilson, Robert Joseph

Gibson, Priscilla, *University of Minnesota - School of Social Work*

Race and Out of School Suspensions: Narratives from African American children, their parents, and educators

See Wilson, Robert Joseph

Gilbert, Brian R., *DePaul University*

Whiteness and the Infection of the Modern Soul: An Autoethnographic Exploration

Contextualized within the global narrative, whiteness has come to comprise the rhetoric that orders and regulates Western social space and consciousness resulting in a legitimated supremacism that structures neocolonial normalization. A failure to expose and deconstruct the white dominant perspective reifies inequitable hierarchizations of power and ensconces whiteness as representative of Western culture. The purpose of the study is to

examine white racialization and identity development and its influence on how power is accessed and enacted. Grounded in critical whiteness studies, the research utilizes an auto-ethnographic exploration of self to further critique and deconstruct whiteness as a normative and privileged position. By turning the methodological and theoretical lens inward I hope to avoid the problematic academic positioning of studying those "other" whites, explore the often missing discourse on the exploitation of whites by the forces of white hegemony, and disrupt the historically created and maintained positionality of whiteness.

Gilbert, Kathleen, *Indiana University*

Practice to Research: Building the Family-Capital Theory of Role Exchange

See Hansen, Cathlene Hardy

Giles, Mark, *University of Texas at San Antonio*

CRiT Walking for Disruption of Educational Master Narratives

Many progressive educators often seek alternative epistemological and methodological ways of seeing, thinking, and acting, which will result in the disruption of oppressive political-corporate-factory models of knowledge construction and dissemination, and toward equitable learning experiences for students across the K-20 continuum. Critical Race Theory and CRiT walking (Hughes & Giles, 2010) offer a theoretical framework through which to challenge and disrupt hegemonic, ill-informed, and blatantly racially biased epistemologies, policies, and practices that makes racialized educational settings potential sites of empowering counter-narratives and more honest discourses on several deeply systemic problems that plague the national educational enterprise. In this presentation, the authors give a full account of CRiT walking as an innovative qualitative method that challenges the predominance of white, middle-class norms, mythical colorblindness, racially codified language and culturally deficit paradigms of darker complexioned "others" as central tropes in the master narratives of "American" education.

Gin, June L, *Veterans Emergency Management Evaluation Center*

Finding a Voice: Tales of Disaster Preparedness from Homeless Shelter Managers

Structural analysis (SA) has potential to contribute insights on narratives that might otherwise be missed in focusing solely on content. In structural analysis, genres, or forms or styles of writing, are used to classify narratives according to category. This gives key informants voice and gives us a better understanding of how they organize content and structure their thought process.

During disasters, homeless service organizations (HSOs) will need to provide vital "safety net" services to clients. Continuity of services during disaster is a critical challenge. This study examines disaster preparedness in HSOs, seeking to identify 1) gaps in HSOs disaster preparedness; 2) barriers that HSOs face in achieving disaster preparedness objectives; 3) needs that HSOs identified to facilitate preparedness planning. Ultimately, SA will allow us to identify similar and conflicting components across a set of interviews that help illuminate the root causes of differences in disaster preparedness outcomes between organizations.

Gingrich-Philbrook, Craig, *Southern Illinois University at Carbondale*

On Gratitude, for My Father

In this essay, I reflectively combine a number of memories of my father, who died when I was twelve. These reflections reveal ways in which what I remember about him and his

death have marked me for decades—from subtle things, like an aversion to the taste of mint, to larger questions about politics and resistance.

giorgio, grace, *UIUC*
Family feuds are forever

Place, home, family, and heritage are all sites of struggle for social and cultural meaning. This autoethnographic short story explores such tensions through a rural family's history and homes. When a new house is built across the way from the family's original homestead—a house where all family affairs have taken place for over a century, the homestead rebels and a warring over which house will become the primary site for family interactions ensues for decades. The homestead eventually falls into disrepair and is abandoned when the new house becomes the loci for family life. Several generations later, when the old house undergoes reconstruction, the family begins to unravel. Based on events experienced and researched by the author, this autoethnographic tale explores the dynamics of family feuds and their enduring legacies.

Giraldo, Ana Luc'a, *Profesora catedra Universidad de Antioquia*
Experiencia de Crianza de niños con Síndrome de Down desde el rol paterno.
Medellín-Colombia, 2013

See Zuliani, Liliana

Githaiga, Jennifer Nyawira, *University of the Free State, South Africa*
The Pathology of Post-bereavement Bonds: Cultural Positioning in Qualitative Inquiry

Contemporary bereavement theories posit that successful adaptation to bereavement entails severance of bonds with the deceased. These theories, which are dominated by Western viewpoints, do not take into consideration variances in cultural positions and implications of such positions on experiences, emergent meanings and bereavement adaptations. This paper challenges existing theory by furnishing a nuanced perspective of post-bereavement transitions based on the experiences of family cancer caregivers in Nairobi, Kenya. Data is drawn from a larger study which explored the experiences of women family cancer caregivers in Nairobi utilizing an Interpretative Phenomenological Analysis (IPA) framework. Four focus groups were held with thirteen bereaved women who cared for family members with terminal cancer. Findings demonstrate the significance of contextual elucidation (historical, political and cultural) in qualitative representations of narrative accounts.

Gluscock, Catherine H, *East Tennessee State University*
Workplace Bullying: Cultures, Roles, and Lived Experiences

See Finck, Luke

Gleason, Tristan, *University of Oregon*
The Classroom as Assemblage: Rethinking Fieldnotes in Educational Spaces

See Rath, Courtney

Glendens, Mia, *Research Program: Diversity, Culture and Change in Department of*

Education. Aarhus University/Copenhagen Campus. Denmark. Europe

Using structural drawings as a method of studying roads to social resilience in East Greenland

To overcome multifactorial educational challenges in East Greenland a social actions research with a local school focuses on finding the children's resilience building sources using structural drawings from the students. The aim of the study was bringing forth the schoolchildren's view on their ways of developing and mobilizing resilience. Analysis of the drawing material was used in cooperative reflection with the teacher on how to support the children's resilience building processes in the educational work. The structural drawings, as a useful inquiry method when doing qualitative resilience research with children, will be elaborated. It will be shown how this method can enrich the data material, lodge new requirements to the analysis and most of all give more communicational accesses with children from other cultures and mother tongues and thereby focusing on an awareness of their perspectives _ which is pointed as an important initial step of any successful psychosocial intervention

GOBODO-MADIKIZELA, PUMLA, *University of the Free State*

Feeling with the Womb: Intersubjectivity and Embodiment in Victim-Perpetrator Dialogue in the Aftermath of Apartheid

In this paper I will explore the way in which the body becomes a profound form of language expressed and understood in very subtle ways in dialogic encounters between survivors of mass trauma and perpetrators of gross human rights violations who confessed their crimes at the Truth and Reconciliation Commission (TRC). The presentation opens up new frontiers in research on the subjectivities that both victims and perpetrators were able to acquire through the TRC. Starting from a close analysis of reciprocal mutual recognition that precedes expressions of remorse by perpetrators and of forgiving by victims/survivors in these encounters, I draw on the language used by forgiving mothers and propose the Xhosa word *ÖnimbaÖ* (*Ömbilical cord,Ö* loosely translated) to illuminate how forgiving emerges unexpectedly. I conclude by considering the question whether the body can become a site for ethical engagement to forge human links across time and space with the Other.

G....,MENLER, HÖseyin, *Hacettepe University-Teaching Turkish to Foreigners Department*

The _mportance Of Body Language in Teaching Turkish to Foreigners

A number of important studies about teaching Turkish to foreigners have been made in recent years. Being of interdisciplinary approach, these studies are going to be more beneficial for teaching Turkish to foreigners. In the process of teaching and learning, communication has an important situation. Especially , the term *Öbody languageÖ* must be in the center of the process of teaching and learning. In this study, the importance of body language for teaching Turkish to foreigners is being told. The aim of this study is to maintain a different viewpoint by looking at especially the term *Öbody languageÖ*, communicational sides of teaching Turkish to foreigners.

Godfrey, Ashli, *Ball State University*

Millennials and Veterans: The Final Chapter

Typical ethnographic fieldwork requires Öa cultural interpretation of dataÖ regarding the group being studied, in this case, American veterans returning to Vietnam. However, as the student chosen to write the concluding chapter, I produced a different product

than originally envisioned. We began the process by outlining a set of historic themes, including Òbrotherhood,Ó Òfaith,Ó and Òrebirth,Ó designed to result in an ethnographic study of the experiences of Vietnam veterans during their return to Vietnam. Our experiences as millennials in a strange land with our subjects caused us to reconsider and abandon our pre-planned framework Òin countryÓ in favor of a collaborative narrative that incorporated our experiences with our subjects. Our own stories became an integral part of the narrative process, resulting in a generational discourse of place. Rather than an analysis of subjects, the concluding chapter then became a narrative explanation of collaboration.

Godfrey, Nathan, *University of Utah*

Using Qualitative Microanalysis to Develop Models to Evaluate Safe Bed Height and In-Bed Movements

See Morse, Janice

GOKMEN, Ahmet, *Gazi University*

The Perspectives of Pre-Service Teachers about Sustainable Development

Sustainable development (SD) has several dimensions such as social, economic, ecological, socio-spatial and cultural. The equilibrium between humankind and nature is tried to be balanced through SD. Education is accepted as the basic means to convey the objectives of SD to the next generations. Thus, the perspectives of pre-service teachers (PST) about SD gain more importance before they start to their professional career.

The perspectives of PSTs about SD are analyzed in this study. A semi-structured interview consisted of open-ended questions are applied to the volunteer PSTs. The validity of the interview form is accepted by experts in 94% of P value. The research data is analyzed with the descriptive analysis technique.

The results show that the PSTsÓ knowledge on SD is inadequate and they focused on merely the ecological dimension of the SD. The research is completed by giving suggestions for further studies.

GOKMEN, Ahmet, *Gazi University*

The Perspectives of Teachers about Sustainable School

See ATMACA, Sevilay

GOKMEN, Ahmet, *Gazi University*

Pre-Service TeachersÓ Opinions on ÒGreen PackÓ as an Environmental Education Material

See Akpınar, Pınar

Goldberg, Susan G, *Duquesne University*

Negotiating Encounters with ÒThe OtherÓ: Teaching Qualitative Inquiry to Seniors in a Community Engagement Seminar

Seniors in a capstone psychology community engagement course participate in a qualitative research project that involves interviewing people from a neighboring community for life stories around trauma and redemption. Students are predominantly middle class Catholic European Americans, with a Jewish professor. Participants are African American, generally of a lower socioeconomic status than students. The students co-conduct and transcribe interviews and then perform a public reading of excerpts of the interviews. The

presentation will discuss how students are taught awareness of and how to negotiate differences in race, culture, neighborhood, age, power, and SES. The process is challenging not only for the class but also for interview participants and community members who attend the public reading. They see and hear predominantly Caucasian college students publicly sharing community members' stories. How each group recognizes, articulates, and manages these differences will be discussed. Excerpts of the scripts will also be performed.

Goldstein, Tara, OISE, U of Toronto

Teaching Performed Ethnography and Research-Informed Theatre

This paper will be co-authored by Tara Goldstein and four graduate students who participated in the development of Goldstein's course on performed ethnography and research-informed theatre that is currently offered at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). Beginning with a discussion of the course syllabus, the paper will summarize and analyse some of the rich discussions that have taken place in the course, including discussions about (1) the need to consider three kinds of design – research, aesthetic, and pedagogical design – when conceptualizing performed ethnography and research-informed theatre projects; (2) the tensions that can arise when performed ethnographers and research-informed theatre practitioners try to meet their design commitments in all three areas and (3) ethical issues that arise in performed ethnography and research-informed theatre projects. The paper will conclude with an analysis of how these discussions might influence the further development of the course.

Golovtina-Mora, Polina, Universidad Pontificia Bolivariana

Hunger Games to reality? A fear of freedom, or a fight for freedom?

This paper analyzes the popularity of 'The Hunger Games' in the context of Fromm's theory of individual development and social reality. I will look at the novel's proposal regarding the relations between an individual and the society, how it is reflected in the movies, and the follow-up development of the theme on the HG Facebook page. I will address the questions as follows: Is it another message of the collective unconscious, as Jung and Fromm suggested, and the novel represents a literary response to the occupy movement as it already has been suggested on many occasions? If so, how far did it sink then in the conscious society? In order to answer that, I would like to compare the narrative of the novel with more populist exploration of the narrative, including the project of HG theme park in the context of recent global social events and recent vampire literature.

Golovtina-Mora, Polina, Universidad Pontificia Bolivariana

A Transmedia Analysis of the Matrix Universe as a Bourdieusian Framework

See Mora, Raël Alberto

GOMES, EMANUELA DA CUNHA, TRIBUNAL DE JUSTIÇA DO ESTADO DE TOCANTINS

Políticas Públicas no enfrentamento da violência doméstica contra a mulher

A violência doméstica contra a mulher é uma realidade social que vitima pessoas a nível mundial. Alternativas ao enfrentamento da problemática são discutidas no presente trabalho, bem como as ações realizadas na Vara de Violência Doméstica e Familiar contra a Mulher em Palmas-Tocantins (Brasil). O ordenamento jurídico brasileiro prevê medidas cautelares que coíbem a violência doméstica, dentre elas, a proibição do agressor se aproximar da vítima. No entanto, tal não se mostra suficiente para a solução do problema. O trabalho objetiva demonstrar a imprescindibilidade do atendimento multidisciplinar

para os envolvidos, mediante políticas públicas de educação, saúde e assistência social. Os resultados parciais apontam que o arbitramento isolado de medidas protetivas não conduz a uma solução contínua para o conflito doméstico. Concluiu-se que a ação governamental não pode se limitar à repressão da violência doméstica mediante instrumentos processuais penais, devendo também desenvolver políticas públicas a fim de prevenir o conflito familiar.

Gomes, Gabriela da Cunha, UNIVERSIDADE DE FORTALEZA

Contribuições das ações promotoras de saúde para depressão em adolescentes

O seguinte trabalho, em andamento, pretende analisar a presença e a severidade de sintomas depressivos, bem como suas implicações no rendimento escolar de adolescentes que cursam o ensino médio em duas escolas públicas estaduais situadas no município de Fortaleza-CE. A metodologia é de natureza quali-quantitativa e prevê a aplicação de Questionário Semi-Estruturado e do Inventário de Depressão Infantil (CDI), criado por Kovacs (1983). Os resultados parciais apontam que experiências estressantes relacionadas ao ambiente escolar, tais como: períodos de provas, conflitos com companheiros ou professores podem levar a resultados não saudáveis, como fobias e episódios depressivos. (CARSON & BITTNER, 1994 apud DELL'AGLIO; HUTZ, 2004). Entende-se que os sintomas depressivos podem emergir com facilidade entre os adolescentes, visto que com estes sujeitos ocorrem mudanças substanciais no plano físico, psicológico e social. Portanto, concluiu-se que as ações promotoras de saúde na escola, possibilitam oportunidades para se discutir as necessidades, dificuldades e potencialidades dos adolescentes.

Gomes, Leonam da Cunha, UNIVERSIDADE DE FORTALEZA

Políticas Públicas e Diversidade Sexual

A Constituição da República Federativa do Brasil prevê no art. 5º que todos são iguais perante a Lei. Portanto, é assegurada aos cidadãos a inviolabilidade a direitos fundamentais como a vida, liberdade e igualdade. Neste sentido, o movimento LGBT (Lésbicas, Gays, Bissexuais, Travestis, Transexuais e Transgêneros) acolhe todas as orientações sexuais minoritárias e promove seu reconhecimento. O Plano Nacional de Promoção da Cidadania e Direitos Humanos de LGBT é uma conquista da sociedade brasileira na busca de uma plena cidadania. No entanto, urge a efetivação dos direitos humanos dessas minorias. O presente trabalho, de natureza exploratória, objetiva ressaltar a importância da efetividade das políticas públicas voltadas para este público. Os resultados parciais indicam que esta população ainda sofre com atos de discriminação, preconceito e violência. Concluiu-se que deve ser incentivado em todos os setores da sociedade, o respeito à diversidade sexual e à dignidade humana, estimulando-se uma cultura de paz.

Gomes, Leonam da Cunha, UNIVERSIDADE DE FORTALEZA

Contribuições das ações promotoras de saúde para depressão em adolescentes

See Gomes, Gabriela da Cunha

Gomes, Luiz André Dos Santos, Salamanca University

Three Cultural Context to Understand the Process of Education for Children with Cancer's.

Understand the problems of education of children with cancer in Portugal was the goal of my doctoral thesis by Salamanca University. Through an Ethnographic study within the hospital context with the educational team (consisting of 4 teachers), more than conclu-

sions appear more questions. Why some children have a good school reintegration and not others? What determines this process? What are the cultural landmarks that determine a good school reintegration? To answer these questions the decision was to extend the field of view, "spread the limits between the object and the environment." To understand the whole process, it was necessary to draw new goals (always with qualitative perspective) for understanding the role of family and home school child in the process of going back to school with cancer.

Gomez Gonzalez, Aitor, *Universidad Rovira i Virgili*

From Body to the Paper: Losses and Adjustments of Information in a Self-study about the Embodied-Teaching-Experience

See Garc'a-Monge, Alfonso

Gomez Gonzalez, Aitor, *Universidad Rovira i Virgili*

Tensions and Limitations in the Development of an Online Community of Educational Practice Analysis

See Garc'a-Monge, Alfonso

G—mez Michel, Roc'o, *Universidad Panamericana*

El Alcohol y el Desempe—o Escolar

Aunque parece claro que beber alcohol influye de alguna manera el desempe—o escolar, un estudio realizado entre alumnos de la carrera de comunicaci—n en una universidad mexicana muestra que no es tanto la cantidad, sino los d'as en que se bebe los que impac-tan las calificaciones. Los participantes- hombres y mujeres de entre 20 y 22 a—os- hablan de sus h—bitos y actitudes ante el alcohol.

Gomez, Guillermo, *Pontificia Universidad Cat—lica del Ecuador*

Healthy Homes for Healthy Living: Qualitative research to inform Chagas disease control programs in Loja Province, Ecuador

See Nieto, Claudia

Gonzlez Forteza, Catalina, *Instituto Nacional de Psiquiatr'a Ram—n de la Fuente*

Cultural Identity: Metsis a H—a H—u zone

See Monroy Velasco, Iris Rubi

Gonzlez Gil, JosZ de Jesœs, *Universidad Panamericana*

Influencia de los Grupos Sociales sobre el Comportamiento de las Personas.

See Villada, Ana Paula

Gonzalez-Gutierrez, Luis, *ADISP delegade*

The poetic experience of Juarroz and Borges to the social construction of the reality: contributions to social construcionism

This paper presents the poetics of two important argentinean poets: Roberto Juarroz and Jorge Luis Borges. In his verses, the word's treatment becomes in a singular and subjective perspective of the world, the reality, the human relationships and the principal humans feelings. In consequence, these works made of magic, sense's levels and decon-structive's process offer a lot of analysis and studies from a perspective centered in the

social constructionism. This paper proposes some interpretive ways and promotes studies about the relationship between critical social psychology and literary studies

Gonzalez-Polledo, Elena, *London School of Economics and Political Science*

Tuning in to chronic radio: soundscapes of chronic pain communication as a method for qualitative enquiry

This paper emerges from a National Centre for Research Methods (UK) funded study bringing together methodologies from the arts to research on chronic pain communication (www.communicatingchronicpain.org). Working with chronic pain sufferers, clinicians and carers, the project explored the relation between the experience and expression of pain. Combining multiple forms of practice and analysis, including spatial mapping, modelling, sound, digital media and images, the project looked at the multiple relations between physical, social, psychological and aesthetic dimensions of experience. Building on soundscapes collaboratively generated by participants, this paper explores the relation between pain and sound, examining what pain might sound like and how it is transmitted and heard. The paper argues that sonic arts methods can support and extend traditional forms of qualitative enquiry in bridging the analytic gap between distance and immediacy, experience and expression.

Gonzalez, Elsa, *Texas A&M University*

Re-creating Oppression and Hope: Responses to a Multimedia Installation of the Prison Experience and Memories

See Lincoln, Yvonna

Gonzalez, Isaac, *Public Health Laboratory, University Center for Health Sciences, University of Guadalajara*

Concepciones Culturales Sobre La Migración En Adolescentes Residentes De Una Comunidad Del Estado De Jalisco

See Becerra Moscoso, Mitzi Rubí

Goodwin, Sheila Rae, *University of South Carolina Beaufort*

Can Critical Thinking Be Applied Across Disciplines and Across Countries?

Ahmad Aboshaiqah, Nolutho Diko, Sheila Goodwin and Mahaman Moussa

Building on previous research by the authors, this study explores the application of critical thinking definitions, concepts and educational activities across disciplines and across countries. From nursing education to teacher education and from the US to Saudi Arabia and South Africa, the authors explore critical thinking of students and potential implications for educators.

Gordon, Tedi, *Athens State University*

Don't Drink the Kool-Aid: Tensions between Tenure and Academic Labor as a Junior Faculty Member

Academic labor is a term that can describe experiences of junior faculty members, as well as contingent and adjunct instructors, in the wide variety of higher education institutions where tensions between teaching, research, service, and funding challenge those employed. The purpose of this essay is to provide one perspective in negotiating the demands of the job description as well as to challenge the organizational structure that gives contradictory messages related to achieving tenure. Through such exploration, the

author hopes to seriously work towards tenure herself and help others avoid the pitfalls of “drinking the Kool-Aid” and becoming academic labor.

Gorman, Geraldine, *University of Illinois at Chicago*

The Web of Yearning: Exploring the Interconnection of Losses Past and Present

Recent investigations into the nature of bereavement suggest that what unites individual experiences is the commonality of a restless searching perhaps best described as yearning. In this session two hospice practitioners—None at the start of her career, the other having practiced over a decade—will explore through autoethnographic writings their own journey through the terrain of loss. The histories of the caregivers—nurses, physicians, chaplains, social workers—become entangled with the unfolding lives of those for whom they care, creating a finely spun webbing in which vibrations reverberate throughout the interconnected strands. Autoethnography, or the writing of personal narratives, allows us to see the patterns which unite us and to feel the pulse of this universal longing.

Gorman, Geraldine, *University of Illinois at Chicago*

The Janus Perspective: A narrative of the midlife passage

The passage through mid-life often coincides with the realization of inescapable mortality—None’s own and that of all with whom we are intimately connected. In this session I will offer my experiences and insights as an educator, hospice nurse, mother and Quaker as I proceeded through this journey. Personal loss marked the beginning of the passage but as it concludes the insights gleaned transcend the inevitability of mortality. Middle age began on an oncology unit and concludes as I contemplate the sequelae of the wars in Afghanistan and Iraq. Looking back across the span of these two decades with all its collateral damage and looking forward, I invite the participants to consider the questions of dispensable lives and complicity.

Gorman, Geraldine, *University of Illinois at Chicago*

Vets Creative Strengths: Using the Arts to Help Student Veterans Cope

With the war in Afghanistan in its 12th year, more veterans are attempting to assimilate into society, many entering our schools and colleges of nursing. Many require special accommodations and adaptations based on combat-related experiences or disabilities. Their challenges are rarely acknowledged by faculty or administrators: avoidance from feeling detached from traditional college students; hyper-arousal from trauma; difficulty with focus and concentration. In a support workshop for the student veterans in the UIC College of Nursing, we used an interdisciplinary approach and facilitators from Disability Studies, the Department of Psychiatry, the Art Institute and the College of Nursing. We conducted weekly group sessions utilizing the visual arts, writing and performance. These fostered coping skills and community. Entitled Veterans Creative Strengths, the workshop’s culmination was an exhibition curated by the School of the Art Institute. In this session we will share our narrative of lessons learned and applications for student veterans.

Goscha, Rick, *University of Kansas, School of Social Welfare, Center of Mental Health Research and Training*

Adults with Schizophrenia and their Active Participation in Mental Health Treatment

See Koenig, Terry Lea

Gott, Merryn, *School of Nursing, Faculty of Medical Health Sciences, The University*

of Auckland

Theoretical Legacies and Grounded Theory: My Evolving Epistemology

See Ward, Kim

Gracia, Natali, *University of Illinois at Urbana-Champaign*

Brazilian Ideologies: Perceptions and Decisions in regards to the Body

Brazilians are often associated with having beach fit bodies, hosting grand events, and being very passionate about soccer. But few have begun to dissect the opinions of Brazilians, on these associations or considered the social impacts of them. In fact, the residents of the Atlantic Ocean side of Brazil are given higher expectations especially in regards to being physically fit and research has been done regarding coastal areas. This mixed-method transformational theory study proposal aims at deciphering what is the role of the body to Brazilians and also, how this impacts their life to a broader population. Our interview questions are categorized into: Demographic Information, The Body, The Opinion of Others, Physical Activity, Plastic Surgery, Beauty, Clothes, and Opportunities Favored by Ideal Body. This study argues that decisions made by Brazilians are based off of these perceptions and have a vast impact on societal issues.

Gracia, Natali, *University of Illinois at Urbana-Champaign*

YouthOs Commitment to Responsibilities in Youth Programs

Youth programs can provide a space for skill development and practice through task-oriented activities. This qualitative, grounded theory study was aimed at learning why youth remain committed to their responsibilities in youth programs and also, what role program leaders play in this process of youth commitment. The coded responsibility data was analyzed from the Pathways Project, which is a longitudinal study on youth, parents, and program leaders from voluntary project-based programs. Results show that there were four themes for youth remaining committed and three themes for the leaderOs role in that process. For example in youth developing commitment, one theme emphasized youthOs personal obligations to a team project. In relation to the leadersÓ roles, one theme highlighted the importance of being present in order to serve as examples for the youth. This study should be continued and used to improve curriculum development in and outside of classroom settings.

Graff, Ana Rebeca, *Universidad Panamericana*

La Influencia de Programas Televisivos como AmericaOs Next Top Model en las J—venes Mexicanas

See Garcia Quintana, Ricardo

Graham-Dotson, Yolanda, *Indiana University Section of Adolescent Medicine*

Case Study Analysis in Child Welfare Evaluation Research

See Bloomquist, Kori Rose

Graham, Dawn, *Ohio University*

Impact of Primary Care-Behavioral Health Integration on Provider Practices

See Shamblin, Sherry R

Granger, Sydney, *Texas State University*

The lived experiences of TAs as faculty members in-training

Developmental education (DE) has been an important part of higher education in America since the earliest days of higher education (Arendale, 2002; Boylan & White, 1994). Since then, the responsibility of instructing underprepared students has ranged from preparatory academy professionals (Arendale, 2005; Boylan & White, 1994; Wyatt, 2003) to full-time faculty members with terminal degrees (Paulson et al., 2012). Currently, part-time instructors and graduate teaching assistants (TAs) have a major role in the delivery of developmental education. While they are common at universities, TAs who are charged with teaching (DE) courses are rarely featured in empirical studies. Framed by the transformative paradigm (Mertens, 2008), my analysis of interviews explores the lived experiences of TAs as faculty members in-training learning to identify and navigate the power structures of the academy while simultaneously bearing the responsibility of helping underprepared and often traditionally underserved learners manage the very same power structures.

Grant, Alphonso Walter, *The Pennsylvania State University*

Praxis(ing) Rap music As Critical Pedagogy

Drawing on theories, ideologies, and some facets of Black English Vernacular from scholars such as, Paulo Freire, bell hooks, Jay-Z, and Nas this research explores the impact of urban education practitioners utilizing a critical pedagogical framework that enhances the knowledge of rap music that their urban students possess. This methodological framework aids in students developing a critical awareness, nurtures student engagement within pedagogical settings, and centers the notion of education on the student; a concept that has been misplaced in this day of common core standards. This methodology is salient because it supplements and does not supplant critically engaged pedagogical curriculum.

Gray-Dowdy, Audra, *East Tennessee State University*

Photo-ethnography: A Pathway to Understanding One Policy Implementation

See Moran, Renee

Gray, Jonathan M., *Dept. of Speech Communication, Southern Illinois University, Carbondale*

Energy/Water

The late Senator Paul Simon warned over a decade ago that water (more so than fossil fuels) would be the natural resource we most likely fight over in the 21st Century. Oil rich Saudi Arabia is facing a domestic energy crisis as too much of its natural gas reserve goes to water desalination. In the US, we develop greater access to domestically extracted gas and oil while downplaying the cost in water: both the unrecoverable millions of gallons used in hydraulic fracturing fluids and the unintended contamination of ground and surface waters. Drawing on nearly two decades of my work as performance activist and environmental educator, this presentation explores muddy entanglements of water and energy, from personal, everyday consumption to global sustainability initiatives.

Greene, Jennifer, *University of Illinois*

Ethical Questions in Program Evaluation

See Visse, Merel

Grijalva-Verdugo, Abel Antonio, *Universidad de Occidente*

Individual cognitive schemas in the interpretation of cinema: from the fan to the critical viewer

The cinema as a medium, is a social construction of values, ideas, art and ideology, itself, contains educational components, entertainment, art and politics that allow to maintain the perpetual spectator interest through fictional worlds locating their representations in the world of social daily life. In this concern, this research inquires the association networks and individual cognitive schemes of the subjects at the time to they watch a film, according to their personal life stories and cultural environment. In order to give meaning to the work, a methodology based on constructivism of the social sciences was raised, where different techniques were used for data collection: film text analysis, five experiments to six control groups, and direct observation of their reactions when exposed to audiovisual stimulation. The results provide an insight into the concepts of fan and critical viewer.

Grijalva, Mario, *Ohio University*

Healthy Homes for Healthy Living: Qualitative research to inform Chagas disease control programs in Loja Province, Ecuador

See Nieto, Claudia

Groleau, Danielle, *McGill University and Jewish General Hospital*

Comparing the Breastfeeding Experience of Canadian Mothers Using BFI and Non BFI Health Services.

In 2007, Quebec (Canada) launched of a policy promoting the implementation of the Baby Friendly Initiative (BFI) to promote and support breastfeeding. This study documents the experience of mothers using breastfeeding promotion and support services with varying degrees of BFI implementation. Focus groups were conducted with 52 breastfeeding mothers that used health services identified as having either high or low levels of BFI implementation. Thematic content analysis was done to compare mothers using high versus low BFI services. Most mothers using services with low BFI did not meet their breastfeeding goal and faced numerous barriers to support. Most mothers using services with high level of BFI breastfed for the planned duration and mentioned feeling comfortable with the embodiment of breastfeeding while feeling empowered to face the sexualizing gaze of others. Data suggests that high BFI services helped mothers attain their breastfeeding goals, changed their embodied experience, empowerment level and environment.

Grootboom, Nomalanga P, *University of South Africa*

When consent forms are not returned : ÊA qualitative inquiry in a former white school in South Africa

ABSTRACT

When consent forms are not returned - a study conducted in a former white school of South Africa.

Nomalanga P. Grootboom

grootbnp@unisa.ac.za The South African schools system was marred by race and the discrimination thereof during the apartheid era. Desegregation became one of the initiatives in redressing the apartheid school system.

The paper seeks to illustrate how a data collection exercise turned out to be a limitation and marginalization of white learners but privileged the black learners during data collection. Socially constructed categories (e.g. race) are used to privilege others. The con-

sent forms which were sent out to black and white parents of the Grade 11 classes became a classical illustration. In this qualitative study interviews, observations and school documents were used. This study helps us understand the limitation brought about by consent forms not returned in methodological exercise during data collection. . Marginalization, Privilege, Consent Form, apartheid

Grube, Vicky, *Appalachian State University*
Beautiful Nonsense; Studio Art as Documenting Becoming

In the chapter Writing a Method of Inquiry, Laurel Richardson discusses writing stories and personal narrative to document the unstable nature of life. She refers to this unfixed journey as becoming. Like Richardson, I use materials to make sense of my world. Yet as a visual artist I have been documenting my recent becoming through making a series of large battle drawings. I recognize that contemporary ethnographic genres have blurred and the interplay between the visual narrative of art and physical mark making are a valuable means to document a becoming. These battle drawings evidence the partial, the local and situational as a kind of knowing and also deconstruct the notion of validity. As Richardson values knowing what impacts our lives, so we can Öconfront, embrace or ignore, Ö (p. 483) as an artist I also wonder, Öhow can the drawn image remake memory?Ö

Guadalupe Rufino, Ericka, *Public Health Laboratory, University Center for Health Sciences, University of Guadalajara*
Afrontamiento de la Mujer Ante la Migracion de su Pareja y Repercuciones en su Salud

See L—pez Hernández, Rebeca

Gubert, Fabiane do Amaral, *Federal University of Cear*
Mothers talk about sexual health with their daughters: influence of social and cultural factors

Traditionally, mothers have the responsibility to talk with their daughters about sex and sexuality in order to prevent an unwanted pregnancy and STD/HIV. Objectives: To uncover, based on the mothers« experience, their talks to their daughters about sex, sexuality and prevention. Methodology: Fifteen women (32-43 years old) who participate of the Family Health Unit, in Cear, Brazil. Analysis based on Transcultural Theory. Social/cultural factors influence mothers in the way they talk about this sensitive theme, such as, limited knowledge, fear, emotions and shame. Regarding the DST/HIV, there are little discussion about it as an argument for prevention, and it pointed out a perspective of risk to life and it did not mention anything about signs and symptoms. Conclusion: There is need for the community nurse to consider social and cultural factors in the family health care, improving knowledge and communication skills for mothers hence sexual health promotion for adolescent.

Gubert, Fabiane do Amaral, *Federal University of Cear*
Promote Sexual Health: Circle of Culture as Strategy to Hiv/Aids Prevention among Catholic Adolescents in Brazil

See ferreira, Adriana Gomes Nogueira

Gubert, Fabiane do Amaral, *Federal University of Cear *

School Education Duty with Adolescents: Effects on Adolescents' awareness to sexual health behavior for Hiv/ Aids Prevention

See Costa, Ana Cristina Pereira Jesus

Gubert, Fabiane do Amaral, *Federal University of Cear *

Street youth: knowledge and prevention of sexually transmitted diseases

See Pinheiro, Patricia Neyva da Costa

Gubert, Fabiane do Amaral, *Federal University of Cear *

Infidelity relationship between HIV/AIDS infection in the view of heterosexual men

See Pinheiro, Patricia Neyva da Costa

Guerra Guerrero, Ver nica Teresa, *Universidad Cat lica del Maule*

Social Inequities in Population on Hemodialysis in Chile.

Social inequities are conditions that still persist in Chile. Patients on hemodialysis are exposed to these differences facing difficulties to follow the treatment and to increase their quality of life. This paper explores how social inequities affect the quality of life of hemodialysis patients. Based on interviews with patients receiving hemodialysis in Chile a secondary analysis was done using a critical hermeneutic approach with 15 people. Life experiences were related to unemployment, income, educational level, food and shelter. Health care providers and policy makers require focus in social inequities experienced for patients in order to improve the quality of life in this population.

Guetterman, Timothy, *University of Nebraska-Lincoln*

Preparing Undergraduate Minority Students for Biomedical and Scientific Careers: A Mixed Methods Evaluation

See Harnisch, Delwyn L.

Gueye, Mor, *University of Illinois Urbana Champaign, Department of Curriculum and Instruction*

Coming to know theory

See Johnson-Mardones, Daniel F

Guimaraes, Patricia Neves, *McGill University and State University of Montes Claros*

Stigma and mental illness: social representations among the general population and health professionals in Minas Gerais, Brazil

There is insufficient data on how stigma affects mental health care in the Brazilian population. Aim: To examine social representations and local practices among the general population, and health professionals in relation to mental disorders and associated stigma. Methods: Qualitative methodology, semi-structured interviews and participant observation, were used with a purposefully selected sample of 34 participants: 18 persons from the general population and 16 health professionals. Results: The most common explanations of mental illness are Oataque dos

Gullion, Jessica Smartt, *Texas Woman's University*
Cancer/Environment Rhizomes

Using poetic forms, I present findings from in-depth interviews with cancer patients who live in geographic areas with higher than expected incidence of cancer and/or designated cancer clusters. Poems in this instance serve as rhizomes in the Deleuzian sense, with multiple entry points into the cancer/environment assemblage for the listener.

Gunnarsson, Karin, *Stockholm University*

How to map moving figures? Diffractive engagement in an apparatus of health promotion in education

The objective of this paper is to elaborate methodological questions of how to map moving figurations. Inspired by multi-sited ethnography the mapping moves through different practices and events entangled to an apparatus of health promotion in education. By performing a diffractive engagement the aims are to investigate how different figurations of health are produced and what these figurations are producing. Thinking with feminist post-constructionisms and an ontological assumption that there is no singular reality but instead multiple realities that coexist and overlap the figurations are not consistent or definite but instead slippery, fuzzy and constantly transforming. This includes an acknowledgment of the agency of different bodies involved in an entangled relationship where the data is a co-constitutive force. How then can the diffractive engagement enable articulations of the fragmentary and ever-changing chains of relationships in terms of flows, connections and disconnections?

Gutierrez Garc'a, Andrea, *USPA*

UTILITICÓ: an educative program to enhance the serviceable use of ICT

See Palacios Vicario, Beatriz

Gutiérrez Wong, Ana Paola, *Universidad Panamericana*

El Impacto del Libro *Fifty Shades of Grey* en Lectores J—venes

See Palacios, Lorena Gabriela

Gutiérrez, Jaime Andržs, *Project Evaluation Leader*

Using Evaluation for Innovation, Communication and Interaction to Change Traditional Evaluation Expectations and Generate Learning

This is an analysis about communication and interaction issues generated by the use of information in a new Faculty Unit Program oriented to support innovation to improve teaching and learning. Values and interest in evaluation were discovered when stakeholders request traditional Mid-Term and End-of-Project evaluation. High uncertainty about outcomes demands situational responsive actions to learn about the nature of the innovation process. We discuss how the use of information can change expectations about evaluation improving comprehension and letting traditional methodological concerns aside. We leave space for reflecting about the role of evaluation when innovations have started and how communication and interaction based in evidence can allow innovators to receive more pertinent feedback.

Guttorm, Hanna, *University of Helsinki*

Happy Incidents and Unexpected Encounters in the Academy

See Anttila, Eeva

Guttorm, Hanna Ellen, *University of Helsinki*

Becoming Poems and Love Letters

In this presentation I'll illustrate some threads of the becoming of my currently submitted doctoral thesis. In my research I contemplated the practices of knowledge production and coming to knowing, and illustrate, what and how is happening in a doctoral thesis. While writing the flow of questions in verse/poetic form, I was seeking both rational and affective arguments for expanding the space of not-knowing, dignity and co-creation in the academy and academic practices. In this research I settled upon writing love letters to my research participants/co-researchers. Writing love letters became possible with Deleuze and Parnet. And Deleuze and Guattari. And others. 'You should only write out of love'.

Guyotte, Kelly, *The University of Georgia*

Residing In-Between: A Visual-Verbal Narrative Inquiry into Student Experiences in a Transdisciplinary Design Studio

In fall of 2012, eleven undergraduate and graduate students from the disciplines of Art Education, Landscape Architecture, and Engineering joined together in a Transdisciplinary Design Studio at a southeastern university. The design studio sought to immerse students in an open-ended exploration of water and waste sustainability through a curriculum which promoted creative thinking, visual-verbal reflection, and studio habits of mind. Through the construct of the in-between, this case study explores the experiences of students as they navigated through a complex, provocative, and nebulous educational space. Embracing a narrative inquiry methodology, the practitioner-researcher sought to understand how students conceptualized the design studio as an in-between space as well as told stories of their professional and creative identities. The presentation will discuss how the narratives were co-constructed using a visual-verbal narrative analysis method. These stories of the in-between provide compelling insight into STEAM education, transdisciplinarity, identity, and visual-verbal meaning making.

Guyotte, Kelly, *The University of Georgia*

Artful Pedagogy: Opportunities for Engagement in the Qualitative Curriculum

See Scott Shields, Sara

Hage, Donna D., *Marshall University / Harrison County Schools*

Wrapping up the Common Core: Don't Push the Button!

Motivated by possible No Child Left Behind accountability waivers, schools across the country committed to a rapid fire roll out of the Common Core State Standards. Told from the point of view of a school vice principal, this presentation juxtaposes scenes from the spring that preceded one school's attempt to implement the Common Core. The frantic push to simultaneously end one school year and begin implementing the Core—*in all of its unknown enormity*—during the next was like the famous chocolate factory episode of *Love Lucy*. Just as Lucy and Ethel worked frantically to keep up with the ever accelerating pace of work that came at them, school administrators worked frantically to conclude statewide assessments, finalize student schedules, and close a facility for the summer, even as they were being asked to push along an ever increasing and changing flow of information, jargon, and policy.

Hagen, Julia, *Faculty of Nursing, Sør-Trøndelag University College, Norway*
Analyzing interview data from health professionals and patients - is Interpretative Phenomenological Analysis a suited approach?

Interview data from mental health workers and previous suicidal inpatients were collected to explore professional-patient relationships in psychiatric units. Originally, Interpretative Phenomenological Analysis (IPA) was the chosen method to interpret all the data. However, during the analysis, IPA's suitability for analyzing data from the professionals was questioned. The following issue will be discussed: What characterizes the interview data from mental health professionals and previous suicidal inpatients, and why does IPA seem like a less suited method to analyze data from the health workers?

Hahn, Miriam, *Bowling Green State University*
Always and No Longer Our Own: Constructing Place as Familial and Foreign

Growing up on a 120-acre farm in the Georgia Piedmont, I regarded the land around me not only as a source of sustenance and financial stability, but also as an animate, familial presence. The land bore artifacts that whispered to me of many who had called this place home both after and long before it came into my family's guardianship one hundred years ago. Now, the land again changes hands, and the farm as I knew it exists only in memory as the landscape is mutilated by clearcutting, restructuring, and the installation of new power lines, the behemoths of modern necessity. In my essay, I will examine the connection of place to memory, the idea of land ownership as artificial human construct, and the way that the shape of the land itself, as well as the artifacts it temporarily houses, signals the constant presence of absence.

Haight, Wendy, *University of Minnesota*
Findings from a Student- and Faculty-Run Free Parent Representation Law Clinic

See Marshall, Jane Marie

Haight, Wendy, *University of Minnesota - School of Social Work*
Race and Out of School Suspensions: Narratives from African American children, their parents, and educators

See Wilson, Robert Joseph

Haight, Wendy, *University of Minnesota - School of Social Work*
Race and Out of School Suspensions: Narratives from African American children, their parents, and educators

See Wilson, Robert Joseph

Hall, Allisa Abraham, *University of Georgia*
Magnet Moving, Materiality, and Shifting Boundaries in a Secondary English Classroom

In a 10th grade classroom, a teacher decorates a metal filing cabinet with magnets collected from her travels. Two students notice them and begin to rearrange the display. The teacher doesn't stop them from moving the magnets, but she wonders what the students get from this activity. This paper describes one teacher's effort to think through this question using theories of materiality. Certainly, the students gain something from moving the non-living objects; therefore, the magnets play a role in engaging the students. As Jane Bennett (2010) wrote, "It is futile to seek a pure nature unpolled by humanity, and it is

foolish to define the self as something purely human (p. 116). Her words give credence to the possibility that all matter has the capacity to act on and with each other, and when they do, things happen in what Karen Barad (1995) called "in between" spaces.

Hall, Jori, *University of Georgia*

Mixed Methods Research Designs in the Field of Education

This paper explores the frequency, type and consequences of mixed method designs in the field of education. To do this the prevalence of mixed methods is explored through an examination of studies that report incidence rates of mixed methods research in educational journals and the most common mixed methods designs used. The paper then explores possible meanings associated with the increased use of mixed methods research designs. Questions guiding this discussion include: What assumptions about the production of knowledge are being suggested by the increase in mixed methods designs among educational researchers? Does the increased use of mixed methods designs reinforce more structured design approaches (rather than the use of emergent designs such as those used in anthropology)? The significance of this article is not only to describe the use of mixed methods designs but also to explore potential consequences of its use to advance reflective mixed methods practice.

Hald—rsd—ttir, Tanya, *University of Manchester*

Walking the Talk: Tensions between Analysis and Advocacy in Ethical Inquiry

As a pedagogue and activist I seek to challenge epistemologies of ignorance which perpetuate the notion of all Muslim women as "domesticated, subjugated and unenlightened" (Abdulrazek 2007: 69) by providing alternative, collaboratively-authored accounts of Yemeni women's lives. In the academy however, these stories also function as data and are therefore grist to the analytic mill, which requires their deconstruction, a process which potentially challenges those carefully co-constructed representations. Whilst relationships are central to ethical research practices, scholars rarely acknowledge the ways in which they betray, dispossess or "other" their participants during the analysis stage. Believing that it is the process that should distinguish research undertaken in pursuit of a social justice agenda, I discuss my use of a voice-relational method of analysis in an attempt to explore women's experiences "in a respectful manner that legitimates women's voices as sources of knowledge" (Campbell & Wasco 2000: 783).

Halley, Jean, *College of Staten Island of the City University of New York*

Unexpected kindness: On contradictions and being human

Exceptions, contradictions in my childhood, particularly in adult behavior still stick out in my memory, hard to place, and inexplicable. Yet the adults in my childhood, like all other human beings, were capable of both cruelty and kindness. The reality of the one did not take away from the reality of the other. This autoethnographic essay explores such contradictions and their meanings.

Hamilton, Megan-Brette, *University of Illinois at Urbana-Champaign*

"We just talk" Oral language practices of low-income African-American families.

Researchers debate whether low-income and minority children come to school language deprived. When we better understand the different ways that language development can occur through culturally-relevant home-literacy practices, we can view young children's language skills as linguistically rich versus linguistically deprived. This study explores the home-based school readiness activities reported by low-income African-American mothers

of preschoolers and examines how these activities foster language development. Contrary to prior research, data from qualitative interviews reveal that mothers (and family members) utilize multiple strategies to develop receptive and expressive language skills. Caregivers are promoting child language skills through classroom simulation, conversational strategies, play, extracurricular experiences, and use of multiple literacies. However, the ways in which these strategies are enacted may not be valued or recognized due to linguistic and communication practices that differ from the mainstream culture.

Hamilton, Megan-Brette, *University of Illinois at Urbana-Champaign*
Worlds Apart: School Readiness Beliefs and Practices among Teachers and Low-income, African-American Parents of Preschoolers

See Coba Rodriguez, Sarai

Hamilton, Michael, *University of Illinois Urbana-Champaign*
Remembering Themselves as a Remnant People: Case Studies in Fundamentalist Mormon Education

Fundamentalist Mormon polygamists operate a number of schools in the American West. To what extent does education in these communities prepare children for citizenship in a democratic society? What values are transmitted by polygamists to their children through schooling and related educational activities? What rights do these parents have to control their children's future? What are the rights of children in polygamist groups?

I conducted field work in 2012 and 2013 at two schools: a 500-student K-9 public charter school located in an isolated plural marriage community, and at a 700-student private religious school in a large metropolitan area. These schools are controlled by two different polygamist sects with contrasting views of mainstream society. They share a common origin in 19th-century Mormonism. Interviews, observation, and surveys were used to understand these schools, and to create the first case studies of education among fundamentalist Mormons.

Hamman, Laura Elizabeth, *University of Wisconsin-Madison*
Crossroads of Pink Cobblestone around the Ivory Tower: Female Students Reflect on their Career Journey

See Aguinaga, Arellys

Hammer, Gili, *University of Michigan*
Researching disability and the sensory body through the arts: An interdisciplinary analysis of disability culture

The emerging field of Disability Culture offers novel methodological and analytical approaches for studying the human experience. One approach examines disability performances in dance, theater, and visual arts, addressing questions such as who is the holder of knowledge, in which ways is it possible to manipulate the gaze directed toward the disabled body, and how do disability performances problematize and contest norms regarding disability and bodily abilities?

My presentation will address these questions and more, based on my post-doctoral research about Disability Culture in the Midwestern United States. Documenting disability performances in cities such as Ann Arbor, Columbus, Chicago, and Cleveland, I focus on disability and the sensory body within disability performances, and Disability Culture pedagogy, a continuation of my doctoral research in Israel focusing on blind women's

gender performance, integrating gender and disability studies with anthropology of the senses and research in visual culture.

Hammond, Chad Nathan John, *chad.hammond@usask.ca*

Trickster myths in narratives of young adult cancer: Expressions of uncertainty, subversion, and possibility

Many people with cancer struggle to translate their experiences of illness into language, and often turn to myths as an interpretive framework. Due to their frequent use in cancer discourses, certain myths, such as battles, journeys, and rebirth, have undergone extensive investigation, while more esoteric myths remain relatively unexamined. Little attention has been paid to the trickster figure, recently identified by Arthur Frank (2009) as a prominent trope in some narrative accounts of illness. We analyzed the different uses of trickster figures in 21 narratives of cancer in young adulthood using critical phenomenology (Good, 1994). We found three kinds of tricksters in the young adults' narratives: tricksters of uncertainty, tricksters of subversion, and tricksters of possibility. We use of these figures may be therapeutic or empowering for some in their critical attempts to speak about disorderly aspects of illness experience.

Hampton, Angela J., *Ball State University*

Accountability as an Act of Caring: Portrait of a Life-Long Educator

Situated in theories of caring in education (Noddings, 2003), and through the use of portraiture as a form of analysis (Lightfoot & Davis, 1997), the researcher presents a counter-story of teaching in an era of accountability. The study explores the life of a teacher, Marsha Ethridge (pseudonym), who taught for over 46 years in one urban school serving a marginalized student population. As a beginning teacher in 1964, Marsha recalled that her sixth graders could not read first grade reading materials. She attributed this to the lack of accountability for student achievement. In contrast, by the late 1990s accountability in the form of high-stakes testing had become a constant, sometimes oppositional-sometimes friendly presence. The researcher proposes a theory of accountability as an act of caring, and a catalyst for transformation and hope. Attention will be given to the benefits of using portraiture to analyze qualitative data.

Hamui, Mery, *Universidad Aut—noma Metropolitana-A*

Continuity between the PhD and Insertion in the Scientific Community Mery Hamui, Department of Sociology, Universidad Aut—noma Metropolitana (UAM-A) and Alejandro Canales, Institute of Higher Education Education, Universidad Nacional Aut—noma de MŽxico

Training scientists is a central part of the development process of knowledge-based economies, they require highly qualified personnel in all areas. In recent years, politics enabled students to continue studying PhD programs. Not all students that achieve this level, nor all who got the degree become researchers. Most of whom have been trained as doctors, with or without academic title, find difficult institutional conditions to develop scientific activities.

The patterns of social organization vary by discipline and by specialty according to their activities and the way they cultivate their knowledge object. Each has its own actors, tasks and ways to deliver results. In this paper, we compare in a qualitative way the rules, organization and operation of two disciplinary doctoral programs in two different institutions and explore how doctoral students and early career researchers participate, integrate and work in tasks related to their scientific community.

Hamui, Mery, *Universidad Autónoma Metropolitana-A*

Evaluation of graduate programs: the PhD and the training of scientists

See Canales, Alejandro

Hanawalt, Christina, *The Pennsylvania State University*

Beyond Subjectivity: Locating Care for the Self within New Teacher Induction

In this panel presentation I present a pilot study using an arts-based research process with pre-service and new in-service teachers as a form of support in the often difficult navigation of these periods of teaching. When considering Foucault's notions of governmentality and subjectivity, it becomes apparent that many new teacher induction practices often function through the rhetoric of "helping new teachers during a transition period", while simultaneously functioning as yet another form of discipline and self-regulation in the service of an evaluation-driven educational system. The arts-based research process used in this study offers an alternative to current induction practices in an effort to help new teachers locate a care for the self within a public school system of governmentality.

Handsfield, Lara, *Illinois State University*

The discursive and embodied construction of preservice teacher identities across timescales

See Crumpler, Thomas

Hannes, Karin, *KU Leuven*

Including Findings from Arts Based Research in Systematic Reviews of Qualitative Research Evidence: Setting the Agenda for a Collaborative Research Exercise.

A systematic review of qualitative research evidence is a process of combining evidence from original qualitative studies to create new understanding. Review authors may have ignored insights generated from arts based research (ABR), a qualitative research method in which the expressive qualities of form are used to convey meaning. These authors exclusively draw from written research evidence. I argue that the exclusion of ABR findings is inappropriate when the aim of an author is to develop a comprehensive review. However, I also acknowledge the resistance of review authors to engage with non-textual research findings; we don't really know how to deal with them. In this presentation I will outline the major challenges of integrating findings from ABR in systematic reviews, in an attempt to form alliances and generate the "critical mass" that can assist us, authors of systematic reviews, to overcome our resistance to including non-textual data in our reviews.

Hannes, Karin, *KU Leuven*

The (im)possibility of reporting guidelines for qualitative research: a summary of findings from an argument Delphi study.

Reporting guidelines (RGs) for quantitative research designs have successfully been disseminated. RGs for qualitative research have not known a substantial uptake. The variety of different paradigms that steer qualitative research and the broad range of designs, techniques and approaches one could opt for may complicate the consolidation process of such RGs. We explored the possibility of a consolidated standard of RGs for qualitative research exploring the arguments that would plead for or against the development and use of RGs for qualitative research and what needs to be considered in the future development of these RGs. A multidisciplinary research team approached 30 experts in qualita-

tive research. Eighteen agreed to participate in a two-round argument Delphi study, discussing the applicability, potential effectiveness, value and form of RGs for qualitative research. We present a line of argument that can be developed from the type of statements that were supported by the experts.

Hannes, Karin, *KU Leuven*

Let's Play it Safe: Ethical Considerations from Participants in a Photovoice Research Project

The use of images and visual data in qualitative research projects poses new ethical challenges, particularly in the context of participatory research projects that engage research participants in conducting fieldwork. Little is known about how research participants deal with the ethical challenges involved in conducting fieldwork, or whether they succeed in making balanced ethical judgments in collecting images of identifiable people and places. We identified ethical obstacles and challenges research participants encounter as well as the response mechanisms they develop to respond to these challenges. From an inductive analysis of interview data generated from nine participants recently involved in a photovoice research project we conclude that raising awareness about ethical aspects of conducting visual research increases research participants' sensitivity toward ethical issues related to privacy, anonymity and confidentiality of research subjects. However, personal reasons and ethical dilemmas also prompt avoidance behavior that may influence our understanding of a photographed event.

Hannum, Susan M., *Johns Hopkins Bloomberg School of Public Health*

Life Long Illness, Generativity, and Anguish in Later Life; A Case Study of a Childless Older Woman

This paper examines the role of chronic illness in engendering fears of the future and disrupting individual life course, notions of future time, and personal identity. We expand upon prevailing theories of the life course, concepts of biographical and temporal ordering, and the significance of models of generativity, to answer: How does lifelong, chronic illness affect forms of generative behavior? Narrative data were drawn from responses regarding life history and forms of generativity in the Generativity and Lifestyles of Older Women (GLOW) study (N= 200). This case analysis is the result of interviews with one informant, which elicited experiences with progressive, congenital glaucoma. We focus on how emergent the themes of 1) independence, 2) control, and 3) generative behavior and experiences were entwined with chronic illness and fragmentations of self and identity. Further, we relate this phenomenon to health maintenance and future health and care needs.

Hannum, Susan M., *Johns Hopkins Bloomberg School of Public Health*

The Meaning of the Cancer; Disruptions in Time, Place, and Self

This qualitative study sought descriptions of a new cancer diagnosis among chronically ill, older individuals (65+) and the effects on overall healthcare trajectories and notions of health, well-being, and life satisfaction. We utilized qualitative interview data from the Cancer Narratives Study, querying areas of life history and experiences of chronic illness and cancer among fifteen informants. Interview transcripts were analyzed thematically to describe how individuals presented and described personal meanings of cancer and other illness experiences. One prominent theme was the Meaning of Illness where cancer was thought of as disruptive to individual biography, and indeed more so than any other illness. For several of the informants, however, cancer was secondary to a pre-existing,

serious chronic illness or disability. In these cases, illness was ÒotheredÓ and resulted in a reconstructed biography. Thus, meaning was often central to individual experiences of chronic illness and has clear relationship to future care trajectories.

Hansen, Cathlene Hardy, *Indiana University*

Practice to Research: Building the Family-Capital Theory of Role Exchange

This research uses grounded theory to qualitatively examine the efficacy of the Campus-Family Capital Theory of Role Exchange (C-FaCTRE). This model explains and predicts elements of poverty (ill-being) and wealth (wellbeing) while providing a practical tool to establish an economically efficient, healthy university that values student and employee wellbeing. Specifically, this investigation shows the utility of C-FaCTRE through examining the learning effects of students who experienced sexual orientation panel presentations in the classroom setting. Elements of both intrapersonal and interpersonal bonding and bridging were evident in the meaningful transformational aspects of student responses. Newly acquired knowledge gained by cognitive shifts and empathic experiences, led to a change in attitudes, intentions, and behaviors. (C-FaCTRE) addresses the demand for a new model of resilience and success exploring ways to improve the personal, interpersonal, and collective resources of a healthy Óuniversity family.Ó

Hansen, Christopher Michael, *Illinois State University*

Gender, Sexuality, and Teaching: Exploring Gender and the Teaching Profession through Study of Men Teachers

While we have a numerical understanding of men in elementary schools _ less than ten percent of the teaching population _, we know little about their experiences. This qualitative, gendered studyÓs purpose was to explore, critique, and disrupt the discourses surrounding men elementary teachers in order to better understand the lives of men and women educators following Collective Memory Work methodology (Haug, 1983/1987). Study participants met in facilitated, collective discussion in order to identify avenues for inquiry, determine a writing focus, and perform collective analysis on those narratives (Kivel and Johnson, 2009). Analysis revealed that men continue to be privileged in hiring and promotion in elementary schools, but these privileges position many men in unsustainable roles of hegemonic masculinity.

Hansen, Christopher Michael, *Illinois State University*

What Makes a STAR Teacher? Examining the Dispositions of PK-12 Urban Teachers

See Hartle, Nicholas Daniel

Hanson, Cindy, *Faculty of Education, University of Regina*

Memories, Stories, and Intergenerational Learning: Case Studies from Chile and Canada

To explore how Indigenous communities in Chile and Canada integrate intergenerational learning, including Indigenous knowledge into their work in textile (weaving and beading) production, I implemented mixed research methodologies stemming from Indigenous and Western theories of knowledge. The story circle focus group using visual objects was an example of an original method developed for data collection. It was built on the idea of using Indigenous research paradigms and participatory methodologies including the use of representational symbols or visuals to create narrative responses and to elicit memories of intergenerational learning. The research methodologies built on

relational aspects of research with Indigenous people who self identified as Mapuche, Cree and Metis.

Benefits were accrued to the study participants through the methodologies that offered them an opportunity for participation in mobilizing the knowledge created in the research to a wider audience.

Hao, Haiping, *Texas A&M University*

From Novices to Experts: The Development of Shanghai Early Childhood Teachers' Expertise

Early childhood teachers are essential to any educational system and expert teachers can provide considerable inspiration to prepare teachers who are well versed in early childhood education. Employing naturalistic inquiry with concurrent nesting strategy (e.g., in-depth interviews, focus groups, artifact examination), this study explored the meaning of teaching expertise and the dynamic process evolving from novice to expert teachers in the pioneer and model of the educational reform-Shanghai, the biggest city of China. Narrative analysis on the real voice from 10 expert early childhood teachers behind the centralized system came up six emerged themes based on coding schemes. Further it indicated professional engagement had always been the main working state of them. Implications for teacher education and policy making from cross-culture perspective were addressed too. How these Chinese teachers developed and crafted their pedagogical practices have implications for teacher preparation programs at the national and international level.

Happel, Alison, *University of Memphis*

Methodological Drag: Passing as a Humanist

See Nordstrom, Susan

Happel, Alison, *University of Memphis*

Storying Prison Stories: A Narrative Inquiry into Women Prisoners and an Arts-Based Prison Course

See Torres, Carlos

Harden, Troy, *Chicago State University*

Truth and Trauma Youth Empowerment Program: Qualitative Findings

See Kenemore, Thomas

Hardin, Ben, *University of Texas*

Drama-based Qualitative Inquiry in Devised Theatre and Identity Research

How can qualitative inquiry function in a drama-based research project? How does arts-based qualitative inquiry lend itself to identity exploration? In what ways can qualitative inquiry function for creation of art and analysis? This paper discusses the use of qualitative inquiry in two ways: first, as a method for devising (creating) an original piece of theatre that investigates individual transitional identity; and second as a means for analysis for data collected during the creative process and resulting performance. This paper reports on the dual use of qualitative inquiry through the experience of seven pre-service theatre teachers at the University of Texas and their creation of an original theatre piece as part of the research for my Master of Fine Arts thesis project. Inspired by previous research in arts-based qualitative research, this project used personal narrative inquiry and thematic coding to organize dramatic performance of identity and analyze the resulting product.

Harkness, Shelly Sheats, *University of Cincinnati*

Adolescent Girls' Conceptions of Free Online Math Tutor Khan Academy

See Cargile, Lori Ann

Harkness, Shelly Sheats, *University of Cincinnati*

Adolescent Girls' Conceptions of Free Online Math Tutor Khan Academy

See Cargile, Lori Ann

Harmon, Justin, *Texas A&M*

The Existential Sensibility of Loss in Autoethnography

John Dewey said that "reflection is native and constant." And since the day that my brother died, that sentiment has been a ringing endorsement of my life. Through the reading of those ascribed as existentialists, I have become able to put a new understanding on a story that I thought I had locked away years ago. In the face of a crippling loss, it took years for me to find myself (without actually knowing that I was lost), and the jury is still out if I really have done so. But as Sartre stated, nothing can save you from yourself, so this accounting is an attempt to understand my experiences as I move to building my authentic self.

Harnisch, Delwyn L., *University of Nebraska-Lincoln*

Preparing Undergraduate Minority Students for Biomedical and Scientific Careers: A Mixed Methods Evaluation

In the United States, underrepresented minorities (e.g., African Americans, Hispanics, Native Americans) tend to complete the Ph.D. degree and continue in biomedical and behavioral science careers at disproportionately low rates. The National Institutes of Health has funded the RISE program to facilitate and stimulate these careers in underrepresented minorities. The program aims to develop engagement, capacity, and continuity for scientific careers by developing skills in scholarship and scientific inquiry through primary program activities: internships, mentorships, and professional conferences. The purpose of this paper is to present the substantive and methodological findings of the mixed methods evaluation of the RISE program for undergraduate students at a public university in the Caribbean Islands. The results of the quantitative instruments, qualitative interviews, and focus groups indicated the degree to which the goals and objectives of the program were being met. The mixed analysis yielded a more comprehensive understanding of outcomes and program shortcomings.

Harris, Anne, *Monash University*

Ghost-child

Autoethnographers perform the power of stories, particularly those within families and family cultures, by drawing direct and indirect lines between cultural diasporas and familial ones; between sex, gender and race displacement, and familial micro-communities, even imagined ones. When we cannot perform our roles within known communities, or when those communities have outlived their usefulness, we imagine new ones. Home as an embodiment of my body is at the heart of performative ethnography for me. This piece draws on the notion of haunted homes, ghost-children and imagined parents. My approach to searching for my birth mother mirrored performative autoethnography, in the confidence that my body would guide me. Performance, Langellier insists, is "in dialogue with absent or 'ghostly audiences'" (p 127), and it gives me a chance to be

in dialogue with those who are gone, those who have never appeared, and those who are there but not visible, not audible, silent.

Hart, Michael Anthony, *University of Manitoba*

Within Us, Among Us, Around Us: Negotiating the Tensions of Doing Anti-Colonial Research

See Straka, Silvia Madrisa

Hart, Sarah Mertz, *University of Auckland, Faculty of Education*

Adapting a qualitative toolbox to research individuals with significant disability

My ethnographic research bestrides a six-month progression from segregated special schools into the early stages of adult community life. Guiding my research are lived experiences of three key participants selected from the highest 1% of special needs within New Zealand school population. Social research of this nature questions traditional pillars upon which qualitative research is built. Access deep into participants' personal transition environments is afforded through my previous experience as a special education teacher. Teaching experience also assists in forging a genuine partnership with key participants. I will discuss methodological adaptations specific to the communication preferences of my participants, and how this data will be contextualized by interview and observation data from key transition informants (e.g., family, teachers, and support workers). By using researcher reflexivity, I balance competing perspectives about my participants, while centralizing their insights. Vulnerability is explored through both research ethics and politically reconceptualised transition as social justice.

Hartlep, Nicholas Daniel, *Illinois State University*

What Makes a STAR Teacher? Examining the Dispositions of PK-12 Urban Teachers

The research study being described in this paper proposal began with the question, "What makes a STAR teacher?" and was inspired by the work of Haberman (Haberman, 1991, 2004). Its aim was to identify the dispositions of effective in-service PK-12 Chicago Public School teachers. The analytic population for this study included Illinois State University alumni who were certified at Illinois State University to teach, and who are also currently teaching in the Chicago Public Schools (CPS) (n = 400). Data was collected via the Haberman STAR Teacher Pre-Screener (a quantitative questionnaire), a supplemental survey developed by the research team (a qualitative survey), and the Haberman STAR Teacher Live Interview (a structured interview protocol). Initial findings are shared, as well as implications for practice, policy, and teacher preparation. Although this study relied on mixed methods, this paper focuses on the qualitative aspects of the work.

Harvey, Laura, *Surrey University*

Qualitative Inquiry and the Pace of Academic Life

See Mendick, Heather

Harvey, Laura, *Surrey University*

Disgusting celebrities: Celebrity motherhood and the cultural politics of austerity

See Allen, Kim

Hasford, Julian, *Wilfrid Laurier University*

Young, Working, and Black: Narratives of Race, Oppression, and Resistance in the Workplace

In this paper I examine the dynamics of race, gender, oppression, and resistance in the workplace through the narratives of young black workers. The study is based on interviews I conducted with 24 black Canadian youth and young adults (aged 16-35) as well as critical self-reflections, which were analyzed using a combination of narrative and grounded theory approaches. I use the metaphor of the Working Game to conceptualize these narratives of race, oppression, and resistance, with particular emphasis on the dynamics of unequal playing fields, racialized gameplay, and players' disempowered subjectivities. I reflect further on these findings to explore dominant cultural narratives and panopticism as mechanisms of oppression, the role of social capital and privilege in systemic racism, and dramaturgical forms of resistance through identity performance. Limitations and implications for future research in community psychology are discussed.

Hashimoto, Clarissa, *Universidad Panamericana*

Facebook y las Relaciones Interpersonales

See Barroso, Carlos Fernando

Hassan, Soraia El, *Universidade dos Grandes Lagos*

Medical training and primary health care

See Castro Rossi, Lilian Cristina

Hauk, Marna, *Institute for Earth Regenerative Studies and Prescott College*

Gaian Methods as Qualitative Inquiry

Gaian methods frame qualitative inquiry from the perspective of the planet as an emergent living system. They arise at the convergence of Gaia theory, complex adaptive systems, indigenous ecological knowledge, living wisdom traditions, embodiment, ecopsychology, and ecophilosophy/sustainability. This paper details Gaian methods, including their connective and collaborative characteristics, their embedding and embodying qualities, as well as their extending, extolling, autopoietic, and regenerative aspects. This scholarship suggests how we can extend catalytic authenticity to Gaian dimensions. Litheness or vigor is an alternative to rigor for quality in living systems inquiry. The following questions invite Gaian methods: What qualitative inquiry is critical to narratives of impending global and ecological catastrophe? How can inquiry emphasize ecological interconnection rather than factorial isolation? How do we facilitate the radically ecocentric move to source inquiries from Gaia as the planetary presence? How can we interview the planet and conduct earth ethnographies? www.earthregenerative.org/gaiamethods/

Hauk, Marna, *Institute for Earth Regenerative Studies and Prescott College*

Redesign by Earth: Infusing Living System Considerations in Ethical Review and the IRB Process

Institutional review board processes were originally established as a safety check on exploitative academic research practices. Now, as concretized in policy mechanisms within the academy, IRB "protective" processes ironically tend to fortify mainstream (and colonizing) research approaches while excluding and corraling qualitative inquiry. A multi-year research project at Prescott College revamped institutional review and established processes for including living systems considerations. This catalyzed a generative culture

for a broadened understanding of the ethical dimensions of research. Our research team modeled our design process after living systems theory, complexity, regenerativity, biomimicry, and symbiogenesis. Thus, in process design as well as application, the redesign of the college's IRB attended to the more than human world and to biocultural integrity. From instituting reflective, ethical pre-design to social media campaigning, the revamped Board's policies and practices liberate instead of bureaucratize by extending qualitative inquiry to dimensions of social and biocultural justice and ecological presence.

Hauk, Marna, *Institute for Earth Regenerative Studies and Prescott College*
Wheels of Wholeness: SIMages - Synthesis with Image Mandalas - for Complex Arts-Based Data Synthesis

This arts-based method offers an alternative to the process of disassembling and then reconstructing data elements to arrive at meaning typical in many qualitative analysis methods. In order to avoid vivisectioning data, I describe a set of data synthesis methods for maintaining the living wholeness of data fields. The affiliation of data with multilayered images into wheels of wholeness preserves the holography and context of the data while allowing the data to come to life and thrive in fields of relationship. The researcher-artist-connectionist composes these data-image-wheels into mandalas; proximity can denote multivalent relationship. Data Synthesis with Image Mandalas (SIM) involves rendering kinesthetic montages, mandalas of mandalas, which can also be used as engaging, complex member check processes. The game-like, colorful, sensual, and kinesthetic qualities of the SIMage process engage extended intelligences. SIMages catalyze the synthesis of meaning, upwelling and living from the autopoietic (self-generative) life of the inquiry.

Hayes, Nini Visaya, *University of Massachusetts*
I Belong

This performance is an ethnographic understanding of the researcher's experience working with a psychiatrist who practices narrative therapy to deal with the experience of constant racial and sexist microaggressions as a doctoral student at a predominately white northeast flagship university while doing social justice work in cross-racial settings. The piece explores the impact microaggressions has on her self-awareness, emotional and psychological well-being, and life decisions. In reflecting on this experience, the researcher hopes to disrupt and interrogate what a more inclusive academy can look, sound, and feel like as well as hope and solidarity in working cross-racially to allow what Soyini Madison calls a politics of possibility.

Hazzan, Orit, *Technion*
Teaching and Learning Qualitative Research & Conducting Qualitative Research

See Nutov, Liora

Hedayati Mehdiabadi, Amir, *University of Illinois at Urbana-Champaign*
The Most Direct Route to Reality: The Case of the Intrinsic Case Study Method

See Secolsky, Charles

Hedayati Mehdiabadi, Amir, *University of Illinois at Urbana-Champaign*
The Clash of the Contexts in Rendering a New Mixed Methods Approach Problematic

See Secolsky, Charles

Heimans, Stephen. *Griffith University*
Researching Education Policy Enactment Diffractively

This paper presents details of a forthcoming collaborative education policy research project that exemplifies the non-representational, performative work that diffractive education policy enactment research does. The project concerns the double jeopardy of both low participation and poor success in the relations between poverty and education and will create constructive collaborations for aspiration and advantage through parent- community- school engagement. It problematizes the places that researchers and their objects occupy and seeks to enact responsible education policy change in a slowed down arc toward ethical ontological epistemological practice. The project will create an integrated theoretical-methodological-technological framework for collaborative policy engagement that disorders prefigurations of capacities to act. The aim is to develop and test a methodology that questions or interrogates the boundaries around participation in producing and using knowledge, asking: How can those with no part, take one? (Ranci_re, 2007). The project will enact wayfaring (Ingold, 2007), where the research journey is the finding. Marks are left. Changes occur. But things accrue, knowledge builds, there are intra-actions through which phenomena emerge about which we might speak in terms of the entanglements between them and the agencies of observation invoked (Barad, 2007) (theory, philosophy, empirical relations) when researching education policy enactment diffractively. References Barad, K. (2007). Meeting the universe halfway quantum physics and the entanglement of matter and meaning. Durham: Duke University Press.

Ingold, T. (2007). Lines: a brief history. London; New York: Routledge.

Ranci_re, J. (2007). What Does it Mean to be Un? Continuum, 21(4), 559-569. doi: 10.1080/10304310701629961

Hein, Serge Frederick. *Virginia Tech*
Deconstructing Space and Time: Doubled Texts and Post-Qualitative Inquiry

Although many qualitative researchers have rejected modernism as a guiding theoretical framework, they continue to work within a space/time binary. Space and time are two of our most fundamental concepts, and the associated binary operates essentially unquestioned. The concepts of spacing, temporalizing, and spatiotemporality are introduced to show how time is irremediably contaminated by space and vice versa. A strange space is opened up by the deconstruction of space and time, one in which every now is also a point and every point is also a now. This properly differential and original space constitutes an important aspect of a post-qualitative inquiry, and doubled or non-linear textual forms are discussed as one way in which to attempt a spatiotemporal reinscription in qualitative texts. Derridean texts that have used such textual configurations are then discussed, as well as the possibilities that these textual forms provide for writing in the post-qualitative moment.

Helferty, Anjali. *OISE/University of Toronto*
Treading unsteady ground: Conducting activist research with Indigenous peoples as a settler researcher

This paper examines my proposed doctoral research, which involves conducting theatre-based work with the aim of building dialogue and solidarity between settler and Indigenous tar sands activists. I explore the ways in which my research can participate in decolonization given my social location as an environmental activist and mixed-race settler researcher in Canada. I examine the context and history of research with Indigenous

peoples as a non-Indigenous researcher, undertaking activist research into an environmental issue, and the use of theatre of the oppressed as a research methodology. I am aware of the risks of replicating colonization that exist in everything that I do. I am also optimistic that my research can participate in decolonization, but know that achieving this goal is an ongoing battle to break well-established patterns. I understand this paper as one step forward _ a step that will need to be taken again and again throughout this research.

Hellzen, Ove, *Department of Nursing, Mid-Sweden University, Sundsvall, Sweden*
Participants with Dementia in Research: How to Get Entry to Their Life World?

See Myren, Gunn Eva Solum

Hendricks, Justin, *University of Florida*
Repetitions

m..eÉ.methodÉfath....holog....xxx...rhood....doing fatherhood, doing methodology, doing parenthood and methodology, videos... moving images...doing fatherhood, doing methodology, doing parenthood and methodology, videosÉ in this presentation we explore different forms of repetition [in methodology] and how repetition might create differences in data...videos and moving images... oood...met...o....oo...

Hennick, Emogene E, *University of Utah*
Homeless Court in Salt Lake City, Utah: Access to Justice for a Disenfranchised Population

The homeless court is an innovative judicial practice tailored to meet specific legal needs of the homeless population. An exploratory study was conducted using a mixed method design to describe the defendants served, outcomes and processes of homeless court on a single day. Thirty-five defendants made an appearance and ninety-nine cases were processed. The four most prominent charges were, open container (26.3%), criminal trespass (25.3%), possession of drug paraphernalia (9.1%) and public intoxication (7.1%). Interviews were conducted with court personnel, police officers and defendants. Themes were identified and analyzed with descriptive statistics for an in-depth understanding of the court processes.

Henriquez, Aja, *California State University, San Bernardino*
The Extended Interview: A Practitioner-Researcher's Tool for Difficult-to-Access Populations

Interviews are a well-known data gathering tool in qualitative research, but some participants are less inclined to trust even the best prepared interviewer. Practitioner researchers are especially well situated to perform an extended interview in which several encounters in a natural setting can build much needed trust and elicit information from participants that would not necessarily come forth in a formal interview setting. Those groups that are disinclined to volunteer for interviews are generally the least understood in the research literature in many areas of inquiry. In this session, the idea of the extended interview will be proposed, using the presenter's research experience to present findings generated through extended interviewing from a practitioner's positionality. A basic framework for the extended interview will be shared with the audience and a discussion of possible application and modification for different fields of inquiry will be facilitated.

Hensley, Brandon, *Illinois State University*

Four years at QI: On autoethnographic community and becoming a conference animal

In this paper the author traces four years of autoethnographic performances at ICQI annual meetings and explores the ways in which this conference has forged community, revisions, problems and possibilities in the face of embedded neoliberal influence in academe.

Henson, Donna, *Bond University*

Rewriting the Life Script: An Autoethnography of Possibility

Pursuing the notion of verbal rumination as a theoretical method, this autoethnography plays in the space between fact and fiction. A disorganized narrative, by any definition of the term, the article presents the storying and restorying of a lived life script. As intended, the piece explores the weight of sociocultural scripted expectation and the reality of the every day life. A layered, fractured messy text; this repetitive, ruminative and relational storying plays in the shadows of memory and possibility, storying a life lived, half-lived, un-lived. Restorying a life that might be, could be, would be. Seeking by way of story to make sense, make meaning, to organize the disorganized and revision the script.

Hermansen, Pablo, *Pontificia Universidad Catolica de Chile*

Photographic knowledge and qualitative research: an aesthetic dimension of social research.

During our research experience with performative practices at the Civic Center in Santiago de Chile we conducted a methodological effort to approach our field of study photographically. Our purpose with the present work is to show our photo-analysis experience through presenting three analytical operations, developed with photographs taken in an ongoing investigation on the appropriation of public spaces, using the Santiago's Gay Parade as case of study. First operation is to reconstruct the context using the Berger's Photographic Narrative. The second is, using the visual codes that emerge from the photographic material; deconstruct one particular scene with its actors and actions. Third operation is to create categories that allow us to reorder the chronological sequence to finally produce an interpretation of the data. Finally, we propose a reflection on the relationship between social science and photography, suggesting some lines of work designed to strengthen that relationship.

Hermansen, Pablo, *Pontificia Universidad Catolica de Chile*

Networks, Controversies, Interactions.

This work analyses the social network concept to develop a delimited definition that favours its critical use, and to the design of mechanisms that activate such networks. A scheme is proposed where the network's place is not occupied by the actor as it is usually conceived, but by the interaction. Consequently, a social network would be a group of interactions that share an occasion and refer about a controversy or, at least, about a conflict. This conceptual analysis is embodied in an applied investigation, which is described along the work, whose focus are the tracks and manifestations that emerge after some information transfer within a social network: the Intensive Care Unit of the Exequiel González Cortés, a Public Pediatric Hospital.

Hernández, Diana Mar'a, *Universidad Panamericana*

La Influencia de Programas Televisivos como America's Next Top Model en las Jóvenes Mexicanas

See García Quintana, Ricardo

Herrmann, Andrew F., *East Tennessee State University*

A Critical Autoethnographic Exploration of Narrative Momentum in Families

In communication and family studies, narrative inheritance provides us with a framework for understanding our identity through the stories of those who preceded us in our families (Goodall, 2005, p. 497). Ballard and Ballard (2011) supplement the concept of narrative inheritance with the idea of narrative momentum, suggesting that family identity moves forward into the future through the narratives the family tells (p. 80). In this account, I question the hegemony of both concepts, particularly narrative momentum which discounts the variety of family types, while supporting the dominant cultural discourses of what defines family.

Hershberg, Rachel, *Tufts University*

"He Says Continue Moving Forward and Do What Your Mother Says": Consejos in Transnational Families

This paper presents findings from a two-year constructivist grounded theory study of the processes through which U.S.-based undocumented Mayan migrant parents, their adolescent children in Guatemala, and their children's elected caregivers in Guatemala maintain relationships across borders and during separation. Initial analyses described how family members utilized cross-border communication, remittances exchanges, and the passing down or receiving of consejos (conventional wisdom) to maintain ties, that is, processes involved in being present when forced to be absent. The findings presented here highlight the role of consejos in these relationships, including their affective and practical dimensions. Although consejos have been identified as important to Latino relationships, they are rarely described as an important component of cross-border relationships for Mayan families, or as a way in which family members try to be present in each other's lives despite physical absences. Implications regarding the resilience of 21st century transnational migrant families are discussed.

Hesse-Biber, Sharlene, *Boston College*

Bringing Marshall McLuhan's Ecologies of Communication Theory Toward Understanding Big Data.

Marshall McLuhan's path-breaking book, *Understanding Media: The Extensions of Man*, published in 1964, notes the character of the medium through which a message is delivered is most important with regard to how it is understood by others. This insight led him to emphatically note, "The medium is the message," because he firmly believed in the independent impact of a given medium to affect the very content of the message. This paper will channel some of Marshall McLuhan's insights on technology and social research, as we discuss the variety of ways "big data" and its "big analytics" challenge our basic research practices and upend traditional disciplinary points of view regarding such foundational questions as: What is the nature of the social world? Who can know? What can be known? It discusses how qualitatively-driven perspectives can challenge and respond to "big data" findings and in turn how big data challenges and extends qualitatively-driven perspectives.

Hesse-Biber, Sharlene, *Boston College*

Addressing Missed Opportunities and Barriers in Developmental Evaluations: The Contributions of Qualitatively-Driven Mixed Methods Research

The current state of impact evaluation programs often fail to address a range of issues from the failure to include the diversity of target populations most impacted to the lack of including the voices of those most impacted developmental interventions. In, there is little attention paid to the range of post-evaluation impacts, with little follow-up post-evaluation to ascertain the ground interface post evaluation outcomes. We examine the ways in which qualitatively-driven mixed methods development impact studies can serve to address missed opportunities and unexpected problems/barriers that serve to compromise research project and the well being of research participants.

Hester, Leigh, *Athens State University*

A Science Teacher's Experience Utilizing a Science Fiction Novel in the Secondary Classroom

With the recent implementation of the Common Core Literacy standards in many states, science teachers are now required to address literacy and reading along with science content. Since these standards originate from a language arts perspective, science teachers may not be aware of how to best undertake this initiative without the necessary in-depth training in literacy strategies. This study is a narrative inquiry that explores the experience of one Alabama science teacher as he utilizes a science fiction novel in the secondary physical science classroom. This story can provide an understanding and affinity of the ideas, practices, and decisions that are required as this novice literacy teacher tries out a new tool. The re-storying of this experience as well as the insights gained from the story will be beneficial to science teachers and all other educators incorporating new approaches or tools while navigating various directives and mandates affecting the classroom.

Heybach, Jessica A., *Aurora University*

Tragic Sights: Theorizing the Unspeakable and Renegotiating Ignorance

This paper explores the role of ignorance and silence in classroom discourse, and attempts to theorize what does not readily exist in qualitative inquiry. Drawing from a qualitative study that utilized tragic visual culture to reveal how educators experience controversial content, I explore the discursive power of silence and epistemological stance of ignorance to shape discourse and reveal psyche. Kristeva (1989) argued that "painful sights do damage . . . if overtaxed or destroyed by too powerful a breaker, our symbolic means find themselves hollowed out, nearly wiped out, paralyzed" (p.223). To theorize the resulting silence and varieties of ignorance that resulted from witnessing human tragedies in this study, three salient themes are analyzed: "I don't know," "I don't want," and "I don't think." Consequently, educators might consider ignorance and silence as profoundly productive, and not exactly an ominous dismissal or willful psychic repression by those witnessing controversial content.

Hibbert, Kathy, *Western University*

Looking back to see our way forward: A critical review of narrative inquiry across the professions

See Burm, Sarah

Hicks, Manda V., *Boise State University*

Let Me Tell You Something about Grounded Theory: Using Qualitative Methods in Coaching Forensics

Competitive collegiate speech and debate (forensics) is a pro-social student activity that encourages students to become more informed and involved citizens. Participation in the activity teaches students to engage in invitational discourse, challenge taken for granted assumptions, and advocate for positive change. This paper examines how key features from grounded theory can be applied to the speech and debate classroom and highlights the significant pedagogical value of introducing qualitative methodological concepts to establish and enhance student mastery of intellectually sophisticated ideas. I use a performance-oriented piece to recreate the conversations I have with students regarding inductive research vs. hypothesis-testing, theoretical sampling, constant comparison, and saturation. I perform a poetic conversation that demonstrates the potency of experimental representations of data and the transformative possibilities of understanding oneself as the instrument of inquiry. I conclude by extending the conversation for application to other subjects and classrooms.

Hicks, Veronica, *The Pennsylvania State University*

Discrimination by Association: Neglecting the Rights of Mothers with Disabilities Negatively Affects the Lives of Their Children

Mothers with special needs face the stereotype of being less capable at parenting than other mothers. These women are burdened with prejudices regarding their abilities, and a lack of accommodations that result in exclusion from the public places where their children play and learn. Discrimination of parents with disabilities continues beyond inaccessible community facilities. Women with impairments have been subject to distorted advice from professionals suggesting that reproducing will bestow their burdens to their children. This qualitative research study of mothers with disabilities brings to light the unequal treatment of mothers with disabilities and how implementing the guidelines from the Americans with Disabilities Act is the first step towards equality for this population. An interview with Maura, a mother with a disability who had her child at the age of 16, outlines her experiences in public school special education. Now an adult, Maura's child is in the public school system. Maura's reflections, as well as other documented experiences by mothers with various physical and mental disabilities, reveal triumphs and losses, and suggest strategies for advocacy on behalf of these women and their children.

This study addresses the following questions:

How might having a mother with a disability prevent a child's future participation in the academy?

What strategies can socially progressive academic programs utilize to better support women with disabilities?

How does the Americans with Disabilities Act suggest small but positive changes in the way mothers with special needs are treated in public educational spaces in the United States?

Finally, how are these guidelines implemented or ignored in the academy?

Higgins, Marc, *University of British Columbia*

Diffraction of an Account of Oneself: the Posthumanist Performativity of a Differentiated Reflexive Apparatus

The (im)possibility of ethical action that is strived for through practices of (self-) reflexivity is deeply tied to the structure of address at which accounts of oneself are given,

how they shape what is intelligible, what is unintelligible, what can be said, as well as how it can be said. Intra-actions between the *ÖselfÖ* that is (re)produced, the (pre-supposed) *ÖotherÖ* that is addressed, and the relations of power at the site of address often generate circular motions within (self-)reflexivity through which difference is subsumed under sameness. What I suggest within this paper is taking seriously the materiality of the scene of address in working towards putting the circular project of (self-)reflexivity under precession. I argue that the material/discursive properties of video diaries produce a discomforting, spatial-temporal torque that, when applied to the axis of rotation, disrupts this circular motion and produce diffractive patterns within *ÖselfÖ*, *ÖotherÖ*, and the structure of address.

Higgins, Marc, *University of British Columbia*

Reframing place and replacing frames: Re(con)figuring photovoice as/for intra-active place-based pedagogy

While recognized as places of learning, schools are often charged with delivering learning that is placeless. There are many deeply entangled factors which (re)produce this placelessness (e.g., nature/culture divide, anthropocentrism, ethnocentrism/Eurocentrism), among which a common thread is Cartesianism and Cartesian separability (i.e. the process through which meaning and matter are individuated as well as separated from that which co-constitutes them). Within schools, Cartesian ways of knowing-in-being render curriculum and pedagogy unsituated within the context outside the school walls (i.e., socially, culturally, bodily, and within the ecology and materiality of space) and invisibly situated within the natural-cultural context inside the school (i.e., curriculum that is hidden in plain sight). Intra-active framing extends upon Butler's (2010) theorizing of the *ÖdoingÖ* and *ÖundoingÖ* of epistemological frames, what they permit and prohibit with respect to what and how we know by inflecting upon it Barad's (2007) concepts of intra-action and posthumanist performativity to account for the ways in which entangled meaning and matter produce the frames through which we come to knowing-in-being within the world. As these frames are temporary and impermanent, as well as always open to and already being reconfigured, the methodological *ÖdoingÖ* of re(con)figuring the possible possibilities of how place is framed within schools calls for an intra-active pedagogy. Within this paper, I propose and put to work digital photography-assisted comic book creation as an example of an intra-active pedagogy that brings explicit attention to how teachers, students, and researchers continuously (re)frame place together, as well as how they are always already (re)framed by place. Furthermore, this methodological extension of and theoretical inflection onto participatory visual research methods such as photovoice also provides a pedagogical space for differing possible possibilities for the boundary making practices of bodily inclusion/exclusion occurring through (Cartesian) separation (and separability). A re(con)figured notion of place is produced by shifting discursive practices of *ÖusÖ*(ing) and *ÖthemÖ*(ing), towards a material-discursive collective re(con)figuring of who *ÖweÖ* are to include human, other-than-human, and more-than-human bodies of space-time-matter and meaning which are often excluded from schools.

Hill, Angela, *Angela Hill Photography Company*

Amplify Black Women: Celebrating Black Motherhood through Poetry and Practice

See Cutts, Qiana

Hill, Dominique, *University of Illinois*

They Ain't Seen me This Naked Since: Positionality and Vulnerability in Family Research

To expound upon the politics of auto/ethnography and doing research within communities of affinity, this paper explores the concepts positionality and vulnerability. Using a three-part design—critical reflexivity, embodied workshops, and volunteer interviews—my dissertation *Transgressgroove: An Exploration of Black Girlhood, The Body, and Education* interrogates the role of culture, education and the Black female body shaping Black girlhood. As a feminist embodied auto/ethnography it deploys Black feminism, feminist theories of the body, and performance to identify, critique, and imagine new possibilities for their relationship. This paper utilized performative writing, to discuss the particular ways my positions as research and family member rubbed against, caressed, and taught each other (Smith, 1999) during the workshop with my family. Also, it demonstrates auto/ethnography's power to disrupt conventional constructions of power and positionality (Boylorn, 2013; McClaurin, 2001) in research and arts ability to support vulnerability and compel others to be vulnerable.

Hillis, Sally J, *University of Nebraska-Lincoln*

How a Healthy Population Acquires Nutrition and Exercise Information: An Exploratory Mixed Method Study

Faced with an overwhelming amount of available sources and different perspectives, researchers in the field of Nutrition and Health Science continually strive to identify key factors that shape a healthy lifestyle. Employing an exploratory sequential mixed methods design, phase one of this research utilized a constructivist grounded theory approach to develop a model explaining the process by which healthy individuals acquire nutrition and exercise information. This model rests on the philosophical views and actions of participants in seeking meaningful and reliable sources guiding their decision-making strategies and offers a more complete understanding of this process. Phase two of this research seeks to modify or develop a useful instrument for testing and elaborating upon the model developed in the first phase of this research. We hope our research will ultimately assist educators and practitioners develop interdisciplinary curricula for the general population, health professionals, and others interested in learning about this process.

Hilyard, Karen, *University of Georgia*

Salmonella and Backyard Chickens - A Qualitative Study

See McNicholas, Caroline

Hindman, Janet Tipton, *West Texas A & M University*

Let the Symbols Speak

This qualitative case study purposed to explore how superintendents instill democracy and democratic values in American public schools. By employing autoethnography to better understand in what ways the efficacy and praxis of the superintendents of independent public schools as founding members of the Public Education Visioning Institute of Texas had been influenced by their participation, the study presents a creative and narrative story created from the polyvocal voices of the leaders who had reiterated their personal stories through qualitative data sources and follows the pattern of the monomyth (Campbell, 1968). Study findings resulted in an iconic unity of values, vision, and passion for change among the superintendents to improve not only their schools, but all public schools and confirmed the need for further development of the Visioning Institute as a moral impera-

tive to sustain democracy and democratic schools. The question of leadership as science or art will also be addressed.

Hipolito, Maiza Claudia Vilela Hipolito, *Universidade Estadual de Campinas*
Sentidos atribuídos à promoção da saciedade no planejamento familiar por profissionais da atenção primária: uma revisão integrativa

See Jorge, Herla Maria Furtado Jorge

Hirschmann, Daniela Raejeanna, *San Diego State University*
The Daily Life of the Deaf-Blind: Negotiating Their Independence

Due to society's stereotype that the deaf-blind community lacks the ability to be independent, we wanted to bring awareness to the public that becoming deaf-blind does not mean that an individual cannot live a fulfilling, independent life. We conducted 22 interviews with deaf-blind participants, support group leaders, and loved ones of the deaf-blind. Also, Hirschmann and Kaviczki observed a support group for the deaf-blind while Crosby was a participant. During our investigation, it became apparent that the deaf-blind community struggles with dialectic tension resulting from the prevailing stereotype that people with a deaf-blind disability cannot lead meaningful lives. We discovered that this dissonance culminates in deaf-blind individuals learning to negotiate their independence and dependence in life. Further research into classes or support groups for family caregivers or loved ones of the deaf-blind is recommended.

Hjelmeland, Heidi, *Norwegian University of Science and Technology*
Analyzing interview data from health professionals and patients - is Interpretative Phenomenological Analysis a suited approach?

See Hagen, Julia

Hjelmeland, Heidi, *Norwegian University of Science and Technology*
Ethical and Methodological Issues in Qualitative Research on a Taboo Subject: Suicide in Ghana and Uganda

See Knizek, Birthe Loa

Hoare, Karen, *School of Nursing, Faculty of Medical Health Sciences, The University of Auckland*
The Role of a Sexual Health Promotion Leaflet in Catalysing Conversations: A Constructivist Grounded Theory

Following an increase in teenage pregnancies in a New Zealand High School, three Bachelor of Nursing students compiled a sexual health promotion leaflet that folded into a small square and was dubbed 'the teabag'. Subsequently, prior to the 2012 summer break, the teabag was distributed to 15 - 18 years olds at two New Zealand High Schools. Ethical approval was granted and students who had received the teabag were asked to participate in its evaluation. Seventeen students, five male and twelve female, of mainly Pacific island or Indigenous Māori descent, were interviewed. Using the tenets of grounded theory, seven focused codes, using gerunds that collapsed into three main categories, were agreed upon by two researchers. The final core category of the teabag 'being a talking point' was constructed. This study describes the basic social process of the teabag 'catalysing conversations' about sexual health amongst young people and their families.

Hoare, Karen, *School of Nursing, Faculty of Medical Health Sciences, The University of Auckland*

Analysing data in a grounded theory study.

To a novice researcher, the terminology used to analyse data in a grounded theory study may appear confusing. In this presentation, we examine a variety of terms used by well-known grounded theorists. We will illustrate with an example of data from a recent study, how theoretical sensitivity was achieved through *Ödancing with dataÖ*. Additionally utilising Charmaz's terms of analysis, data will be sorted into initial codes, using gerunds, then further collapsed into focused codes and finally grouped into categories. Axial codes will be demonstrated and the process of abstraction discussed. By using real data the interplay between coding and categorisation will be demonstrated with the constant comparative method. Although computer programmes exist to aid in coding and categorising, we extol the use of highlighters and codes written on paper, to sift sort and saturate them into categories. Finally we will tell the story from the data.

Hoare, Karen, *School of Nursing, Faculty of Medical Health Sciences, The University of Auckland*

Dancing with Data: The process of concurrent data collection/generation and analysis

To a novice researcher, the terminology used to analyse data in a grounded theory study may appear confusing. In this presentation, we examine a variety of terms used by well-known grounded theorists. We will illustrate with an example of data from a recently completed (or ongoing) study, how theoretical sensitivity was achieved through *Ödancing with dataÖ*. Additionally utilising Charmaz's terms of analysis, data will be sorted into initial codes, using gerunds, then further collapsed into focused codes and finally grouped into categories. Axial codes will be demonstrated and the process of abstraction discussed. By using real data the interplay between coding and categorisation will be demonstrated with the constant comparative method. Although computer programmes exist to aid in coding and categorising, we extol the use of highlighters and codes written on paper, to sift sort and saturate them into categories. Finally we will tell the story from the data.

Hoare, Karen, *School of Nursing, Faculty of Medical Health Sciences, The University of Auckland*

Theoretical Legacies and Grounded Theory: My Evolving Epistemology

See Ward, Kim

Hoffman, Lauren, *Lewis University*

Exploring the Nonrational in Leadership through Critical Ritual Critique

The purpose of this paper is to explore the nonrational aspects of leadership through a critical qualitative methodology coined *Öritual critiqueÖ* by Quantz (2011). While most educators and leaders tend to focus on the rational practices, it is argued that the real work of leadership occurs in the nonrational areas that we rarely think about or plan. Rituals can work either to maintain solidarity and the status quo by reinforcing the power of the elite or to promote transformation. Therefore, understanding rituals and ritual critique can be most helpful because they can illuminate the way in which power is institutionalized into the nonrational practices of education as well as uncover the covert processes that marginalize groups of people and ideas. An example of a ritual critique will be shared that exposes the rituals used by higher education administrators to privilege certain forms of knowledge, research, and scholarship.

Hofsess, Brooke Anne, *Appalachian State University*
Proclaiming Arts-Based Research Findings as Letterpress Broadsides

How do the materials, processes, histories and traditions of our artistic practices invite new possibilities, forms, and considerations in arts-based research? In contemplating such a question, this paper aims to explore how taking up letterpress printing as part of a qualitative research project influenced the research process and ultimately, how the living inquiry became embodied as a text. Letterpress printing arose from a desire to communicate ideas widely through printed media such as books, newspapers, manuals and broadsides. By lingering in this historical desire, the author expressed the research findings as broadsides, or one-sided posters featuring typographic designs. In offering these tactile and visual materials, the presentation of this paper aims to generate a dynamic discussion of how specific forms of art and craft hold a rich and generative capacity for innovative expressions of qualitative research across disciplines.

Hofsess, Brooke Anne, *Appalachian State University*
Aesthetic-Material Encounters in Qualitative Analysis

This paper situates the aesthetic-material encounter as a site of energy within educational practice and research. Further, the authors question how this locus, or position of intensity, might be exercised from Deleuzoguattarian and feminist new materialism perspectives in order to experiment, explore, and expand conceptions of qualitative analysis. Employing their conceptualization of Aesthetic Material Biography (A:M:B) as a methodological possibility in qualitative research, the authors grapple with the complex and challenging task of materializing their analytical work together, and with their students. The A:M:B inquiry process invites the exploration of an assemblage in which affects, bodies, and sensations move through visual and verbal creative processes evoking memories, embodiment, and stories. Therefore, this paper maps the rich and deep network of analytical potential as it circulates through this verdant assemblage.

Hofsess, Brooke Anne, *Appalachian State University*
Using Deleuze and Collaborative Writing to Inform Research Inquiry in the Field of Literacy

See Bogdanich, Jennifer L

Hofsess, Brooke Anne, *Appalachian State University*
Rhizomatic Becoming of Aesthetic Material Biographies As Methodology

See Thiel, Jaye Johnson

Holberg, Mette, *School of Medicine, Aarhus University*
Weighing Up the Costs of Seeking Health Care for Dengue Symptoms: A grounded theory study of backpackers' decision-making processes

See Mills, Jane

Holman Jones, Stacy, *California State University*
Always Strange

This essay explores the shift and changes in my relationship with my father following my father's stroke and my embrace of a new, queer identity. Using Judith Butler's ideas about identity and loss as acts of recognition and acknowledgement, I tell a story of coming to know, be, and forgive in relation to my father.

Holmdahl, Gudrun, *Karlstad University, Sweden*

Contemplations about Being a Researcher Within a Project with Research and Development Claims

See _strand, Annika

Holmes, Rachel, *Manchester Metropolitan University*

Putting affect into play: playing with affect

Taking an example of children's play as our point of departure we consider ways that research practices might be used to conjure alternative facets of play, including embodiment, affective performativity and children's relationship with things (eluding the hierarchical structure between, and rearticulating the object-subject relation), where matter matters (Bennett, 2010; Barad, 2008). We also mark out some of the repercussions when affect is allowed to be a molecular and nomadic traveler within the research assemblage (Deleuze and Guattari, 1987). Drawing on posthuman and feminist materialist theory (Barad, DeLanda, Harraway, Deleuze), we encounter empirical materials from the early years field as a disruption to severed, bounded, isolated objects for/of analysis. We imagine intra-actions and flat ontology amongst flesh, decay, becomings, connections and activities, as event opening to other events.

Hong, Huili, *East Tennessee State University*

Photo-ethnography: A Pathway to Understanding One Policy Implementation

See Moran, Renee

Hooks, Mary, *Southerners On New Ground*

Amplify Black Women: Celebrating Black Motherhood through Poetry and Practice

See Cutts, Qiana

Hopkins, Robert Quintana, *Alliant International University*

AfroChicanos: We Aren't All the Same! Lessons Learned Through Qualitative Research

How do individuals navigate identity, culture and race when they live within and across multiple communities? How much agency is experienced when self-identifying? How does identity change over time? When identity changes, what causes the change? This presentation describes the experiences of AfroChicanos, multiracial individuals of African and Mexican ancestry born in the United States. Motivated by my own experience as an AfroChicano, I use qualitative research methods to situate my personal story within the context of the experiences of others, noting similarities and differences, ultimately propelling me forward on my journey of becoming—becoming both a scholar and more consciously human.

Horace, Jennifer Michelle, *Clemson University*

Gaining Access amidst a Culture of Fear: One Novice Scholar's Experience

Gaining access to the organization is key to qualitative research. However access can be difficult depending on a locale's or organization's political climate. This presentation will discuss the author's experiences and challenges collecting data at an organization where there was, as participants labeled, "a culture of fear." The institution's culture was the outcome of management practices that resulted in a number of people declining to participate, refusing to answer certain questions, wanting to check with their supervisor

for permission to participation and/or for the correct answers, etc. The author will discuss the role of gatekeepers and what happens when they are unable to provide the promised access. The paper concludes by discussing the strategies employed to complete a study of an organization with a climate of fear.

Hornidge, Anna-Katharina, *Bonn University*

The Hegemony of Higher Education Cooperation in ASEAN: Building Towards Integration or Manufacturing Consent

Cooperation, international exchange and integration among institutions of higher education have become the new norm in the global experience of learning and academic training. In the light of its role in various international relations, educational cooperation has also moved beyond the national and bilateral levels and is increasingly becoming platform for regional and international agenda setting (World Bank, 2000). The broader goals of this agenda, however, are not limited to improving and standardizing the academic experience but typically now extend to fostering cultural and political ties and complementing processes of cultural integration, development and peacebuilding. In this sense, higher education is increasingly viewed as an arena in which progressive ideas about reconciliation of cultures and peoples is incubated and implemented. Behind this rhetoric, however, is a conflict of geopolitical proportions, in which various national or regional systems of higher education try to shore up their positions or conquer new territory. In this paper we assess these discursive battles over institutional hegemony in the field of higher education by drawing on the sociology of knowledge approach to discourse, developed by Reiner Keller (2005, 2011a, 2011b). Specifically we assess boundary-producing and boundary-weakening practices influencing higher education along three lines of confrontation: between different (a) international and Southeast Asian educational players (i.e. USA, EU and Australia as well as sympathetic institutions in the Philippines, Malaysia and Singapore); (b) groups in Southeast Asia engaging in violent conflicts or demobilizing now; and (c) academic disciplines. Inspired by the analysis of these boundary-producing/-weakening practices, we ask if there might not be synergies between the hegemonic predilections of higher education integration and the fulfillment of various higher-order goals such as cultural exchange, academic excellence, and peacebuilding?

Housen, Monica, *Ridgefield Public Schools*

Being Genuinely Collaborative in Collaborative Inquiry

See Marx, Sherry

Houston, Jaclyn, *DePaul University*

Exploring Work with Anti-Trafficking Advocates: Barriers and Helpers

Human trafficking is a major social injustice that has received increased attention by media and news outlets in recent years. Organizations have sought to raise awareness, facilitate healing, and seek justice for survivors of human trafficking. However, little is known about the barriers and facilitators of the work they are doing in order to advocate for survivors. We conducted interviews in the Chicago area to examine factors that facilitate and hinder their advocacy work, while also asking about how the media has influenced public perceptions of trafficking and how this may impact their advocacy. This presentation discusses major themes from these interviews, specifically the key factors that are helpful and harmful to their advocacy work with survivors. Furthermore, we present key stereotypes that advocates see perpetuated by the media and the influence this has had on their efforts to end trafficking.

Howard, Martha, *Tennessee Technological University*

Emergent Understandings of The Schooling Literacy Project: Diverse Schools
Generating Close Readings and Critical Responses to Global and Informational Texts

This research presentation examines development of Close Reading from the Common Core Standards in two schools. This presentation analyzes how teachers and young learners learn to read closely, write and respond to critical texts. Interview and observational data from an urban and rural school were analyzed using constant comparison to determine the commonalities and differences in Close Reading strategies and the impact of interventions during the Family and Schooling Literacy Project.

Howard, Martha, *Tennessee Technological University*

New Literacies in the Second Life: A Qualitative Media Analysis

This session details the journey of a student researcher and advisor who together explored the uses of qualitative media analysis while studying the virtual world of Second Life. Data consisted of information researched on the Internet such as YouTube videos, comments about those videos, wikis, and blogs. The information was studied using qualitative media analysis seeking to determine if the virtual world impacts the First Life of its residents. Second Life is a virtual reality space developed by Linden Lab in 2003 and is one of the new literacies, a space where people interact and communicate in the form of avatars. Knowing how the use of this space affects the real lives of avatars who reside there will inform educators in considering the best ways to use this form of literacy.

Howell Smith, Michelle, *Nebraska Center for Research on Children, Youth, Families & Schools, University of Nebraska-Lincoln*,

Like a Brick: Lessons Learned in Team Analysis from a Study of Kindness and Bravery

See McKinney, Theresa

Hsiao, Hui-Lien, *University of Illinois at Urbana Champaign*

Issues of a Mismatched Curriculum: Chinese-as-a-Foreign Language teaching and Teacher Identity Change

The author investigated how a Chinese Mandarin language curriculum was planned and implemented in an American elementary school. In this ethnographic study that took place in a period spanning one and a half years, observations in a 5th grade classroom, relevant document analysis, and interviews with the Chinese-native teacher, school faculty, students and their parents, were used to discover the issues in the school's Chinese language classes. Identity theories were used to analyze and interpret the findings and results. A mismatch between the school district and school's expectations and the implementation of the curriculum in the Chinese-native teacher's classroom was discovered. This curriculum mismatch reflected some major issues of the Chinese language teaching in this and other similar contexts. Furthermore, the Chinese teacher professional identities and their changes that impacted by this curriculum mismatch were also investigated and analyzed.

Huckaby, M. Francyne, *TCU*

Duoethnography and Race

Originating in the space between Dixie Land and Lift Every Voice and Sing, this duoethnography investigates racial, historical, and contemporary tensions of The South.

Through our paralleled paths, we (Fran and Molly) put these musical artifacts to work as alleyways to traverse toward each other. Methodologically, we built upon conversations captured in *Dear Molly: Seven Letters about Dixie* with new conversations, writing, and theory building. We departed from assumed truths by consciously uncovering and exploring the space outside yet still in between our individual journeys and sojourning in this duoethnographic work that witnesses, exposes, and honors our Southern heritages.

Huffman, Timothy Paul, *Loyola Marymount University*

Meaning or mess? Pragmatic practices for moving from coding, to interpretation, to claim-making in qualitative research

When it comes time to create representations, qualitative researchers often find themselves overwhelmed, unsure how to move from their rich and messy data to meaningful claims and stories. In this session, we share how an iterative phronetic approach to coding, analysis, and interpretation provides unique value as a way of approaching qualitative analysis, especially for projects with a critical or social justice aim. This use-inspired approach (phron_{sis} refers to “practical wisdom”) is focused on clarifying situated problems and creating contextual, transformative knowledge that builds theory and benefits practice. We argue that coding, oftentimes considered to be the ultimate step in qualitative data analysis, is rarely enough for creating transformative meaning. Furthermore, we cover specific analytic techniques including abductive reasoning, playing “reverse jeopardy,” deepening claims, and creating “living hypotheses” and resource worksheets including an analytic flowchart, example codebook, and worksheets designed to help participants iteratively analyze their data and make claims.

Hughes, Hilary, *Virginia Commonwealth University*

Disrupting the Dissertation, Phenomenologically Speaking: A Reflexive Dialogue between Advisor-Advisee

This presentation features a dialogic multigenre conversation between advisee and advisor to explore some of the tensions and possibilities when graduate students use alternative dissertation formats. The graduate student discusses her phenomenological dissertation, written in the format of a teen magazine, and her stuck places when relying on writing as a method of inquiry: those moments when her writing-as-thinking (Hughes & Bridges-Rhoads, 2013) quickly morphed into writing paralysis and she could no longer write about/through her phenomenon of interest, because she did not know how she would present the animating, evocative story she wanted to tell. Her advisor, contributes his observations and insights by pointing to possibilities perhaps not yet visible to the student, and at other times actively attempts to get out of her way. All the while, the advisor keeps a core tenet of his post-intentional (Vagle, 2010 a, b) phenomenology in play to remain committed to seeing all knowledge and intentional relations (and in turn the dissertation’s “form” and the “pedagogical advice” he gave in relation to the dissertation) as tentative and fleeting.

Hughes, Robin, *Indiana University*

CRiT Walking for Disruption of Educational Master Narratives

See Giles, Mark

Hummel, Gregory Sean, *Southern Illinois University Carbondale*

Duoethnography: Embodied Collaborative Pedagogy of Culture

In classrooms, culture is often taught as a “fixed” construct; this conceptual treatment is convenient for teachers to represent cultures. However, recent critical and postmodern scholarship advocates for a more fluid conceptualization of culture, which foregrounds the intersubjective characteristic. In this presentation, the authors discuss the pedagogical implications of duoethnography for teaching culture. They conceive of such a pedagogy as an embodied practice of a cyclical process based upon collaborative investigation, complex understanding, and nuanced teaching of educational participants’ cultural identities. As an embodied practice, the authors (intercultural communication pedagogues) engage in a duoethnography of their own, demonstrating the cyclical process. In doing so, they discuss pedagogical techniques and communicative modes that duoethnography (both as a research and teaching method) uniquely offers.

Hummel, Gregory Sean, *Southern Illinois University Carbondale*

Spirit in The Round House: Examining Erdrich’s Insights in/to Ojibwe Spirit(uality)

Through a close textual analysis guided by Diana (2009), I offer a reading of Louise Erdrich’s *The Round House* as a narrative landscape through which we, as non-Anishinaabe readers, begin to gain access into Ojibwe worldmaking. In response to Myers’s (2012) claim that spirit/uality within performance scholarship is lacking “reflexivity” and is therefore utilized in uncritical and problematic ways (p. 163), I offer insight into some ways that spirit can open our selves to the potentials of spirit that are not constrained by definitions of what constitutes the real, and instead seek the perspective of what constitutes reality.

Humphreys, Michael, *Durham University*

Teaching Qualitative Research in a Business School

We get the impression that being asked to teach qualitative research methods is something of a poisoned chalice. The subject is generally perceived as dry and boring, perhaps because it appears to be content-free, mechanical and rather abstract. Indeed we both got “landed” with teaching qualitative methods as our first teaching responsibilities when we became lecturers – perhaps because it was difficult to say no! Although there is a wealth of textbooks on qualitative research there seems to be very little guidance on “how to teach it”. In practice, most of us actually learn the skills of qualitative research – and teaching – by doing it (and making mistakes on the way!) This is our story.

Humphreys, Michael, *Durham University*

A Certain Experience of the Impossible? Ornette Coleman Encounters Jacques Derrida

See Learmonth, Mark

Hunter, Lisa, *The University of Waikato*

Sensational pedagogies in learning the academic self

Through two illustrations of sensational pedagogical (Ellsworth, 2005) events in our academic practice, we investigate the ways we learn who, what and how academic work is mapped into our bodies. We play with “sensational” as 1) the critical incident that is a startling learning point, 2) the sensory geographies of our lives as academics, and 3) affective experiences. We take learning to be a process that occurs when subjects enter unfamiliar territory (Fendler 2013); events that have the potential to evoke change. The

pedagogical events we use are not those deliberate "pedagogic assemblages" that set out to "create more complex nervous systems" (Rajchman, 2000:138) but rather, the pedagogies of our daily practices through which learn ourselves as academics; both the routine and the "sensational" moments. We scrutinize how these experiences constitute the possibilities of self in academic work and raise questions of the sustainability of academic work and/or our bodies.

Hurd, Ellis, *Illinois State University*

Questions of Changing Access: Who Participates in School Ethnographies and Why?

See Lycke, Kara L.

Huxhold, Dianna, *Indiana University Bloomington*

Considering Individual and Collective Data Analysis Approaches for Engaging Children and Youth in Visual Research

Children and youth are ideally positioned to offer unique and valuable insights into their points of view, decision-making processes, and actions in all aspects of their lives, at home and school. Minimizing and/or omitting the perspectives of children and youth in research that concerns them narrows the scope of interpretations and representations made about them, potentially reinforcing false stereotypes particularly pertaining to their levels of competency. Visual research offers a rich and viable forum for bringing together youthful voices and the visual to provoke the perspectives and experiences of children and youth, enable them to become co-researchers and co-participants, and involve them as producers of knowledge. In this paper, I draw on literature to explore methodology for engaging children and youth in visual research involving individual and collective processes of data analysis, conceptualizing approaches for analytic engagement along with considering the potential, challenges, and ethical concerns.

Hwu, Amanda, *University of Illinois at Urbana-Champaign*

Gender and Sexual Minority Youth's Perceptions of Social Support and Utilization of Community-based Resources: A Mixed Methods Analysis with Social Work Implications

Gender and sexual minority youth (GSMY) are at risk of mental and physical health problems due to stigma and marginalization (Russell, 2005). Research on GSMY has primarily focused on these risks. Little attention has been paid to the ways social workers and other helping professionals can mitigate or alleviate risk and associated negative outcomes. Research has primarily focused on school-based interventions (Allen et al., 2012). We know very little about the role of social support in less populated areas or on the role of GSMY community organizations, particularly in nonmetropolitan settings. The purpose of this study is to describe nonmetropolitan GSMY's a) perceptions of social support among GSMY, non-GSMY, and GSM adults; and b) their needs, availability, and utilization of community-based resources. Mixed methods are utilized with youth participants in one nonmetropolitan community: in-depth interviews, participant observations, and an online survey. Researchers participate in and observe four GSMY groups at one organization over a five month period to examine potential barriers and benefits to participant and social processes between participants and the organization. In-depth interviews are conducted to explore participants' perceptions of their support and resource needs, how they get those needs met in their communities, and perceptions of the social support received from peers and adults. Interviews are conducted with youth involved in the research site, as well as non-involved youth to understand their diverse experiences. Youth completing

interviews also complete a computer-based survey. Survey measures include the Perceived Social Support among Friends scale (Procidano & Heller, 1983) and the Involvement in Gay-related Activities Index (Rosario et al., 2001). Observation and interview data are analyzed using grounded theory analytic procedures and survey data is analyzed using inferential statistics. Data across sources will be aggregated and analyzed using mixed method analytic procedures. The findings of this study can be utilized by social workers, activists and organizers, and others invested in decreasing risks and promoting well-being among GSMY. Additionally, this study will contribute to future social work research and theory.

Hwu, Amanda, *University of Illinois at Urbana-Champaign*
Community Climate for Gender and Sexual Minority Youth: A Mixed Method
Analysis of Objective, Perceived, and Qualitative Climate Measures

See Arizpe, Hortencia

Hwu, Amanda, *University of Illinois at Urbana-Champaign*
Ensuring Cultural Applicability of a Model of Positive Youth Development for Use
with Nonmetropolitan Gender and Sexual Minority Youth: Understanding Ecological
Assets

See Pacey, Megan

Hyatt, Joana, *Southwestern Oklahoma State University*
An Autobiography of Becoming Other: Producing Counter-Narratives Against the
Inherited Discourses of Learning to Teach

Attaching myself to the body of education but operating on the outside parameter of the body, remembering what the institution of teacher education took from me, I produce a counter narrative of my student teaching experience. Participating in discursive activities, narrative and arts-based inquiry to (re)member, (re)sist, and (re)create an autobiographical narrative of becoming a teacher. Engaging with student-teachers in embracing the methods of inquiry, we forged spaces of counter-hegemony against the grand narratives of teaching. Such resistive spaces produced multiple interpretations of uncertainty and struggle concerning teacher identity, making transparent the social structures embedded in teacher education that perpetuate hegemonic roles through rituals, routines, documentation in teacher training. Arts-based inquiry allows educators to push against inherited discourses and myths in teacher training, envisioning alternatives. Emergent methodologies in qualitative research assist educators in visualizing the complexity of teacher field-work. To illustrate it visually, perform it socially, and understand it narratively.

Hyholt, Lisbeth, *Aarhus University, Denmark*
Patient education in everyday life

The case-study 'Patient Education in Everyday Life' is carried out at an outpatient clinic in Denmark where patients are treated after they have been hospitalized with depression in a psychiatric ward. Part of the treatment is to participate in a patient education group. The group intend to help participants manage their conduct of daily living outside the hospital with regard to their conditions. I investigate connections and disconnections between the patient education course and other contexts of action that the participants are a part of in the everyday life. The theoretical framework is German-Danish critical psychology. The methods used are observations of 7 patient education groups, teaching material from the group, photo-interviews and follow-up interviews with 16 participants in the

patient education. This presentation will demonstrate how changes in conduct of everyday life oriented toward avoiding a new depression, may cause conflicts and dilemmas in the conduct of everyday life.

Hynie, Michaela, *York University*

Honour and Domestic Violence among South Asian Immigrant Communities: A Qualitative Inquiry.

See Zafar, Sadia

Ibarra, Sonia, *University of Wisconsin-Madison*

Do You See What I See?: Using Simultaneous Paired Observations as a Methodology in Qualitative Research

See Karabon, Anne

Inglett, Jennifer, *University of Georgia*

Talking Political Power: Cross cultural mis/interpretations of common political language

When I think on individual political efficacy there are certain qualities that I personally require to be evident. Political efficacy as the power to influence or change your political environment is determined by certain freedoms: freedom of movement, freedom from fear of retribution, and the freedom to organize for the purpose of advocating for personal interest. The Western political philosophers common anthem is one sung to the tune of liberty, equality, and reverence for the individual man. While these necessary components of political efficacy hold true for Western society, we risk essentializing our Eastern counterparts by ignoring possible forms of efficacy found in the private sphere and based in collectivist actions. By applying broad based assumptions concerning political efficacy created with a Western template we risk missing underlying currents of political efficacy on a micro level. The experiences of others, their interpretations of those experiences, and the researchers ability to view, objectively, elements of political efficacy shrouded in cultural nuance is imperative to cross cultural qualitative studies that rely on interviews and focus groups.

Inglett, Jennifer, *University of Georgia*

Our struggle against positivism: A journey

See Adams, Megan

Insana, Annie, *University of Illinois Urbana Champaign, Department of Curriculum and Instruction*

Coming to know theory

See Johnson-Mardones, Daniel F

Isaac, Carol, *Mercer University - Atlanta*

Women chairs in academic medicine: Strategic intuition

Because stereotypically masculine behaviors are required for effective leadership, examining female chairs' leadership in academic medicine can provide insight into the complex ways in which gender impacts their leadership style and actions. The author interviewed three female clinical chairs and compared the findings to twenty-eight faculty interviews. Grounded theory analysis of the subsequent text gathered comprehensive,

systematic, and in-depth information about this case of interest at a Midwest academic medical center. Four of five themes from the faculty were consistent with the chair's narrative with modifications: Prior Environment (Motivated by Excellence), Tough, Direct, Transparent (Developing Trust), Communal Actions (Creating Diversity of Opinion), and Building Power through Consensus (An "Artful Exercise") with an additional theme, the Significance (and Insignificance) of a Female Chair. While faculty members were acutely aware of the chair's gender, the chairs paradoxically vacillated between gender being a "non-issue" and noting that male chairs "do laundry."

Isaac, Carol, *Mercer University - Atlanta*

Quantitizing the adversity factor in academic medicine

Quantitizing qualitative data is commonplace but controversial in mixed methods research. Many qualitative researchers reject data conversion based on philosophical grounds while others believe it facilitates pattern recognition and improves meaning extraction. This paper adds to the dialogue by examining converted interview data from 52 physicians from a large academic medical center in the Midwest regarding work-life balance. Analysis ranked men and women in the following four career tracks: Clinic Health Sciences (Clinician-Educator), Tenure (Clinician-Researcher), Clinical (Clinician-Practitioner), and residents. We incorporated a qualitatively driven (QUAL+quan) mixed method design with a supplemental quantitative component to directly transform descriptive data for the analysis of common themes between groups. Although the most frequent initial codes were similar, gendered and generational language illustrated wide variation between groups illustrating specific difficult areas for those in lower status groups. Quantitizing qualitative data enhanced the description of adversity found within academic medicine careers.

Isbell, Janet K., *Tennessee Technological University*

A Close-Up of Co-Teaching: Zooming in on Teacher Candidates' Co-Teaching Experiences

See Landis, Nancy Diana

Isidro, Elizabeth, *Texas Tech University*

Re-constructing Identity in West Texas: Narratives from Cameroon, China, Philippines, Turkey, Vietnam & a Sometimes-Southerner

See Awasum, Afuh

Ispa, Jean, *University of Missouri-Columbia*

Chinese Scholars' Experiences Acculturating in the U.S. as Parents and Academics

See Su-Russell, Chang

Ito Sugiyama, Emily, *Facultad de Psicología, Universidad Nacional Autónoma de México*

Cultural Identity: Metsis a H—a H—u zone

See Monroy Velasco, Iris Rubi

Ivinson, Gabrielle, *School of Education, University of Aberdeen*

Transformative potentialities through rhythmic becomings: playing with Guattari's schizoanalysis in an experimental dance project with teen girls.

This paper draws on methodologically funded research which allowed us to map the affective ontological intensities (Deleuze and Guattari 1987) of those often imperceptible micro-moments of teen girls' body-becomings. Building on a series of artful interventions in a larger ethnographic study of young people and place we explore an experimental body-movement 4 day workshop with 18 girls (age 11-15), led by local choreographer, J_n Angharad. Inspired by the inherently social project of Guattari's schizoanalysis as the basis for radical pedagogies (Evans, Cook & Griffiths, 2007), and Erin Manning's notion of physical transcendentalism to get at the rhythmic becoming of matter in movement, we present a micro analysis of J_n Angharad's pedagogic approach to demonstrate its emancipatory potential. A micro mapping of video footage allows us to glimpse at girls' bodies in movement at the cusp of their becomings, when what appears is not the body as such but its biogram, the becoming-body at the threshold of appearance/disappearance (Manning 128). We map bodily dis/orientation and affective force-fields when movement exceeds experience. We try to locate moments when girls' more expansive body-becomings come into view — movements that may offer transformative potential for living through the harsh territorialisations of the girl-body in time, history and place.

Izagirre-Fierro, Rosario Olivia, *Universidad Autónoma de Sinaloa*

Individual cognitive schemas in the interpretation of cinema: from the fan to the critical viewer

See Grijalva-Verdugo, Abel Antonio

Jach, Elizabeth, *Cornell College*

Defining Citizenship and Ethical Behavior on a Small, Residential, Liberal Arts Campus: Photo Elicitation as an Understanding of Student Experience

See Schimek, Gwendolyn

Jackson, Alecia Youngblood, *Appalachian State University*

In the Threshold: Writing Between-the-Two

In this paper, we describe our encounters in and passes through the figuration of the threshold as producing writing between-the-two: or, loss of the individual subject. We describe how in the threshold, we meet in that in-between space, a space of shared deterritorialization in which

we constitute one another. Also, we describe writing between-the-two in the threshold as a site of embodiment, of affect. In thinking of how to articulate our way of thinking and writing together as between-the-two and as different than a collaborative project where two OI's contribute pieces both with and independent of the other, we take our cue from Ken Gale and Jonathan Wyatt's (2009) *Between the Two*. In this book, they articulate a way of thinking and writing inspired by Deleuze and Guattari's collaborative work as that which is not a working together, but a working in the gap — between the two (Deleuze & Parnet, 1987/2002, p. 13). This spark of creativity in the gap is both like and unlike what we will explain in this article. Like Gale and Wyatt, we lean on figurations and concepts in the

writings of Deleuze and Guattari as a referent; however, our between-the two is pursued more deliberately through a materialist knowing in being that produces our becoming with and in a digital threshold.

Jackson, Alecia Youngblood, *Appalachian State University*
The Materiality of Voice: Posthuman Assemblages

In this paper, we explore how a posthumanist stance has enabled us to work a different consideration of the way in which voice is constituted and constituting in qualitative research. As we re-position voice in a posthuman frame as not always located in the human but in an intra-action with the non-human (technologies, digitalities, the environment), we argue that what produces voice in qualitative inquiry is not limited to humans speaking language, and that attempts to “capture” voice using interpretive, traditional methodologies limits what we can know both methodologically and onto-epistemologically. We explore various analytic questions: What happens when voice exceeds language and is more than (un)vocalized words emanating from a speaking subject? If the materiality of voice is not limited to sound, how do we account for it? Finally, how do we critique what it is doing, the forces that create it as well as its forces to create?

Jackson, Kristi, *Queri*
The Hidden Role of NVivo (and other QDAS) in Dissertations

This paper presents three key findings from recent research on pairs of doctoral students and their advisors regarding the role of NVivo in the pursuit of transparency in dissertation research. First, while transparency is often conceptualized as a trait related to a final product, it also plays a dynamic and ongoing role during the analysis as researchers construct meaning from their data. Next, as part of the research process, these qualitative researchers also turned transparency inward, through data visualizations, as a form of self-interrogation. These visualizations helped them transparently re-examine, verify, and sometimes challenge their interpretations of their data over time. Lastly, despite the self-reported importance of the role of NVivo in their pursuit of transparency, students either censored themselves or engaged in a form of compositional triage wherein their work with, decisions about, or belief in the relevance of NVivo did not make it into the written dissertation.

Jacob, Lia Maristela da Silva, *Universidade de Fortaleza*
Influ_ncia do g_nero profissional masculino na periodicidade do exame Papanicolaou

See Sampaio, Luis Rafael Leite

James, Brandy, *bdj913@gmail.com*
My Sippy Cup Runneth Over: Mothers journey with raising a child with a rare syndrome

In this study, 5 mothers who have children with one of the three rare syndromes M-CM, MCCAP and CMTC were interviewed using the Burke Chronic Sorrow Questionnaire developed in 1989 to elicit the feelings experienced by having a child with a debilitating illness or syndrome. Mothers were interviewed using the Burke Chronic Sorrow Questionnaire to discuss feelings related to the onset of the syndrome, feelings about grief and loss felt during milestones of the child’s development. Qualitative results identified these mothers felt more sorrow when a child was frequently hospitalized, doctors did not have answers to medical concerns, and the child did not meet developmental mile-

stones. There were more commonalities of chronic sorrow that are mentioned by mothers related to the unknown nature of the syndrome.

Janesick, Valerie J., *University of South Florida*

Poetic Reconstructions: Writing in Poetry to tell life stories

In this segment, poetry as writing technique will be described and discussed. By using the transcripts from oral histories, life histories, and biography, qualitative researchers open a new repertoire of techniques for representing interview transcripts in part or whole through poetry. Examples of segments from transcripts and their reconstruction in at least two poetic forms can help to illuminate the possibilities in poetry. Techniques such as Haiku, Tanka, Rhyme, and Verse will be used to represent actual data from completed projects as well as poetry from my researcher reflective journal. I find the researcher reflective journal a good space for documenting the changes in the role of the researcher/writer. Poetry adds to the depth and nuance of the writing.

Janesick, Valerie J., *University of South Florida*

Building Stories of Lived Experience with New Technologies

While there is a wealth of free technology tools available, this presentation will focus on using Animoto, Voicethread, Pinterest and blogs for oral and visual history. Animoto is a free and easy to turn pictures, music, and video clips into videos. Voicethread is a collaborative tool that allows for professional presentations to be uploaded with audio. Additionally, Voicethread can be used as a collaborative tool allowing for comments via audio or text. Blogs offer a way for active engagement that extends the discussion beyond the classroom and interact with participants in a study. Blogs can also be used as a resource for housing a researcher reflective journal. Videos, visual presentations, text documents, and other resources can be housed on a blog. New transcription sites and penzu.com for keeping an electronic researcher reflective journal will be described and demonstrated. Qualitative researchers may use emerging technologies for capturing participants' visual history.

Jaramillo, Mateo, *Universidad Pontificia Bolivariana*

English Literacies and Video Game Communities: A Digital Ethnography

See Mora, Raquel Alberto

Jarrett, Robin L., *University of Illinois-Urbana Champaign*

It has really helped to glue it together: Community gardens as spaces to recreate communities of memory in an inner-city neighborhood of south side Chicago

Research on inner-city neighborhoods documents many challenges and a longing for good old days by their long-term residents. Increasingly, researchers consider the role of community gardens in addressing the challenges in inner-city neighborhoods. Through interviews with community gardeners in a low-income, African American community in Chicago, we explore how community gardeners construct communities of memory and how gardens serve as spaces to recreate their communities of memory. Gardeners' narratives characterize their community by strong social ties, high levels of trust, and collective efficacy. We argue that these stories fuel gardening activities and reflect efforts to recreate their idealized long-lost communities. Community of memory narratives also serve to build social relations; challenge neighborhood decline and stigmatization; and create a psychological sense of community in neighborhoods characterized by fear, estrangement, and distrust. These findings suggest that residents' symbolic meaning-making

process around community of memory can promote community building efforts in community gardens.

Jarrett, Robin L., *University of Illinois-Urbana Champaign*

You Go Girl: A Participatory Approach to Developing Health Interventions with Low-Income Mothers

This presentation highlights how qualitative research can be used to develop an empirically-based intervention that addresses the health and nutrition of low-income, African-American mothers living in an urban neighborhood. In contrast to interventions that exclude participants, we used a participatory approach that privileged the voices of local residents. Focusing on mothers of preschoolers, we used multiple qualitative methods (in-depth interviews, photo-elicitation interviews, focus group interviews, and neighborhood observation) to develop the Healthy Today, Healthy Tomorrow workshops. The ongoing engagement of mothers through research led to a curriculum and set of workshops based on participants' (mothers) input that were culturally- and contextually-relevant. Workshops empowered and further informed mothers to create healthy lifestyle changes for themselves and their children through community building, strategy development, and participant-centered discussions on the unique challenges or barriers that mothers faced within their community. Mothers shared personal evaluations and progress while completing the workshop series.

Jarrett, Robin L., *University of Illinois-Urbana Champaign*

Worlds Apart: School Readiness Beliefs and Practices among Teachers and Low-income, African-American Parents of Preschoolers

See Coba Rodriguez, Sarai

Jarrett, Robin L., *University of Illinois-Urbana Champaign*

ÓWe just talkÉÓ Oral language practices of low-income African-American families.

See Hamilton, Megan-Brette

Jeffers, Allison, *Denison University*

Disclosure and Masculinities: Interviews with My Step-Father

Shame and silence are central themes in masculine studies (e.g., Brown, 2012; Addis, 2011). As a young woman interviewing a middle-aged man, a man who is also a member of my family, my work attempts to negotiate the roles of researcher and family member, and to investigate how performances of masculinity both shape these roles and are shaped by them. The process of interviewing was both painful and telling; my own discomfort both in asking my step-father deep, emotional questions and in listening to his answers informed the reflective process I undertook after the interviews. I argue that failing to recognize the unique cultural and historical experiences of men creates a failing in listening, robbing men of the potential for full confirmation of their humanity through the process of wholehearted sharing with others.

Jeffers, Anna, *University of Georgia*

Salmonella and Backyard Chickens - A Qualitative Study

See McNicholas, Caroline

Jegatheesan, Brinda. *University of Washington*
Portraiture as connecting auto-ethnography to the wider world.

For me, auto-ethnography has long been a channel for deep self-reflection that allows me to go as far back as I want to and to recall several mystical epiphanies that occurred in my life. For me, this requires deep introspection through what is called in India "Self-enquiry" on the meaning and nature of being. In the last few years I found that Portraiture allows me to connect my awareness and emergence of meaning through auto-ethnography in full capacity to the wider world.

Jegatheesan, Brinda. *University of Washington*
Using performance ethnography, dance and movement to document children's views and moral reasoning about animals

Performance ethnography is often used in the study of dance and movement. It incorporates the use of poetry, songs, narratives, dance, movement to formulate questions and document perspectives on critical issues. Performance ethnography is particularly useful for immigrant, refugee and special needs children who don't have strong social or verbal skills and who may also have emotional needs. It provides children with an avenue to express their feelings and needs and share their inner thoughts that they otherwise may struggle to disclose. The authors discuss preliminary methodological issues in a child-animal interactions and moral reasoning designed to use performance ethnography, including dance and poetry. The authors discuss the promise and challenges in this methodology including techniques that intersect with culture and ethics when working with young children with diverse and special needs.

Jegatheesan, Brinda. *University of Washington*
Ethnography: The Academic and the Corporate Encounter

See Bujorbarua, Pongkhi

Jenkins, Amanda. *York University*
Is Having a Period a Lifestyle Choice? Pharmaceutical Shaping of Menstruation Suppression as Normal & Healthy?

See McMillan, Colleen

Jenks, Elaine B. *West Chester University*
We Don't Talk About What We Don't Talk About: The Silences of Disability

We are taught not to talk about disability. We're taught, and we grow up to teach our children, that the polite choice when meeting people who are different is to not mention the way(s) in which that person is different (Goffman, 1959). Thus, we hush children when they comment on others' skin color, body size, hairstyle, clothing, wheelchair, or white cane. The danger of ignoring differences increases the misperceptions surrounding differences. This paper explores ten types of silence that occur before and during interpersonal interactions among individuals with and without disabilities. While individuals without disabilities may be silent in the name of politeness or uncertainty, individuals with disabilities may also be silent during interpersonal interactions because they don't need to, want to, or refuse to speak about disability issues. Further, both individuals with and without disabilities may not speak about disability to protect the self and/or the other (Rawlins, 1983).

Jennings, Lisa, *California State University, Long Beach*

Trust me, I'm a rogue TV social worker: Depictions of the profession in the media

Social work as a profession faces constant scrutiny in the media. Character tropes such as the Ôdo-gooderÕ, the Ôchild snatcherÕ and the Ôrogue social workerÕ have been present in popular media since the 1920s. This study examines how the profession has been presented in over 50 examples of both television episodes and feature films. A narrative approach to studying media that focuses on character motivations of social workers in various professional settings is presented. These characters are motivated by personal power, concern for others, or a need to Ôchange the systemÕ. The misinformation and the often one-dimensional representation of a complex helping profession are considered in this analysis. Implications for social work practice and changing the public perception of social workers are discussed.

Jimarez, Terry, *UT- Pan American*

Sensitizing secondary preservice teachers to the needs of English Language Learners (ELL) in mathematics and science content.

The purpose of this case study was to use a qualitative inquiry approach to investigate whether or not preservice teachers (PST) could identify and meet the needs of ELL students. Twenty five PST were instructed in various ELL teaching & assessment strategies during the course of a semester. The project guidelines were: a) to develop an instructional plan to assess student' level of mathematical/science concepts; b) to develop math/science curriculum to provide instruction based on previous assessment results; and c) to measure student growth after instruction. PST were asked to select a student to be tutored for a period of 6 sessions. PST were to observe, analyze, reflect and annotate their interactions with their student, and present their findings. The analysis of their discussions and reflective pieces show how PST developed a reflective process, gained pedagogical knowledge and became aware of the needs of these special populations.

Jimenez Perez, Edurne, *Universitat Rovira i Virgili*

Feminist Research Action: Pitfall, contradictions and strengths

See Biglia, Barbara

JimŽnez, Jocelyn, *Public Health Laboratory, University Center for Health Sciences, University of Guadalajara*

Concepciones Culturales Sobre La Migracion En Adolescentes Residentes De Una Comunidad Del Estado De Jalisco

See Becerra Moscoso, Mitzi Rub'

Jimenez, Sylvia, *Pontificia Universidad Cat—lica del Ecuador*

Healthy Homes for Healthy Living: Qualitative research to inform Chagas disease control programs in Loja Province, Ecuador

See Nieto, Claudia

Jita, Loyiso, *University of the Free State*

The Dynamics of developing Inter-Institutional and Cross-Disciplinary Communities of (Research) Practice (CoPs) in South African Education Research

Inter-institutional collaborations among researchers in the field of education is relatively rare in South Africa for many reasons, least of which are the logistical and financial con-

siderations. Similarly, cross-disciplinary research in education is also scarce, partly because of the challenges involved in bringing together researchers from different scholarly orientations and research backgrounds. In spite of all the challenges, the need for such broad-oriented and geographically representative research groups is overwhelming, if we are to push the boundaries of knowledge and pursue the broadest representation of thought and scholarship in education research. To this end, the National Research Foundation (NRF) of South Africa issued a funding call for proposals in education that bring together researchers from different disciplines and institutions in a team. This paper explores the challenges and opportunities in developing such a team around a major qualitative research study of Instructional Leadership for Science and Mathematics in South Africa.

Jo, Soowon, *University of Florida*
Analyzing Preservice Teachers' Read-Alouds

The authors examined read-aloud practices of preservice teachers in an undergraduate children's literature class. Students were asked to choose and prepare a multicultural book for a read-aloud demonstration. The demonstrations were videotaped and evaluated by peers in the class, and students completed a written reflection on their experience. Part of a culminating experience in this semester class, the read-alouds provide a view of the preservice teachers' choices: what they see as appropriate literature; the strengths and weaknesses of their read-aloud skills, including tone, speed, and integration of illustrations; inviting audiences to make predictions and pose questions. Not only were common features revealed through analysis of the videos and writing pieces, but also areas of strength and weakness related to the practice. Data analysis also informed the authors of students' perceptions of good read-aloud practices, as well as provided a lens to view our own praxis.

Johnson-Mardones, Daniel F, *University of Illinois Urbana Champaign, Department of Curriculum and Instruction*
Coming to know theory

In this study, 6 doctoral students and their adviser present a readers theatre presentation based on narratives of coming to know theory. Narrative inquiry and dialogue provided the conceptual framework for our research. While our stories are unique, we also found conceptual similarities in our narrative turning points that included recognizing theory, understanding theory, valuing theory, and applying theory. Our individual journeys were both fluid and contextual, and typically involved moments of being troubled. While our journeys were neither linear nor predictable, some combination of these conceptualizations was apparent in each of our narratives.

Johnson, John M., *Arizona State University*
Myrton's Organ

As the Head Man of the Rich Square Friends' Meeting during the 1920s and 1930s, the author's grandfather Myrton Lewis Johnson was at the center of a heated controversy concerning music, and whether the performance of music was consistent with Quaker beliefs. At the center of this controversy were competing ideas about "ultimate reality." This controversy raises important issues about the experience and meaning of music.

Johnson, Latoya, *University of Georgia*

We are here: Finding space and grace as teacher educators in predominately white institutions

See Duncan, Kristen

Johnston-Parsons, Marilyn A., *University of Illinois Urbana Champaign, Department of Curriculum and Instruction*

Coming to know theory

See Johnson-Mardones, Daniel F

Jones, Janice E, *Cardinal Stritch University*

Teaching a Graduate level Mixed Methods Course: How to Effectively Teach Doctorate Students both Quantitative and Qualitative Methodologies

See Baran, Mette Lise

Jones, Janice E, *Cardinal Stritch University*

Teaching a Graduate level Mixed Methods Course: How to Effectively Teach Doctorate Students both Quantitative and Qualitative Methodologies

See Baran, Mette Lise

Jones, Liz (Elizabeth), *Manchester Metropolitan University*

Becoming child/becoming dress

Taking an example of play as a point of departure, I mark out why children's bodies have become tricky subjects often demanding the night watchman of repression. Following Foucault and Butler, I foreground the interrelationship between desire, the lived performances of bodies and the sometimes shattering consequences of those frames of containment in which we inscribe children, including 'girl' and 'boy'. I then move to question whether Deleuze and Guattari's conceptualisation of 'becoming' offers a radical means for dismantling manifestations of the body, and in so doing, provides me with a space to consider alternative practices in relation to children and their bodies.

Jones, Liz (Elizabeth), *Manchester Metropolitan University*

Putting affect into play: playing with affect

See Holmes, Rachel

Jones, Meadow, *Art + Design, University of Illinois Urbana-Champaign*

Battling the Able-ist Gaze: Artistic Practice, the Abject Body, and the Malingering Imagination

At the intersection of social class, disability, sexism, and identity, an unspoken questioning of worth--or even an accusation of malingering-- is mapped upon abject bodies under an ableist gaze. In this paper, I argue that the mythology of able-bodiedness obscures the way these dynamics of identity shape and are shaped by unequal access to healthcare and social mobility. The bio-politics of class are the invisible gatekeeper, limiting access from the start through poor pre-natal care, lack of disability services, even lack of nutrition. As our bodies decline, either from illness or from age, individuals become more isolated, necessitating methods of mutual support and investment in each other, often when we have the least access to cultural capital achieved through an 'able body'. This presenta-

tion seeks to redress the conflation of abjection and disability by offering new stories about what these systems of support can look like in practices of pedagogy, activism and art making.

Jones, Nev, *Depaul University*

Method and Madness: unpacking “expertise by experience” in critical psychiatric and psychosis research

See Kelly, Timothy

Jones, Pat, *The University of South Florida*

Not Seeing Eye to Eye: Mismatched Identities of First Year Teachers

See DiCicco, Michael

Jones, Pat, *The University of South Florida*

Sharks, Wolves, and Baseball: Using Metaphors in Collaborative Data Analysis

See Sabella, Laura

Jones, Stephanie Patrice, *University of Georgia*

In the name of healing: A nkawethnography of sites of racial trauma in Africa and America

This paper uses a combination of critical and sacred nkawethnography to reframe Dillard & Bell’s (2011) notion of Òre-centering Ó personhood through visits to sites of racial trauma in the United States and Africa. I contextualize my position as a Black woman who has traveled to, and absorbed traumatic spaces of death and torture in an attempt to understand my relationship with new and old sites of racial aggression. These sites include Money, Mississippi, the site of Emmett Till’s murder; Memphis, Tennessee, the site of Martin Luther King’s assassination; Monroe, Georgia, the site of the last mass lynching in America; and Cape Coast, Ghana, the site of the slave dungeons at Cape Coast Castle. I document this narrative with personal journal entries and poetry in order to bring about a (re)reading of these sites to allow for my own personal and professional healing.

Jones, Stephanie Patrice, *University of Georgia*

We are here: Finding space and grace as teacher educators in predominately white institutions

See Duncan, Kristen

Jonsdottir, Gunnhildur, *University of Iceland*

Temporary Blindness

I think about myself and my reality. What it means to exist in the world of a storied time and space, as a child immersed in the morning story on the radio. Being present in the story world, while physically being rushed into the grown-up tempo, oddly out of rhythm. Can I ever write about anything and claim it is the truth, while we all have such an intimate version of the same moments? What about presence, being there, being here? When am I a parent? When am I a child? Does it hurt more to experience the absence of my parents, or to face the fact that I myself have been absent towards my children? When I am occupied with fear and think the way to survive is to stay completely still, hardly breathing, waiting for the fear to subside or pass. Where am I then?

Jordan, Emma, *Plymouth University*

Our Journey from Monologue to Dialogue: Individual Beginnings, Collaborative Futures

Plymouth and China, September 2004: Kathy stands in the dockyard in Plymouth, saying goodbye to a senior role in industry to re-engage with higher education studies. Emma stands in front of her new students in a Chinese classroom, thousands of miles from her hometown of Manchester; they both seek individual inquiries but their collaborative writing friendship is as yet unknown. Plymouth University classroom, January 2010: Kathy and Emma meet for the first time, to discuss writing as professional development, and discover a shared love of adventure, afternoon tea and autoethnography. Kathy's kitchen, November 2013: Kathy and Emma delve into homemade chocolate cake and narrative methodologies in their fictional and research endeavours, threading in family and work life amongst authors and reflexions; from monologue to dialogue in almost a decade.

Jordan, Emma, *Plymouth University*

From the Pen to the Needle

See Fox, Kathy

Jordan, Robert, *The University of South Florida*

Sharks, Wolves, and Baseball: Using Metaphors in Collaborative Data Analysis

See Sabella, Laura

Jordan, Robert, *The University of South Florida*

Not Seeing Eye to Eye: Mismatched Identities of First Year Teachers

See DiCicco, Michael

Jorge, Herla Maria Furtado, *Universidade Estadual de Campinas*

Enfrentamento de Mães Cegas na Educação dos Filhos menores de 12 anos

See Moreira, Gracyelle Alves Remigio

Jorge, Herla Maria Furtado Jorge, *Universidade Estadual de Campinas*

Trajetória de adolescentes grávidas do Nordeste brasileiro

Adolescência é uma etapa da vida que pode transformar-se em fonte de riscos inesperados indesejados pela imaturidade peculiar ao adolecer. Objetivamos conhecer trajetórias das adolescentes que se tornaram grávidas e mães. O método utilizado foi de entrevista narrativa autobiográfica, com análise narrativa de Fritz Schütze. A coleta de dados ocorreu entre adolescentes de 12 a 16 anos em maternidade de atenção secundária, de cidade brasileira, no período de julho a novembro de 2013. As narrativas das adolescentes permitiu-nos conhecer trajetórias percorridas, com sensação de abandono, preconceito e arrependimento. As adolescentes em sua maioria desenvolvem o despertar sexual, sem concomitância com as responsabilidades advindas de suas conquistas, como o caso da gestação e maternidade. Necessitamos colaborar com diretrizes políticas e de gestão pública responsáveis pela sociedade coletiva para desenvolver nas adolescentes, capacidade de autonomia interligada ao amadurecimento para enfrentamento das consequentes responsabilidades advindas da sexualidade nesta etapa de vida.

Jorge, Herla Maria Furtado Jorge, *Universidade Estadual de Campinas*

Sentidos atribuídos à promoção da saúde no planejamento familiar por profissionais da atenção primária: uma revisão integrativa

Objetivou-se identificar as barreiras encontradas para realização da promoção da saúde no planejamento familiar. Elaborou-se uma revisão integrativa mediante a busca de artigos indexados nas bases de dados MEDLINE, BIREME, LILACS, SCIELO no período de 2004 a 2013, publicados em língua portuguesa. Evidenciou-se deficiências no planejamento familiar relacionadas a falta de incentivo do governo para capacitação dos profissionais, ausência de material para realização da educação em saúde e dificuldade em conseguir a aceitação dos métodos indicados para utilização. Observou-se que a consulta de planejamento familiar se distorce cada vez mais do enfoque preconizado pelo Ministério da Saúde e faz-se necessário a capacitação dos profissionais para impactar diretamente no atendimento das usuárias. Constatou-se a falta de locais adequados para realização dos encontros coletivos, ações educativas e ausência de métodos contraceptivos. Acredita-se que este estudo possa contribuir para a melhoria da assistência dos profissionais em relação ao planejamento familiar.

Jorina, Maria, *Boston Children's Hospital*

Physician Job Satisfaction and Dissatisfaction at One Academic Medical Center: A Qualitative Study

Physician job satisfaction is related to increased performance, longer tenure, and higher satisfaction among patients. Despite continuous efforts, hospitals still struggle to keep physicians satisfied. Fourteen in-depth semi-structured interviews with physicians practicing medicine in an inpatient setting were conducted at a Midwestern Academic Medical Center to learn about the factors associated with physician job satisfaction. The study found that factors responsible for physician job satisfaction were separate from those associated with job dissatisfaction. Thus, both organization-level issues and physician-level issues were identified by physicians as drivers of their dissatisfaction. On the other hand, helping patients and collaboration opportunities, among other factors, were identified as drivers of job satisfaction. The findings of this study may allow health care organizations to create favorable work environment where physician satisfaction drivers are enhanced and satisfaction deterrents are diminished.

Jorr'n-Abellán, Ivan Manuel, *Universidad de Valladolid*

“The Phalanx Covenant”: Do we need the X-Men to evaluate some ubiquitous learning scenarios?

The rapid evolution of Information and Communication Technologies offers countless possibilities for innovative learning. With the aim of giving answer to current ubiquity in learning, some pervasive learning scenarios involve the integration of very heterogeneous spaces, such as different web and physical environments, and even virtual worlds. Despite there have been several efforts in the field to promote continuous learning experiences in these scenarios, there is still a lack of research done on how to better make sense and evaluate them. In this paper we propose a number of issues that could be taken into account when assessing ubiquitous learning situations. Responsiveness to participants needs and constraints, the incorporation of evaluation since the early stages of learning designs, participants' intervention in the evaluation design/enactment and the use of ad-hoc technological artifacts for data gathering, constitute some of the emergent aspects we have identified to minimize evaluation uncertainty in these settings.

Jorr'n-Abellán, Ivan Manuel, *Universidad de Valladolid*

Tensions and Limitations in the Development of an Online Community of Educational Practice Analysis

See Garc'a-Monge, Alfonso

Joseph, Tatiana, *Universit of Wisconsin-Milwaukee*

Using Photovoice to Look inside a Parochial Choice School Serving Latino Students

The purpose of this study was to document the ways in which a Midwestern Catholic high school shapes the overall educational experiences of Latino students who receive vouchers. In an attempt to collect data from different sources, the researcher used Photovoice (Holm, 2008; Berg, 2007; Wang, Cash, Powers, 2000). Photovoice allows for groups, especially marginalized ones, to define the strengths and concerns in their community through specific photographic technique (Gant, Shimshock, Allen-Meares, Smith, Miller, Hollingsworth et al., 2009). The goals are to enable people to record and reflect their community's strengths and concerns, to promote critical dialogue and knowledge about important community issues through large and small group discussion of photographs (Wang et al., 200, p 82). As a result, the researcher was able to conclude that the school functions in a subtractive manner; the school takes away and devalues the knowledge and capital students bring into the school

Juando-Prats, Clara, *Bloomberg Faculty of Nursing; University of Toronto. Applied Health Research Center. Li Ka Shing Institute. Sant Michael Hospital, Toronto. Canada*

Young Parents with No Fixed Address: Habitus, Dispositions, Capital, and Arts Based Methods

In Toronto, young parents with no fixed address (YPNFA) struggle and suffer to find a place in the social world. Using Bourdieu's concepts we will approach the question of how YPNFA embody the different forms of capital and how this is related to their habitus and to social inequities. With the aim of re-creating a map of YPNFA's social space in which Bourdieu's concepts of field, habitus, capital, symbolic violence, dispositions, and reproduction will be identified, a relational research will be developed using a discursive montage methodology and the photo-elicitation method drawing on the capacity of arts-based methods to recreate individual and social significance and intertwine theory and practice.

Jun, Youngcook, *Sunchon National University*

Portrait of a math teacher's deep aspects concerning her students' inner capabilities

Based on essentialist portraiture, I present a portrait of a Korean math teacher who experienced and explored a series of teaching styles concerning her students' inner capabilities. The core part of her life as a math teacher mainly concerned the students' inner capabilities for better improvement playing a role of helper or facilitator instead of merely conducting a hardworking teacher's job. The major change happened when she was exposed to a group of teachers who engaged with activities for the community of learning. The teacher's portrait reveals how a novice can gradually become toward a passionate and enthusiastic human being who really concerns the inner aspects of her students rather than external sides such as improving scores and working as a professional teacher.

Jun, Youngcook, *Sunchon National University*

Ways of evolving to inner maturity of a Won-Buddhist woman with mind practice experiences.

I present a portrait of woman who engaged in Won-Buddhist religious life including Òmind practiceÓ. She repeatedly tries to be aware of her own mind states whenever she encounter troublesome situations in order to become a better person pursuing higher aspects. I try to find out significant passages of transcripts from 6 in-depth interviews and then articulate them. Her portrait focuses on her ways of evolving to inner maturity through mind practice activities. I try to evoke her nature and impression with some alive passages and a timeline for grasping unity or oneness of the whole person.

Jung, Myeonghoon, *Sunchon National University*

Portrait of a math teacherÓs deep aspects concerning her studentsÓ inner capabilities

See Jun, Youngcook

Jusrut, Poonam, *University of Illinois Urbana-Champaign*

ÓOut of placeÓ research participants: Fieldwork assistants and studying elite capture in rural Senegal

This paper is about elevating qualitative fieldwork to a level where it is considered not only as a means of obtaining data but its practice being in itself a source of data. I trace my journey of building deeper understanding of forestry _related development policy action by studying elite capture, whereby resources and opportunities are intercepted by a few socially and economically privileged people, is an obstruction to equitable access to income-generating activities offered by forest resources in rural Senegal. Unearthing the dynamics of elite capture was significantly enabled through interaction with fieldwork assistants, helping with translation and driving. Work with fieldwork assistants required considerable reflexivity and negotiation of my research identities as well as facing dilemmas in upholding research ethics which did not necessarily accommodate local norms. Those fieldwork assistants represented an Óout of placeÓ source of data about practices that current policy approaches are not geared to address.

Justice, Amelia Lee, *The Chicago School of Professional Psychology*

Let Lips Do What Hands Do: A Qualitative Study of Negative Outcomes in Online Dating

Courtship used to be based on face-to-face contact; however, with the internet immediate proximity is no longer the required starting point for romantic connection. Due to the increased popularity and uses of the internet, it has become a social norm to utilize it as a way to meet a romantic partner via online dating sites. Although online dating has been advertised as a utopian way to meet potential partners, the reality remains that negative outcomes are very common through this method of online socialization. These negative outcomes have not been thoroughly researched by the psychological community. This poster will present my dissertation which interviewed participants about their negative experiences with online dating. This study provided qualitative data which addresses the gaps in research about online dating. A discussion of the research implications of this dissertation will be provided as well as a basic overview of the literature to date.

Kaff, Marilyn S., *Kansas State University*

My brother or sister has Autism: How do I feel about that?

This study examined the perceptions of two young people who have a sibling with Autism. This study employed a qualitative research design to see how these youngsters felt about and related to their siblings. Three interviews were conducted with each subject. The first and second interviews employed a task-based elicitation procedure. The first interview focused on getting to know the young person. The youngsters brought items to the interviews that were important to them. The second interview focused on the sibling with ASD. The youngsters brought items that were related to their siblings. Each youngster completed a Kinetic Family Drawing to elicit information on sibling relationships.

The third interview was a Family Art interview designed to elicit family roles and relationships. All of the interviews were videotaped and transcribed. The data was analyzed using an Adlerian family-systems approach to examine the impact of birth order, family roles and sibling relationships

Kalfa, Mahir, *Hacettepe Üniversitesi*

Belirsiz Ge mi_Zaman Ekinin Yabancı Dil Olarak TŸrk e ..._retimi Ders Kitaplarında Kullanõmõ

Yabancı dil olarak TŸrk e Ő_renimine ilgi her ge en gŸn artmaktadır. Bu ba_lõ olarak Ő_reniciler i in hazõrlanan bir materyal olarak ders kitaplarõnõn sayõsõ da her ge en gŸn fazlala_maktadır. Hazõrlanan bu ders kitaplarında di_er dillerin Ő_retiminde oldu_u gibi zaman kavramõndan sŒz edilmektedir. Yabancı dil Ő_retimine yŒnelik ders kitaplarında genel olarak Ÿ_zaman kavramõ bulunmaktadır: 1. Ge mi_zaman 2. _imdiki zaman 3. Gelecek zaman. Bazõ dillerde bu temel zamanlarõn yanõ sõra ba_ka dillerde gŒrŸlmeyen ya da kar_õlõ_õ bulunmayan bazõ zamanlar kullanõlmaktadır. TŸrk ede bulunan belirsiz ge mi_zaman kavramõ da sŒŸ edilen zamanlardan biridir. TŸrk ede bile farklı gŒrevlerde kullanõlan bu zamanõ yabancõlara bŸtŸn fonksiyonlarõnõ i_erecek_ekilde anlatmak ve hedef kitlenin ana dilindeki zamanlarla ŒrtŸ_tŸrmek olduk a gŸ bir_i tir. Bu alõ_mada Őncelikle belirsiz ge mi_zamanõn TŸrk dilindeki bŸtŸn fonksiyonlarõ ele alõnacak, yabancı dil olarak TŸrk e Ő_retimi ders kitaplarında bu fonksiyonlarõnõn ne_ekilde ele alõndõ_õ tespit edilerek bu zamanõn sŒz konusu ders kitaplarında fonksiyonel olarak Ő_retimine yŒnelik Őnerilerde bulunulacaktır.

Kalfa, Mahir, *Hacettepe Üniversitesi*

Yabancı Dil Olarak TŸrk e ..._retiminde Etkile_imli Tahta Kullanõmõ

See CEL_K, Serkan

Kamberelis, George, *University of Wyoming*

Linking Arts-Based Inquiry, Identity Work, and Disciplinary Practice

This interactive presentation unpacks the nature and effects of a course designed to allow students to fine-tune their inquiry dispositions and practices through the consumption and production of art. Most students'õ contributions to course discussions throughout the semester were increasingly rich. Their final projects (creative research endeavors rendered in multiple modalities—talk, drawing, painting, writing, research projects, sculpture, film, multi-media projects, photography, computer simulations, etc.) embodied artful integrations of life history material, experiences from the course, and reflections on their personal and professional selves. Most projects were truly remarkable. Operating performatively and in an effort to create a time-lapse experience of the course described above, audience members will listen to and respond to the goals, logics, processes, and

outcomes of the course. They will experience one of the activities from course. And they will engage in collective dialogue about their experiences doing this activity.

Kamberelis, George, *University of Wyoming*

Connecting Emotion, Imagination, and Reason in the Secondary Literature Classroom: Toward a Depth Hermeneutics of Criticism

See McGinley, William

Kana, Fatih, *student*

Constructivist Approach in Teacher Education

The aim of this study is to detect faculty of education of pre-service teacher about their views on constructivist educational approach. Constructivist concept of education is to keep at the forefront of thinking and understanding. In order to gather the research data semi-structured interviews were conducted with pre service teachers. The data obtained from the pre service teacher were analyzed by categorical content analyses. According to the findings pre-service teachers can not fully grasp the concept of constructivist education, constructivist education mix with the behavioral training. Pre service teachers have a problem constructivist educational practice. According to pre-service teachers observation in School Experience and Teaching Practice course school teachers' understanding of constructivist education different from higher education. Constructivist educational approach to be fully grasped by the student teachers in teacher education are required to give more space for applications.

Kao, Li-chuan, *University of Taipei*

Shuttling between past and present with constraints: A dancer's self-narrative

See Chu, Kuan-yu

Karabon, Anne, *University of Wisconsin-Madison*

Do You See What I See?: Using Simultaneous Paired Observations as a Methodology in Qualitative Research

The complex nature of educational settings demands capturing multiple aspects simultaneously. A singular research perspective, informed by one's epistemology, documents what the individual interprets as important to represent. The purpose of this paper is to show how simultaneous paired observations in an early childhood classroom extend methodological approaches in qualitative research. This paper addresses issues of validity, reliability, and reflexivity through a heterogeneous mash up of epistemological perspectives. Looking to other disciplines for insight, the researchers analyzed separate field notes, combined observations and engaged in post-observation discussions. Overall we conclude that simultaneous paired observations is a valuable approach that does not merely proliferate data but also offers comprehensive detail and attention to interpretation that may be difficult to access through singular observations.

Karacoban, Turgut, *Kocaeli University*

The effects of Language Pollution in reasoning and communication

There is a direct relationship between reasoning and language. Language's ability to make reasoning visible, reasoning's ability to produce and prosper the language shows that those two phenomena are strictly inseparable. As the connection between language and reasoning becomes unhindered so the expressions would be clean and understandable.

Language, which is the main key to reflect the reasoning, has to be kept clean in order to provide problemless communication. Problems, which can arise during the usage of language can cause failures on the flow of reasoning and problems in communication. One of the main reasons of having problems in usage of language is language pollution. In this case pollution in language would cause also pollution in reasoning and communication. Considering the Turkish language, the concept of language pollution, which is the worst problem that a language may face, is going to be the main target of our presentation.

Karakus, Hilal, *Hacettepe University*

Opinions of Preschool Teachers and Families regarding School Adoption Periods of Children

See Ozen Altınkaynak, Senay

Karakus, Hilal, *Hacettepe University*

Opinions of Preschool Teachers and Families Related to Primary School Readiness Period

See Ozen Altınkaynak, Senay

Karakus, Hilal, *Hacettepe University*

Opinions of Family Court Judges about the Reflection of Domestic Violence on Children

See Togay, Zerrin

Karsli, Elif, *University of Georgia*

Multimodality in Research with Young Children

Multimodal analysis offers a comprehensive perspective on research with young children by incorporating the physical body in the analysis and investigating modes such as gesture, gaze, posture, facial expressions, images, and speech. This paper situates multimodal analysis in its philosophical and theoretical underpinnings and reviews its application in educational research. Drawing on data from a video-ethnography study of young children's mathematical practices, this paper illustrates how a multimodal analytic approach reveals the way bodily engagements are integral part of the classroom discourse related to mathematics learning. Multimodal analysis on these bodily engagements holds potential to reshape researchers' agenda on what it means to engage in learning in early childhood education classrooms.

Katz, Sara, *Shaanan Academic College, Haifa, Israel*.

Qualitative Inquiry _ an x-ray of self-efficacy mechanism

Efficacy-beliefs of individuals, professionals and groups have been explored quantitatively. Self-efficacy refers to beliefs about one's capabilities to organize and implement actions necessary to attain designated skill performance for specific tasks. It has been shown to play a key motivational role.

My work in the last decade has been an endeavor to qualitatively explore and diagnose three types of efficacy-beliefs: self-efficacy, teacher-efficacy and collective-efficacy in education and psychology. The QI has thus reached new worlds. Exploring efficacy beliefs qualitatively has opened new horizons of tacit knowledge on human efficacy-beliefs that could not be elicited through quantitative methods. The exploration resulted in individual

or group profiles rather than scores. Exploring efficacy-beliefs through QI means understanding Bandura's "exercise of control" better than before.

This work presents three qualitative action researches, expressing a profound understanding of these three types of efficacy-beliefs.

Clear diagnoses enable efficient interventions which result in better achievement.

Kaviczki, Andrea, *San Diego State University*

The Daily Life of the Deaf-Blind: Negotiating Their Independence

See Hirschmann, Daniela Raejeanna

Kayama, Misa, *University of Minnesota - School of Social Work*

Race and Out of School Suspensions: Narratives from African American children, their parents, and educators

See Wilson, Robert Joseph

Kayama, Misa, *University of Minnesota - School of Social Work*

Race and Out of School Suspensions: Narratives from African American children, their parents, and educators

See Wilson, Robert Joseph

Kayes, Nicola, *School of Rehabilitation and Occupation Studies, AUT University*
Voices of Rehabilitation Providers: Talking About Engagement

See Bright, Felicity

Kayes, Nicola, *School of Rehabilitation and Occupation Studies, AUT University*
Voice(s) in Action: Using the Listening Guide in Observational Research

See Bright, Felicity

Kayhan, Hatice, *CIU*

Tangible Cultural Elements in Local Folktales of Cyprus

Cyprus-Turkish folktales are among the folk-literature examples that are at the forefront with their rich content. Shared among the people of Cyprus-Turkish society (CTS), these works also feature numerous cultural traits of the island people. As a literary category, it is also possible to describe a *Ötale* as more realistic compared to a *Öfable* which is about events that happened or possible to happen and as having less content compared to a novel.

Tangible cultural elements may include that a society needs during its daily life such as clothing, buildings, vehicles, tools etc. The purpose of this study is to determine these elements in the tales, to demonstrate the way the lifestyle of the CTS reflects on the literary works. Tales are taken from the book titled *ÖOur Stories and Nursery Rhymes* by Mustafa Gök eo_lu.

In this study, the tangible cultural elements will be analyzed using the document analysis method.

Kayhan, Hatice, CIU

A Review of Saadi Shirazi's Work Titled *Bostan* (The Orchard) in Terms of Managerial Issues

Saadi Shirazi, a prominent name in Persian Literature, was one of the main influences of Turkish writers, poets. Saadi Shirazi started creating his works by the mid 13th century. He wrote *Bostan* (The Orchard) in 1257 and presented it to Atabek Ebu Bekir b. Zengi. He is a successful poet especially in the area of odes.

All works of Saadi are based on the concept of wisdom and have very strong literary techniques. Thus, his works remained as the most read works in the Islamic geography for centuries and was used in the education system. His work *Gulistan* was included in the Ottoman education system's curriculum as a course book.

The didactic nature of *Bostan* draws attention of the readers to governance and management issues. Therefore this work will be analyzed by the authors in terms of the management concepts. In this qualitative study, document analysis method will be used.

Kayumova, Shakhnoza, University of Georgia

Becoming in the field: Dialogue with Latina girls and practicing science

This study challenges the assumptions around the meaning of *dialogic* and how it is widely used in research by novice researchers in the field, where the researcher positioned to be *dialectic*. I turned to Bakhtin's notions of dialogue and polyphony, Deleuze's concept of becoming, and Chicana feminist methods to understand why it was particularly difficult to reconcile my needs and objectives as a doctoral student, "the other," and novice researcher with the reality, messiness, and unpredictability of data. Finally, I outline the assumptions, such as the purpose and rationale of a study to be inherently divorced from the meaning of dialogic and present the way I brought them together with the voices of my participants, Latina mothers and daughters, and myself.

Kayumova, Shakhnoza, University of Georgia

Doing Educational Research With Science Teachers and Using Post-theories

This study interrogates the notion that Post-theories and ethnographic methods are inherently incommensurable. Author argues that such concrete and deterministic lines are problematic (1) with fundamental indeterminism of post theories and (2) within interdisciplinary encounters of theory and methods. Framing it as uneasy tension, author uses the example of conducting ethnographic study about middle grade school teachers' subjectivities, and applying Foucauldian reading of power/knowledge theory. In doing so, the author re (presents) and analyzes tensions in the conduct and representation of the study, and focus on how feminist notions of *ethics of imperative* opened a possibility as a source of methodological motivation to deal with anxieties of uneasy tensions.

Kee, Jessica Baker, The Pennsylvania State University

Intersections of Freirean Pedagogy with Indigenous Knowledge and Resistance to Colonization

I am interested in the intersections of Freirean pedagogy with different forms of indigenous knowledge and resistance to colonization. I was inspired by the Bejarano when she described the way her Freirean cultural work sometimes clashed with Andean indigenous knowledge. I have a few research questions: How did Freire's critical pedagogy interact (and clash) with indigenous knowledge as it spread beyond Brazil? Is it possible to combine Freirean literacy principles with indigenous knowledge without acting as an agent of

colonization? And how these principles are applied to current indigenous resistance movements?

Keeney, Sarah, *University at Albany*

A Theories of Change Evaluation: Implications for Consensus Building

See Bhat, Meera

Keith, Karin, *East Tennessee State University*

Photo-ethnography: A Pathway to Understanding One Policy Implementation

See Moran, Renee

Kellam, Nadia, *The University of Georgia*

Residing In-Between: A Visual-Verbal Narrative Inquiry into Student Experiences in a Transdisciplinary Design Studio

See Guyotte, Kelly

Keller, Reiner, *University of Augsburg*

General Outline of the Sociology of Knowledge Approach to Discourse

The Sociology of Knowledge Approach to Discourse (SKAD) combines Foucauldian perspectives and analytical tools with core elements of Symbolic Interactionism and social constructionist sociology of knowledge. It (re-)orientates social sciences discourse research towards questions of social relationships of knowledge and politics of knowledge - following (contested) knowledges, their production and power effects through societies. The focus is on how the contingent 'realness of reality' is shaped, constituted, disputed, transformed via discourses and discursive structuration. SKAD proposes concepts (like: actors, arenas, dispositifs) and heuristic tools (like interpretative schemes, classifications, phenomenal structures, narrative structures) in order to account for discursive structurations.

Kelly, Brian L., *Loyola University Chicago*

Queering the Congress: The political nature of house music and dancing

Several authors have noted the political nature of performance ethnography and argued for a socially just orientation to the methodology. In addition, some researchers have explored the historically political nature of music and video, yet few performance ethnographers have explored the use of music and video in their work and the potential to use these performative methods as a means to create an explicitly queer (i.e., political) message in their work. Given this gap in the literature and previous experiences with seemingly apolitical music and video-

based performances at CQI, we seek to create an audio and video-based queer space within the Congress. Our performance ethnography mixes historically and socially defined queer house music and video footage of club and warehouse parties to explore the inherently queer and thereby political nature of this music and these parties and create an explicitly queer and political music and video-based space within the Congress.

Kelly, Brian L., *Loyola University Chicago*

Using music-based services to engage and promote young people experiencing homelessness strengths

This paper explores whether involvement in a music studio in a transitional living program engages and promotes young people experiencing homelessness strengths. Using

an ethnographic approach, participant observation and interview data were collected to explore young people's experiences while engaging in the music studio, the meanings they attach to their experiences, and whether or not and the extent to which engagement in the music studio engages and promotes personal strengths. Findings suggest that young people experience the studio as a space to develop musical skills, a space to hone existing technical skills, as well as a space for developing intrapersonal and interpersonal skills through collaboration and training with other young people and staff. Through these processes, young people develop new and existing musical, technical, intrapersonal, and interpersonal skills. In this sense, the studio engages and promotes young people's strengths. Implications for social work practice and research will be discussed.

Kelly, Brian L., *Loyola University Chicago*

Co-constructed audio documentary and social work: The potential for voice and representation

This paper presents findings from a co-constructed audio documentary project that evolved out of a larger study exploring a music studio in a transitional living program for young people experiencing homelessness. The author worked with a team of four young people to develop a co-constructed audio documentary that explores their experiences in the studio and the meanings they attach to their experiences. Young people were provided with digital recording devices and asked to document their experiences in the studio and to reflect on their meaning. These recordings were combined with recordings of young people's original music and spoken word work to develop the final co-constructed audio documentary. The author will present examples of the co-constructed audio documentary and discuss how audio documentary provides social workers with a unique opportunity to include young people and their voice in the research process. Implications for social work practice and research will be discussed.

Kelly, Timothy, *University of Iowa*

Method and Madness: unpacking "expertise by experience" in critical psychiatric and psychosis research

In spite of a growing body of critical social science discourse on public psychiatry and the experience of madness in the United States, academic projects led by individuals with first person experience of significant psychiatric disability and a commitment to critical activist-scholarship remain scarce. This proposed presentation focuses on the co-presenters' ongoing qualitative explorations of the phenomenology and cultural politics of psychosis, with emphasis on the tensions, problematics and promise raised by "expertise by experience." Rather than describing a finished academic product, this presentation aims to (1) unpack some of the theoretical, methodological and practical challenges of autoethnographic psychosis research; (2) discuss a variety of collaborative qualitative tools and techniques we have developed to explore and extend the reach of critical qualitative inquiry to madness.

Kendall, Lori, *University of Illinois at Urbana-Champaign*

Power Points: The Politics of Qualitative Internet Research

Lori Kendall addresses the politics of qualitative internet research from a variety of perspectives, including the power of research and the research of power. Her subjects include race, ethics, and the relationship of qualitative research to "big data." Along the way, she addresses some current pitfalls and revisits a few classic exhortations regarding power and research. She concludes by looking at some particularly promising research directions.

Kenemore, Thomas, *Chicago State University*

Truth and Trauma Youth Empowerment Program: Qualitative Findings

Qualitative findings from a mixed-method evaluation of Truth N' Trauma (TNT), an innovative program designed to address youth and community exposure to violence, are presented. The program, using a trauma-informed and restorative practice curriculum, engaged forty youth from communities surrounding an urban public university. The youth developed leadership and a readiness to positively impact their home schools, neighborhoods and communities. Qualitative findings from the youth participants and TNT staff demonstrate: their experience in relation to their families and ecological surround; their complex exposure to violence, and responses to it; and their integration of trauma-informed practice training and of the TNT-created restorative community. Also, individual experiential changes are described and explained. Presenters discuss the use of qualitative findings in evaluation, and the potential for demonstration of essential components of the TNT project as a model for future youth and community engagement initiatives.

Kennedy-Lewis, Brianna Lynn, *University of Florida*

Grounded Theory Methodology and the Use of Diagrams: One Detailed Example

Grounded theory methodology involves the use of the constant comparative method in an iterative cycle of data collection and analysis. To understand the data and make decisions that drive the cycle forward, the researcher may use diagrams and memos. This presentation includes a description of the step-by-step use of diagrams in one grounded theory study that addresses the research question: "How do administrators in high poverty middle schools decide how to respond to students' challenging behaviors?" Through the use of diagrams, the research team made decisions about how to develop codes, how to relate codes to each other to form themes, and ultimately how to formulate a theory that would answer the research question. This presentation includes examples of the diagrams used in this study along with a detailed explanation of how each type of diagram played an important role in data collection and analysis.

Kennedy, Jolie, *University of Minnesota*

An Apprenticeship-of-Observation in Online Learning: Examining influences on our online teaching practices

See bakir, nesrin

Kent, Derek A., *Ball State University*

Show Me the Scotsman: An Autoethnographic Exploration of Student Persistence at a Mountain West University

Driving to my first homecoming game as a university graduate, I pondered what my university experience had come to mean to me. Approaching campus felt like coming home with memories of countless highs and lows I experienced as a student. Many of the most memorable and influential experiences took place outside the traditional classroom. At the time it seemed these experiences were occurring spontaneously. Only after becoming highly involved with the University did I learn many of these institutional efforts were done intentionally for student retention and development. Within this presentation, I explain how the factors of college selection, campus involvement, faculty-student relationships, and fraternity life influenced my university experiences and led me to persist to graduation at my institution. I composed a series of short stories about my undergraduate years and then thematically analyzed those stories. Themes were then compared to the current research in the field of higher education, specifically the body of literature centered

on persistence and retention. The result was an autoethnographic essay wherein my college persistence decisions were highlighted and interrogated in light of the relevant literature. Some of these experiences showed general application of research from one region or institution may not be universally applicable to institutions across the nation. Other experiences were congruent with findings of current literature.

Kerr, Stacey, *University of Georgia*

Plugging the World into the Deleuzian Machine: Thinking New Possibilities in Geography Education

In *Deleuze and Geophilosophy*, Mark Bonta and John Protevi (2004) wrote that Deleuze and Guattari's (1980/1987), *A Thousand Plateaus*, was "the key to a new materialist geophilosophical paradigm." As an introduction to this new paradigm, the authors presented Deleuzoguattarian-inspired conceptual and theoretical tools for geographers to engage in new modes of research and inquiry. This research paper extends those tools and ideas to think new possibilities in the realm of geography education and geography teacher education. It explores how concepts like assemblage, mapping, and deterritorialization could allow educators to engage differently in the teaching and learning of geography.

Kiegelmann, Mechthild, *Karlsruhe University of Education*

Professionals Working for a Transition towards Inclusion in Educational Institutions

Following the convention of the United Nations on the rights of persons with disabilities (2006), many institutions are changing towards more accessibility for persons with disabilities. In my paper, I will present a current study from a perspective of a psychologist using qualitative research methods and collecting data in Germany. My research focuses on the experiences of professionals from different disciplines who are working in educational settings during the transition. The perspectives from teachers of special education will be included, as well as the perspectives of social workers, and therapists. Results stress the importance of personal relationships and the development of trust among the professionals. Also, differences in salary, reputation of the profession, flexibility of work time, and precision of job descriptions (or lack thereof) are key. While the study is imbedded within the German context, the discussion will include questions that might be relevant to other societies as well.

Kien, Grant, *grant.kien@csueastbay.edu*

Memeography as a Memeplex Flaneur

This study technographically elaborates experiences browsing the social media site Reddit.com. How do Reddit users' media choices make sense in the memeplex (the environment within which memes regenerate) they are participating in? I apply Walter Benjamin's *Àrcades* concept to describe the virtual space of Reddit as a field for ethnographic participant study, using Memeography as a methodological grounding. Correlation with physical malls may be obvious: people commonly meet and hang out at malls in physical space, and consumption of aesthetics is an act of consumer culture. However, virtual malls are constructed to be browsed in the intimacy of one's private browser. Additionally, the intensity of memetic experience arising from instant gratification and immediate disposability creates a unique consumer experience. How, then, does these conditions of the Reddit experience correlate with desires, anger, joy, annoyance, and myriad other emotions that saturate the consumption of aesthetics in the virtual mall?

Kim, Hyunhee “Sharon”, *The University of Georgia*

Multiplicity, Language, Culture, and Me: Exploration on Multilingual and Multicultural Self

The context of the work is based on the confusion of multiple voices within me as a Korean female student who studied in the US. I also introduce confusions and conflicts of the dialogues with significant others in Korea. This is important study because it will help teachers and students to understand possible cultural conflicts in dialogues. The primary objective of this autobiographical study is to have a dialogue with the audience about the cross-cultural experience of multilingual and multicultural self today. As a multicultural person, I would like to share the conflicts and confusions of multiple voices within myself and in dialogues with significant others in cross cultural communications. The major ideas and theories of the work are based on the works of Bahktin (1981) and Gee (2012). I examined the notions of *ÖheteroglossiaÖ* and discourse as *Ösocial phenomenon* (Bahktin, p. 259).Ö

Kim, Soo Mee, *University of Illinois at Urbana-Champaign*

Visually Approaching the Notions of Power in a Transnational Urban Space: Koreatown as a Case Study

Through visual ethnography, participant observations, and semi-structured interviews, I discuss the various tensions and struggles for visibility within Koreatown in Los Angeles. Adapting Nicholas MirzoeffÖs (2011) notions of *ÖvisualityÖ* and *ÖcountervisualityÖ*, I interrogate the space in order to understand the productions of the invisible and visible within and of its boundaries. Who determines the construction and reconstruction of Koreatown? How do these entities make decisions? What are the various communities in this space fighting for? Ultimately, I examine the dialectical relationship between the existing power dynamics amongst various actors of the neighborhood, the city, and beyond, and the structural shifts developing in this transnational urban space.

King-White, Ryan, *Towson University*

“This is Our Fucking City” or is it: Disaster Capitalism and the Loss of Rights in National Tragedies

This presentation blends a critical auto-ethnographic account of my connections with the 2013 Boston Marathon bombings and its mediated renderings. In so doing, I aim to demonstrate that the communal healing symbolized by the Boston Strong^a brand, and the actions of the cityÖs law enforcement and sports teams (especially the Boston Red Sox) serve to further simplify American political thinking to symbolic victories over *Öpurely evilÖ* domestic and international terrorists like Dzhokhar and Tamerlan Tsarnaev and Osama bin Laden. I argue that the initial anger and later celebratory responses Americans have had around national tragedies like 9/11 and the Boston Marathon ironically allows for the creation of an ever-growing police state in which the rights of Americans are being removed. This presentation concludes by suggesting that Americans must become more self-reflexive about what conditions in the U.S. and World would lead these individuals to orchestrate such unthinkable acts.

Kirakosyan, Lyusyena, *Virginia Tech Institute for Policy and Governance*

Arts-Based approaches and their implications for researchers in other fields

Communities around the world face numerous challenges, among them continuing struggles with political, racial, ethnic, economic and cultural divides in their populations. The arts can be a means of raising public consciousness regarding these differences by

incubating conscious, thoughtful dialogue and discussion among individuals possessing diverse values and beliefs. Change can only occur when people become aware and actively reflect on these epistemic-scale norms and the arts can help them do precisely that. We will examine the dynamics of community-based murals and theatre to argue that the social experience of art making can open space for people to tell their stories in ways that other methods of engagement cannot, stimulating both an individual and communal process of inquiry and reflection concerning values and identities. This paper will employ murals and theatre as exemplars to analyze the implications of community-based art-making for researchers in community change processes, peacebuilding and democratization.

Kirker, Jessica, *The Pennsylvania State University*

Drawing Identities: Autoethnographic Stories of Racialized and Gendered Discourses

After several years of teaching in an urban high school with a diverse population of students, I began detecting subtle (and not so subtle) racial and gendered biases in all levels of practice. My ongoing interest in exploring how these biases get cultivated, reinforced, and translated in educational systems lead me to question my own teaching identity and practices. Using autoethnography, I consider how I, as a white woman teaching art, participate in, maneuver, and manipulate spoken and unspoken racialized and gendered discourses within my teaching and learning context(s). I employ discourse analysis and draw upon critical race theory, whiteness studies, and gender studies to examine discourses that govern the school and inform its social conventions as manifested in my professional identity and practices in the classroom, collegial spaces, and school community. This study speaks to the discourses and difference and how identity is constructed within these layers of communication.

Kisch, Lisa, *Algoma University*

Indigenous Research as a Strategy for Surviving and Thriving in the Academy

See Cameron, Rose Ella

Kölo, Uur, *Milli E ğitim Bakanlıđ ı*

Belirsiz Ge ğmi_Zaman Ekinin Yabancı Dil OlarakTürk e ..._retimi Ders Kitaplarında Kullanılmı

See Kalfa, Mahir

Klein, Vanessa, *Kent State University*

A Mixed Methods View of Evolution Acceptance: Understandings Gained from Emic and Etic Perspectives

See Borgerding, Lisa A.

Kleinstein Chenyek, Rico, *Institute of Communications Research (ICR) and College of Medicine, University of Illinois at Urbana-Champaign*

Contextualizing the Critical Social Sciences & Humanities MD/PhD: A Queer of Color and Feminist Science Approach

While many professional training programs and fields have embedded, self-reflexive modes of critique, medicine is lacking in this area. Education, for example, has the established notion of pedagogy to reflect upon modes of teaching as distinct and subjective rather than objective, and has epistemology as a means of questioning ways of knowing. Within law, critical race theory is a field wherein the basis of legality and jurisprudence

can be brought into question and understood through white supremacy. Medicine, on the other hand, lacks a valued and established method of framing (both at practice and training levels) where the very base of medicine can be questioned, or where the fundamental idea of illness and healing can be challenged. The current paper engages auto-ethnography, queer of color critique, and feminist science to evaluate medicine and reconsider the significance of dual-degree MD/PhD training in critical social sciences and humanities.

Knizek, Birthe Loa, *Sør-Trøndelag University College*

Ethical and Methodological Issues in Qualitative Research on a Taboo Subject: Suicide in Ghana and Uganda

The Ghanaian philosopher Gyekye (1995) has placed suicide in an African moral universe as a phenomenon that transgresses all moral rules and brings suffering not only to the doer but the entire community. In our qualitative research on suicidal behaviour in Ghana and Uganda we have worked in cultural contexts where suicide is highly taboo and stigmatised and attempted suicide is criminalised. Consequently, our informants are extremely vulnerable and the necessary ethical and methodological reflections may be different than normally needed and formally required in other contexts. In contexts such as those described above, this can sometimes result in unforeseen methodological and ethical dilemmas that must be solved by the researchers in unorthodox ways. In this presentation we will discuss common ethical demands against the research reality in Ghana and Uganda.

Knizek, Birthe Loa, *Sør-Trøndelag University College*

Interactions among Therapists in Team based Treatment of Substance users

See Skong, Rickard Johan

Knizek, Birthe Loa, *Sør-Trøndelag University College*

Analyzing interview data from health professionals and patients - is Interpretative Phenomenological Analysis a suited approach?

See Hagen, Julia

Knudson, Sarah, *University of Saskatchewan*

The Self, the Spirit, and the Unknown: Community Engaged Research and Participatory Action Research as Strategies for Aligning Qualitative Research Teaching with Indigenous Methods and Epistemology

Many Canadian universities now make concerted efforts to promote curriculum development and classroom and campus cultures that recognize diversity in student viewpoints and life experiences. Increasingly, these efforts have involved promoting recognition and inclusion of Indigenous knowledge in the university setting. If adopted in the classroom, the promotion of Indigenous perspectives suggests exciting possibilities for teaching qualitative research critically. The literature, however, offers little guidance on achieving this through undergraduate qualitative methods teaching. Using examples of teaching initiatives, I suggest that by integrating Indigenous methods, perspectives and epistemology, particularly through student opportunities for community engaged learning and exposure to participatory action research, teaching qualitative research can promote critical recognition of multiple ways of knowing.

knutas, agneta, *Norwegian University of Science and Technology*
Spectator and Actor in Narrative Reserach

Regarding Narrative Research I will in this paper Look Into Arguments that can Legitimize the Researcher from the Perspective of both Spectator and Actor. The Spectator it is Argued has a Position that Allows him/her to see the Big Picture. The Actor Because he/she is Part of the Game must Play its Role, and is therefore Unable to Perceive the Whole. As for Narrative, that which can be Accepted by Others in Research is here Related to a Convincing Account. Objectivity is Dependent on the Narrator's Opinion, as well as the Story Being Situated in Lived Experience where the Intention is to Engage the Reader in Critical Thinking. The Aim is not to Achieve Consensus. Instead, the Story has a Function by Specifying, Reasoning and Arguing in Relation to a Particular Inter-Esse, where the aim to Reach Public Justification

KOC, ESEN SAYGIN, *Bowling Green State University*

Confidence, popularity, leadership and dominance in friend circles: A qualitative case study

Friendship circles are real life social networks that consist of multiple individuals who are called friends. Most individuals have networks of friend circles; circles that are connected to other friend circles in different type of ways. This qualitative case study is based on five in-depth interviews and three observations and is focusing on friend circles and attempting to establish a clearer understanding of how concepts like confidence, popularity, leadership and dominance are constructed in a friend circle, and how they are communicated among friends.

KOC, ESEN SAYGIN, *Bowling Green State University*

Identity management strategies of Turks in the United States: A qualitative study

This qualitative study is based on in-depth interviews conducted with ten Turkish individuals living in the United States and investigates their identity management and coping strategies. Turkey, a country that lies between the Asian and the European continent, is an important mixture of various identities that are sometimes seen as contradictory, such as Western and Eastern or middle-eastern and European. Because of this various identities, there may be inconsistencies between the perceptions of Turks and Americans about the Turkish culture and identities they have. First, this study examines how these Turkish individuals identify themselves in terms of their connection to national, cultural and religious identities. Second, it explores how Turks believe Americans perceive their identities, and finally the inconsistencies and the tensions they create and what coping strategies they perform in this identity struggle.

ko er, ŝmer, *anakkale Onsekiz Mart University*

An Autobiographical Inquiry of a Rigorous Participant Selection in a Qualitative Study

See Eryaman, Mustafa Yunus

Koehler, Jeanne, *Illinois Wesleyan University*

Me-Search, Self Study, and Teacher Identity

Palmer (1998) within his book, *The Courage to Teach*, asked a central question, "Who is the self that teaches?" This qualitative study connects with this question. Over the course of three years, I have mentored pre-service teachers as they transition into the role of teacher. During student teaching, these teachers faced trials, joys, and did so while

conducting a self study of their teaching. In this paper, I explore how fourteen senior, pre-service teachers made sense of their personal experiences and how these experiences shaped them as researchers, writers, and teachers. Through their personal narratives, these future teachers provide insight into “who is the self that teaches.”

Koenig, Terry Lea, *University of Kansas, School of Social Welfare*

Adults with Schizophrenia and their Active Participation in Mental Health Treatment

Adults diagnosed with schizophrenia are viewed by some mental health providers as unable to actively participate in treatment. The following qualitative study examined the perspectives of 10 adults diagnosed with schizophrenia and who are participants in CommonGround, an innovative shared-decision making (SDM) program at a mental health center, which establishes opportunities for shared decisions between them and their providers. A total of three focus groups and two individual interviews were conducted with participants to obtain their experiences of participating in this SDM program. Constant comparative analysis was used to analyze interviews. Salient themes included: participants’ introduction to and awareness of the program; unique features of the program (e.g., use of personal medicine); program benefits (e.g., goal setting); and program difficulties (e.g., lack of provider support for shared decisions). Study implications include deeper examination of the role that adults with mental health diagnoses can play in directing their own treatment.

Koenig, Terry Lea, *University of Kansas, School of Social Welfare*

The Current and Future Role of Social Work in Kazakhstan

The social work profession emerged in Kazakhstan after its declaration of national independence in 1991. This qualitative study examined eleven Kazakhstani social work practitioners, faculty and students’ perceptions of social work in Kazakhstan. All research materials were translated into the Russian language (e.g., interview guide, consent form) and face-to-face interviews were conducted (with Russian language interpreters) in the fall of 2011 and while the first author was on a Fulbright scholarship. All interviews were analyzed using constant comparative analysis. Russian-language interpreters contributed to the development and confirmation of findings. Key themes included: (1) new social work roles with children, families, and elders; (2) national government development and greater clarity of social work roles; and (3) the development of new social work professionals seeking greater clarity about their roles in providing social services. Implications for the continued growth of Kazakhstani social work are discussed.

Kokkammadthil, Vivek C, *Concern Worldwide*

Women Empowerment Through Theory of Change

See Augustine, Johny

Koren, Chaya, *University of Haifa*

Mutually Exclusive and Collectively Exhaustive: Typology Construction in Qualitative Research

Typologies are an accepted means for systematic knowledge organization in social sciences of subjects having something in common, and they include several types. Types must be mutually exclusive, meaning subjects cannot belong simultaneously to more than one type, and collectively exhaustive, meaning subjects added are able to belong to one of the types.

A review of qualitative articles including the term typology in their title revealed an increase in preoccupation with typology construction in qualitative research within the last decade. However, the process of developing a qualitative typology was seldom documented, and sometimes the criteria mentioned above were disregarded.

The aim is to address the process of typology construction in qualitative research, based on our previous work stemming from grounded-theory principles as follows: Examining the definition of typology using abduction; illustrating typology construction on both structural and content levels; and discussing problems and promised of typology construction in qualitative research.

Koro-Ljungberg, Mirka, *University of Florida*

Challenges of interdisciplinary research across ideological and methodological contexts

Ideological and methodological differences produce power differentials and create discourses that provide a framework of knowledge and knowing subjects. Power and discourses, in turn, are enacted through various procedures of exclusion including the procedure of prohibition. In this paper, we will discuss how the objects of scholarship, rituals, and privileged right to speak shape normative practices of research and publication. We will draw examples from our funded research project that brings together engineering, education, psychology, and various theories and qualitative methodologies. We also wonder how to introduce unfamiliar ideologies, theoretical perspectives, and methodologies to the disciplines that have strong normative traditions and fixed onto-epistemological expectations.

Koro-Ljungberg, Mirka, *University of Florida*

Vital illusions of discipline and critical (re)productions of docile teacher body images

In this paper we use Baudrillard and Foucault to critically think about discipline in education and to process various images of docile teacher bodies; images that are believed to be real and represent the Real. Baudrillard's work prompts us to consider how the signs of reality create a duplication, a virtuality, the hyper-real, which makes it impossible to separate true and false, real and imaginary teacher bodies or different forms of discipline. We propose that images of teacher bodies have no "real" history, correspondence to Real or no meaning per se since they have all possible meanings and multiple histories. Following Foucault disciplined teacher bodies become elements in the system of power; bodies that can be placed, moved, created, and articulated by other individuals. Teacher bodies provide vital illusions and manufactured signs of teaching/learning experiences and as such they can be qualified, classified, and punished- at least in their virtuality.

Koro-Ljungberg, Mirka, *University of Florida*

Tim Barko, University of Florida; Angelo Benozzo, University of Valle d’Aosta; Sarah Bridges-Rhoads, Georgia State University; Chris Brkich, Georgia Southern University; Karen Charman, Deakin University; Walter Gershon, Kent State University; Ryan Gildersleeve, University of Denver; Rachel Holmes, Manchester Metropolitan University; Aaron Kuntz, University of Alabama; Liz Jones, Manchester Metropolitan University; Crystal Laura, Chicago State University; Susan Nordstrom, University of Memphis; Ann Merete Otterstad, Oslo University College of Applied Sciences; Anne Reinertsen, Nord-Trondelag University College; Bettie St. Pierre, University of Georgia; Jessica Van Cleave, Mars Hill University

The status of data in qualitative research is belatedly beginning to receive serious methodological attention, as a result of developments in fields such as performance ethnography, process philosophy, posthuman studies and the new materialisms. This work has challenged traditional conceptualizations of data as raw material for the interpretive work of (human) analysts. These two panel sessions will continue the dialogue started in a special issue on reconceptualizing data published in *Cultural Studies – Critical Methodologies* (13, 4, 2013). The sessions will bring together contributors to the special issue to discuss and further develop their perspectives on how qualitative researchers might know, live, (un)know, (un)do, and even kill data. Presenters will problematize various conceptualizations of data as known, familiar and inert objects, and have been encouraged to imagine more complex, creative, and critical engagements with data in the conduct of research. The sessions will follow an innovative format designed to accommodate multiple perspectives from the panelists and to prompt active audience participation.

Koro-Ljungberg, Mirka, *University of Florida*

Tim Barko, University of Florida; Angelo Benozzo, University of Valle d’Aosta; Sarah Bridges-Rhoads, Georgia State University; Chris Brkich, Georgia Southern University; Karen Charman, Deakin University; Walter Gershon, Kent State University; Ryan Gildersleeve, University of Denver; Rachel Holmes, Manchester Metropolitan University; Aaron Kuntz, University of Alabama; Liz Jones, Manchester Metropolitan University; Crystal Laura, Chicago State University; Susan Nordstrom, University of Memphis; Ann Merete Otterstad, Oslo University College of Applied Sciences; Anne Reinertsen, Nord-Trondelag University College; Bettie St. Pierre, University of Georgia; Jessica Van Cleave, Mars Hill University

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Koro-Ljungberg, Mirka, *University of Florida*

Repetitions

See Hendricks, Justin

Koro-Ljungberg, Mirka, *University of Florida*

ÔDangerousÔ resonances: A plateau of disgust, discomfort, and obscenity in university classrooms

See Barko, Tim

Kotze, Elmarie, *University of Waikato*

Giving an account of oneself in the face of ÔradicalisedÔ hospitality

A week-long noho marae – a stay at a Maori cultural meeting house – is a requirement of the Counsellor Education Programme at the University of Waikato, New Zealand. Both Pakeha (non-Maori) and Maori teachers teach poststructuralism and postcolonial theory, in addition to specific cultural knowledge, to students who wish to become counsellors. The experiences during the marae provide rich opportunities for shaping students' and teachers' ethno-cultural and professional identities. In the context of unconditional hospitality (Derrida), traditionally offered to visitors, each student is invited to give an account of him-/herself in a short presentation. The presentation weaves a storyline in a tapestry of the self as political in counselling practices. This presentation will reflect on the experiences at a marae using students' feedback.

Kotze, Elmarie, *University of Waikato*

Academic supervision, Ôlines of flightÔ and the Ôself as eventÔ

One of several places where a research text is constructed, is in the layers and folds of the supervisory relationship. In the process of academic supervision, Elmarie and Paula opened up a conversational space to move with, and beyond, the challenges and impasses encountered during Paula's study. The data generation method, the specific content of Paula's self-data, and the supervisory relationship that Paula and Elmarie shaped and reshaped were all harnessed to open lines of flight (Deleuze & Guattari) towards becoming a Ôself as eventÔ (Jackson). In this presentation, Elmarie and Paula discuss selected moments from the journey with Paula's auto-ethnographical thesis: the use of outsider witness practices (White) to story the six-year-old Paula's experience of personal failure and rescued speech (Speedy), that storied the reconstruction of Paula's face after a car accident.

Kotze, Elmarie, *University of Waikato*

Risk and academic performance in neo-liberal times: De-composition through a conference presentation on humour

See Crocket, Kathie

Kraft, Kathryn, *University of East London*

The power of stories for effecting community transformation through NGO monitoring and evaluation

The Most Significant Change (MSC) methodology has been gaining popularity among international development agencies as a means of monitoring project effectiveness through storytelling. Practitioners ask community members to tell stories about changes they have seen or experienced, then analyse the stories in order to capture the nature of a project's

impact. While MSC as a monitoring and evaluation methodology is still typically used only if paired with highly quantitative monitoring approaches, it provides an important voice to so-called ÖbeneficiariesÓ and can play a role in effecting community transformation. Based on experiences in two Arab nations with a long history of conflict, and drawing on relevant research surrounding MSC and storytelling as a research methodology, this paper will describe how MSC may support reflective practice within non-governmental organisations (NGOs), provide a space for conflict-affected individuals to be heard, and identify modes of reconciliation within communities.

Kral, Michael, *University of Illinois at Urbana-Champaign*

Critical Psychiatry: Cultural Syndromes of Suicide, Dysautonomia, and Dissociation

See McLawhorn, Donald

Kranke, Derrick Alan, *VA*

Your love is my drug: Tales of Adolescent Empowerment

Structural analysis (SA) provides insight about narratives that are usually missed when focusing on what is said, particularly when paying attention to how the narrator organizes content. SA assigns genres to narratives to classify storytelling and provides exclusive focus of a narratorÓs experience, combined with persuasion, to describing the lived experience of a specific phenomenon.

Adolescent self-stigma has remarkably received little attention. Literature lacks clarity on what makes individuals more or less likely to experience self-stigma. However, not all individuals with mental illness self-stigmatize, in fact, some become empowered to overcome the negative conditions associated with the label of a mental illness. The objectives of this presentation are to identify the external conditions and cognitive process of those adolescents who do not self-stigmatize and become empowered.

Although these narratives share the theme of empowerment, the contribution of SA will elucidate the primary sources that positively impact their mental health trajectory.

Krug, Gary J., *Eastern Washington University*

A multi-dimensional model for reducing social violence

The authors present a developing approach to reducing violence at a mid-sized state university which incorporates social-psychological, cultural studies, and interactionist perspectives in an institutional framework. Most violence reduction programs focus narrowly on attitude change or muted social interventions which do not translate well into subsequent changes in behavior. Human behavior arises not from simple attitudes but from a complex relationship between institutional power, cultural messages and their uses, and personal interactions in which selves are created, maintained and formed through ongoing activities. If each of these dimensions is not meaningfully addressed in changing the understanding, performance and meanings of violence, interventions against violence are generally very short lived and ineffective. Institutional reform, curricular support, cultural critique tied to social interaction, leadership training, and small group modeling constitute the framework which integrates faculty, students, and administration as consubstantial in preventing, reporting, and ultimately reducing violence.

Krug, Gary J., *Eastern Washington University*

Terminal Terror: Guns, Status, and the dissolution of Philos

The proliferation of trans-national, and extra-judicial murder, the growth of the surveillance state, the militarization of police, together with the proliferation of separatist

movements and stand-your-ground laws: all of these reflect the US culture's inability to perform the basic function of assigning status judicially, philosophically, and phenomenologically, that is, of determining whether entities, human or otherwise, are inside or outside of the social and so whether they have recourse to the rights of persons and whether they are obligated to others through a sense of *philos*. Guided by the work of *Bienveniste*, *Merleau-Ponty*, *Giroux*, *Hillman*, and *Arendt*, together with the author's own research into contemporary culture, this work explores the variety of options, fantastic, phenomenological, social and physical, that people create and inhabit while living in a world of strangers evacuated of obligation to others.

Kuby, Candace, *University of Missouri*

Crystallization as a Methodology: Disrupting Traditional Ways of Analyzing and (Re)presenting through Multiple Genres

Crystallization as discussed by *Richardson* and *St. Pierre* (2005) deconstructs traditional views of validity and (post)positivist notions of triangulation. Crystallization as a methodology (*Ellingson*, 2009) embraces a multigenre approach to analysis and (re)presentation that blurs the boundaries of art and science. The focus of this chapter is on crystallization as a methodology in an educational study of critical inquiry in an early childhood classroom (*Kuby*, 2010). To demonstrate how crystallization disrupts traditional processes of research, *Kuby* discusses three fluid and recursive aspects of the study: 1) autoethnography to unpack ideologies that influenced teaching/researching; 2) practitioner inquiry while teaching children; and 3) a critical performative analysis of emotion. She also discusses the tensions and possibilities of disrupting qualitative research traditions in the academy. This chapter demonstrates how multiple genres can be used for analysis and (re)presentation (multi-voice poetry, pro/epilogues of narrative vignettes, images and embodied conversations).

Kuby, Candace, *University of Missouri*

Chinese Scholars' Experiences Acculturating in the U.S. as Parents and Academics

See *Su-Russell, Chang*

Kulbago, Lucy, *Kent State University*

A Mixed Methods View of Evolution Acceptance: Understandings Gained from Emic and Etic Perspectives

See *Borgerding, Lisa A.*

kumar, hari stephen, *University of Massachusetts Amherst*

Memory, Mourning and Miracles: Traversing Boundaries of the (Im)Possible through a Triple (Critical) Autoethnography

Memory is a tensive bond between past and present, a productive tension between appearance and reality, and a tender necessity in the maintenance of the everyday. In this performance we three brothers search and seize upon moments when the fragility of memory is but a thin strand that we hold onto as we mourn what we have lost and are in the process of losing, and as we yearn for miracles. We engage a triple autoethnography in which we both individually and collaboratively work memory using each others' processes to trigger the emotional response of our individual experiences.

Kuntz, Aaron, *University of Alabama*

Critical and Poststructural Forms of Inquiry: Social and Environmental Justice Through Productive Critique

In this presentation I draw from Foucaultian considerations of inquiry with an emphasis on parrhesia as a productive means to advocate for and enact social justice through qualitative inquiry. I argue that traditional research methods operate according to logics of extraction, separating data from material context, producing objects in need of interpretation. As a means to intervene within such extractivist discourses, I highlight a critical orientation with an emphasis on relationality and materialist methodologies. This perspective refuses the anthro-centric focus of traditional inquiry methods offering, instead, the recognition that environmental justice necessarily includes social justice--that the former is dynamically related to the latter--and that such forms of inquiry necessarily require new formations of methodological risk and responsibility. As a means to ground this presentation, I draw examples from my own work with embodiment, emplacement, and critical geography.

Kuo, Yi-Lu, *Indiana University Bloomington*

Reading Difficulties of Chinese Learners

This study investigated what reading difficulties of twenty-two American Chinese learners have via think-aloud protocols (TAP) and follow-up interview. During TAP, participants read two types of texts, and say out loud what they were thinking about when reading, and to describe how they comprehended texts. The researcher also further examined participants' reading difficulties by asking them to summarize the texts. After TAP, the researcher asked participants to reflect on their reading process when doing TAP and to talk about their current Chinese reading difficulties. The results showed that participants have three main reading difficulties. First, they could not recognize a lot of vocabulary that they have learned before. Second, knowing the meaning of each character did not guarantee participants to understand the meaning of words or phrases together. Third, they had hard time finding subjects for longer and complicated Chinese sentences which led to their misinterpretation when summarizing texts.

Kurup, Rekha, *Sofia University*

Rising Daughter, Silent Mother, Fading Grandmothers : Investigation and Re-discovery of Nayar Indigenous Practices

This study explores my research journey as a modern-day city-bred daughter of Kerala, India, to redefine, reclaim and re-inform my female sexuality through the discovery and investigation of matrilineal Nayar practices. A series of events led me to the doorstep of my matrilineal Nayar ancestry of Kerala where, for the first time, I learned that for untold centuries, the Nayar people had celebrated the sexuality of their daughters through rituals meant to ensure the fruitful blossoming of a daughter into a sexually mature adult woman; yet in my own life, I never experienced these rituals. Using the transpersonal methodology of organic inquiry I interviewed my mother and three grandmothers from Kerala. Their stories influenced my relationship with body and sexuality in a positive way. I hope my study inspires daughters everywhere to re-claim their own stories around body and sexuality, and also, those of their mothers and grandmothers.

Kye Price, Sarah, *Virginia Commonwealth University*
A Mid-Career Reflection on Multiple Ways of Knowing

Social work scholarship often tries to build a bridge between research and practice. While many PhD programs prepare doctoral students to address meaningful contributions to social work practice, not all questions can be adequately addressed in one paradigmatic perspective. In this paper, the author will explore the overlaps between her practice-focused questions of inquiry, her positivist, quantitative doctoral training and the quest for developing a more encompassing approach from early to mid-career development. Specifically, she will detail a mid-career decision to pursue Constructivist Inquiry simultaneously with several of her PhD students in order to go back and investigate questions that had not been accessible in her early career agenda focused on positivist inquiry and funded research. This presentation will embrace the ethical, pragmatic, and epistemological conundrums that propel the quest for knowing in various stages across one's scholarly career.

Kye Price, Sarah, *Virginia Commonwealth University*
The Perspectives of Virginia's MIECHV Home Visiting Stakeholders: The Implementation Phase of Centralized Intake

See Coles, D. Crystal

Kye Price, Sarah, *Virginia Commonwealth University*
Managing The Wild: An Autoethnography of the Experience of a Research Team

See Coles, D. Crystal

La Fleur, Richard E, *University of West Georgia*
Mattering and the reintegration process post-deployment

This paper looks at the effects deployment has on soldiers and the difficulties they face in dealing with PTSD and Suicide and the impact of reintegration into civilian life through the concept of mattering. Many deployed service members create relationships born out of being a "band of brothers" deployed in a war zone and experience the power of peer relationships forged in dangerous situations of combat with members of military units (Scurfield & Platoni, 2013). However, when some soldiers transition home as veterans, they experience stress and anxiety which can lead to being marginalized (Moore & Kennedy, 2011). When an individual experiences a transition or life change, the potential exists for marginality. The purpose of this thesis is to provide valuable information to improve the transition from the war zone to civilian life and improve the mental wellness of veterans and their loved ones as they attempt to reconnect post-deployment.

Lacerda, Carolina Maranhão Marques, *Conselho Regional de Enfermagem do Ceará*
Influência do gênero profissional masculino na periodicidade do exame Papanicolaou

See Sampaio, Luis Rafael Leite

Lacerda, Carolina Maranhão Marques, *Conselho Regional de Enfermagem do Ceará*
Percepção de homens sobre hipertensão arterial do sistema de saúde no Nordeste brasileiro

See Mendonça, Francisco Antonio da Cruz

Lachance, Graeme. *University of Ottawa*

Unschooling a Teacher: Learning to Learn Outside of the Classroom

At four years old, I was put in a school. By eleven I was in another. Another still at eighteen, twenty-one, At twenty-four, a teacher standing in front of a school classroom. At 27, a student seated once more. All that I know, all that I eat, and all that I breathe, I have been led to think I owe to school. This year I take a cue from my students. I have dropped out. I knew I could not do it any more when faced with thirty-three individuals that I could not all reach at one time. Some of which who say school has failed them. I realized it again when colleagues reassured me that I needn't worry, I didn't have to reach them. But what is left? The identity of teacher so clearly articulated by Palmer, who once gave me the courage to teach, is now shattered. Drifting through the question mist, I know I want to find a real teacher, but how can one exist in a space without school? What is the other way? Sans school? Un-school? These are the heartbeat questions of self de-schooling. Between the pages of Holt, Gatto, Llewellyn echoes a call for liberated self-directedness. I am now in the tension of understanding the experience of the self-directed learner, the unschooler. As I begin to volunteer at a center dedicated to unearthing learning from former students, I too must be self-directed to establish what it means to be an unschooled teacher. This narrative entanglement is for other teachers also making the cracked Aokian transition from school-curriculum to life-curriculum. This exploration is for Garland (2012), so that we may no longer teach all hearts to break. And it is for the students, my students, should they reclaim their hearts.

Land, Mary, *University of Ottawa*

Locating Our Life Stories: Places and Spaces that Form the Lived Landscape

The places we come from have an enormous impact on the people we become. Our own lived-in spaces provide such an opportunity for learning and reflection, yet often curriculum dictates the places that should be studied - ascribing value to the potentially unknown at the expense of the lived known. Pausing to consider our own personal geographies allows us to define for ourselves our sense of place and what it means to have a particular location as the setting for (at least part of) our life story. Mapping these locations, both literally and figuratively, can help us to make connections between our lived experiences and our research. From my perspective of a geographer, educator, student, and now researcher, the question of "where are you from?" takes on a much more important role than a simple conversation starter. The environments in which I have lived - an island in Lake Huron; a university town; a city guarded by walls and language; the nation's capital - represent my own unique landscape. I want this evidence from my past to be a starting point into inquiring about the narratives of others.

Landa-Vialard, Olaya. *Illinois State University*

Making Art Accessible for the Visually Impaired: Perspectives from Students who are Audio Describers for this Grant Funded Project at Illinois State University

Illinois State University (ISU) Milner Library's International Collection of Child Art celebrates the creativity and innovative work produced by children with a global perspective. Thought provoking representations of whimsical animals, fanciful portraits, musings on daily life, enchanting landscapes, and other imaginative themes provide a window for the viewer to share the often magical outlook of a child. This art is being made accessible for the blind/visually impaired. Funds for this project are provided by the Institute of Museum and Library Services under the Federal Library Services & Technology Act. ISU students who are studying to be teachers of the visually impaired have received train-

ing and are participating in this project as audio describers. This presentation will focus on their experiences throughout this project and their perspectives as sighted individuals describing art for blind/visually impaired individuals.

Landim, Fatima Luna Pinheiro, UNIFOR

Meanings Attributed By Adolescents In Conflict With The Law To Their Institutionalization And Health

See COLLARES, PATRICIA MOREIRA

Landis, Nancy Diana, Tennessee Technological University

A Close-Up of Co-Teaching: Zooming in on Teacher Candidates' Co-Teaching Experiences

Recent changes in curriculum standards and teacher evaluations that shifted the focus of accountability to student outcomes also changed teacher preparation programs. One teacher preparation model in Tennessee encourages teacher candidates and mentors to work collaboratively as coteachers. This is a change from past practice in which university evaluators and mentors observed and evaluated teacher candidates solely on their individual teaching performances. In an interpretive participatory study, three undergraduate teacher candidates explore co-teaching during their 2013 to 2014 residency in secondary English classrooms in order to understand coteaching and how it shapes teaching and learning. Data include journaling, interviews, observation, documentation, and focus group discussions. Data are being analyzed both manually and using computer assisted qualitative data analysis software by participant undergraduate researchers and their faculty mentor.

Landry, Paul, University of Alabama

Qualitative Analysis of Multilevel Sensitization Teacher Education Strategy for Inclusive Classroom Instruction

Pre-service teacher education programs face perennial concerns about preparedness for inclusion of students with mild to moderate disabilities in general education settings. Demographics dictate that public school teachers will face inclusive instructional settings. Most teacher education programs fail to provide pre-service teachers sufficient exposure and opportunity for reflection needed to appreciate teacher roles and to address student needs. A pedagogical tool or process is needed to sensitize and facilitates multi-level reflection and analysis of issues and strategies for effectively responding to student with disability relationships in diverse inclusive classroom settings. In addition, qualitative research methods are required to assess effectiveness of specific teacher education strategies in raising awareness and prompting meaningful reflection. This paper describes qualitative research that observes, analyzes and attempts to draw insights from a multilevel sensitization strategy used in a pre-service teacher education foundations course. The findings presented suggest the sensitization strategy clearly merits further investigation.

Lange, Madeline, Denison University

Reinventing Gender Roles: An Analysis of Counter-Hegemonic Behavior

Scholarly work (e.g., Kimmel, 1994; Addis, 2011; Brown, 2012), perhaps as much as social norms, trains us to expect and accept a particular type of man. During an interview with an older man who openly broke this mold, I became aware of my own role in perpetuating the stereotype of the strong, aggressive, emotionless masculine figure. During the interview process, it became evident that the interviewee challenged certain theories

of masculinity _ such as those arguing that men must be mentored by other men or that men are often forced into silence and shame. This paper explores my responses to his answers and their significance in understanding the complexities of socially constructed gender roles. I pay special attention to my own preconceptions about gender and my tendency to resist or favor certain answers based on those preconceptions.

Langtiw, Cynthia Lubin, *Clinical PsyD The Chicago School of Professional Psychology*

An Autoethnographic Exploration of Racial Microaggressions in Clinical Supervision: One Clinical Supervisor of Color's Experience

The supervisory relationship is an integral aspect of learning to be a clinician. In order to maximize learning, it is important that the relationship be safe and authentic. In 1970 Psychiatrist Chester Pierce coined the term microaggression which is the concept that communications between those of varied powered differentials, such as race and gender, can be interpreted as minor acts of non-physical aggression. Racial microaggressions can be a hidden source of strife in any cross-racial interaction. As a supervisor of color it is crucial to identify and address microaggressions that occur within the context of the supervisory relationship. In this autoethnographic essay, the author describes three incidents of racial microaggression and strategies she used to manage the impact and maximize learning for both herself and her supervisees. The presenter will explore how these incidents reflect broader cultural and sociopolitical issues and implications for clinical training.

Lanzoni, Gabriela Marcellino de Melo, *Federal University of Santa Catarina (UFSC/BRAZIL)*

Primary Health Care: causal conditions for the exercise of nursing leadership

The aim of this qualitative study is to highlight the causal conditions and understand the meaning of leadership exercised by nurses working at services of Primary Health Care in a county located in the south of the country. The Grounded Theory was used as a methodological reference. Data collection occurred through semi-structured interviews with 30 nurses linked to Primary Health Care and academics, distributed in four sample groups. The nurse exercises leadership driven by personality, vocational training stimulus, characteristics of the profession and influence of the environment. Nurses are influenced and influence the health service, acting in compliance with health policies, helping to foster the participation and integration of other workers in the health services.

Lanzoni, Gabriela Marcellino de Melo, *Federal University of Santa Catarina (UFSC/BRAZIL)*

Complex context of Primary Health Care and nursing leadership

This qualitative study aimed to understand the context of Primary Health Care and its interface with the leadership from the perspective of nurses in a city in southern Brazil. We used the Grounded Theory as a methodological reference and the data were collected through semi-structured interviews with 30 nurses, linked to the Primary Health Care and academics, distributed in four sample groups. Public management of Primary Health Care was considered complex since emerged the need of qualified and contradictions in the exercise of leadership by the nurse inserted in the network of relationships and interactions in public health management. The realization that the Primary Health Care is complex, but also the struggle for continuity of actions and work teams are attitudes that tend to overcome the difficulties encountered in managing public health.

Lanzoni, Gabriela Marcellino de Melo, *Federal University of Santa Catarina (UFSC/BRAZIL)*

Organizing of the hearing healthcare network for people with HIV: causal and intervening conditions

See Assuiti, Luciana Ferreira Cardoso

Lapointe, Alicia Anne, *The University of Western Ontario*

Gay-Straight Alliances (GSA) and Student Activism in Ontario Public and Catholic High Schools

This study investigates the roles and purposes of Gay-Straight Alliances (GSAs) and student activism in Ontario public and Catholic high schools, and their influence in addressing homophobia, heterosexism, and heteronormativity. Queer theory, as espoused by Britzman (1995, 1998) and anti-oppressive perspectives are drawn upon to interrogate the heteronormative foundation of schooling and provide a conceptual framework for thinking about sexual identity and addressing sexual oppression in terms of deconstructing normalcy and heterosexual privilege. First, a document analysis will explore the current context of GSAs in publicly-funded Ontario, Canada high schools and a detailed policy analysis regarding GSAs and anti-homophobic education will be completed. Thereafter, a multiple case study approach will be employed and content analysis will be used to make sense of the data. This knowledge has the capacity to inform equity policies and provide insight into addressing heteronormativity and the oppression of queer students in Canadian secondary schools.

Larimer, Susan, *Indiana University School of Social Work*

Women's Lived Experience of Recovery from Addiction

See Lay, Kathy

Larke, Patricia, *Texas A&M University*

From Novices to Experts: The Development of Shanghai Early Childhood Teachers' Expertise

See Hao, Haiping

Larson, Elizabeth Ann, *University of Wisconsin Madison*

"It all revolves around his needs": Caregiver's wellbeing and orchestration of family routines within the ecocultural niche

Family routines are being levered by health professionals to promote development of children with disabilities. However altering functioning routines may be costly to the caregiver. This paper describes differences in caregivers' orchestration of daily routines within their ecological niches, and their self-rated psychological well-being. Thirty-nine diverse caregivers of children with disabilities participated in-depth interviews, and completed Ryff's Psychological Well-being Scales (PWB) and the Family Time and Routines Index (FTRI). We used median FTRI and PWB scores to create four groups: (1) low caregiver PWB and infrequent family routines, (2) low caregiver PWB and frequent family routines, (3) high caregiver PWB and infrequent family routines, and (4) high caregiver PWB and frequent family routines. Findings describe key differences in caregiving groups orchestration of daily routines within their ecocultural context (e.g. childcare tasks, domestic task workload, spouse's role and family subsistence), desire for breaks from caregiving, and how these relate to well-being.

Lather, Patti, *Ohio State University*

(Re)Thinking Ontology for (Post)Qualitative Methodology

This paper addresses (re)thinking ontology for qualitative methodology. Covering the fifteen year span from Judith Butler's 1993 *Bodies That Matter* (1993) to Karen Barad's *Meeting the Universe Half-Way* (2007), the paper traces the matter of matter well beyond the body and the subject, well beyond even human life. This could be compressed into tracing the move from "radical constructivism" to "posthuman intra-relatedness." These philosophical turns will be explored for how they might inform (post)qualitative methodological practices, research practices that are situated and accountable, embodied and embedded. What is new here is the ontological insistence on the weight of the material, the erasure of binaries (e.g. nature/culture), and the immanence of agency. Up against the limits of the Enlightenment project, such concepts begin to materialize methodologies that cross the humanities and the sciences toward more intra-active, webbed and networked understandings of the messy and fluid objects of the world.

Lather, Patti, *Ohio State University*

(Re)Turn to Voice II: What Kind of Subject for What Kind of Science?

This paper will situate the (re)turn to voice within the concept of post-qualitative research and its various turn and returns. Attending to how different ontologies feed different politics, I trained in the ruins of empire to use David Westbrook's felicitous phrase from *Navigators of the Contemporary*, I theorize how the politics of uncertainty undoes positivism. Using Conlon's work with Irish women as an exemplar of "voice" in the afterward, my particular interest is how her work reconfigures rationality, disciplining, socializing and interpellation, all the concepts that have shaped our (humanist, structural) understandings of subjectivity. The "post" move entails a shift from an epistemology of human consciousness to a focus on the limits of our knowing, with an emphasis on an affective turn. In a science of indeterminacy, the epistemological unconscious is, finally, changed away from its positivism, empiricism and scientism. What "voice" looks like under these conditions is precisely the focus of this paper.

Lavie-Ajayi, Maya, *Ben Gurion University of the Negev*

If she had helped me to solve the problem, she would have cured me! A critical discourse analysis of a mental health intake

Research on mental health service disparities has focused on the impact of social identity discordance on the quality of services. Here, we explore the hegemonic discourse prevalent in institutional practice of psychotherapy and its contribution to mental health service disparities using critical discourse analysis. Data was drawn from a large study of mental health intakes in clinics in Israel working with culturally diverse populations. We focused on a single dyad including the transcription of the recorded intake session and the post intake interviews with the client and the therapist. Based on existing critique of psychotherapeutic discourse for its essentialist and apolitical view, we analyzed the process of exclusion of social cultural and political contexts, during the intake session and the diagnostic process. We shed light on the way this discourse conceals social injustice and contributes to the disempowerment of the client and ultimately to a poorer quality of services.

Law, Kristi Lohmeier, *University of Wisconsin-Whitewater*

An Exploration of Citizen Participation Quality: Consumer Majority Boards of Community Health Centers

Quality citizen participation in policy development processes is crucial to a democracy interested in equity of voice for all. Citizens with less power are often absent from policy development, despite efforts for inclusion. To understand quality citizen participation, a critical ethnography guided by a socio-ecological perspective investigated contextual and individual factors impacting policy development processes to advance knowledge about the best practices necessary to facilitate the quality of citizen participation in policy development. The policy development process explored in this qualitative study was provided by the context of three community health centers in a Midwestern state. Multiple data was collected including interviews with national and state experts, center directors, and board members. Analysis of the data identified multiple levels of influence which impacted board member participation. The results suggest that to empower consumers, social workers must understand what facilitates the quality of citizen participation to ensure legitimate voice for all.

Lay, Kathy, *Indiana University School of Social Work*

Women's Lived Experience of Recovery from Addiction

Women have their own subjective experience of recovery from addiction. This qualitative, phenomenological study presents an interpretation of women's experience with living recovery from drugs and alcohol. Emerging themes reveal how living recovery is a balance maintained by vigilance through remembering the past, taking actions in the present, being careful and prepared for the future. Women who have struggled with addiction are thrown into the world where addiction and recovery coexist, thus holding both the addict's experiences and their recovering experiences in simultaneous tension. They hold vigilance over their living in the world in much the same way others who struggle with illness and health monitor progress. However, the person with addiction, struggles with balancing illness and health tension differently. On one hand the illness of addiction is always present with the forces of recovery. The individual never wants the illness to return and never claims health.

Leal, Virginia Costa Lima Verde, *University of Fortaleza*

The relationship between plastic surgery and health promotion

See Olegario, Natália Bitar da Cunha

Learmonth, Mark, *Durham University*

A Certain Experience of the Impossible? Ornette Coleman Encounters Jacques Derrida

The French philosopher Jacques Derrida has had a profound influence on many areas of organization theory over the last twenty years; not something that could be said about the jazz musician, Ornette Coleman (a central figure in the Free jazz movement). Derrida was not a musician (although music was the object of his strongest desire), and Coleman is certainly not a philosopher. Nevertheless, inspired by a meeting between them, we synthesize ideas associated with Free jazz (especially harmonic improvisation) and Derridean deconstruction. In this way we give managers new insights on organizational democracy and something new to do when dealing with day-to-day dilemmas in organizations. We especially emphasize a phrase used by Derrida, "a certain experience of the impossible," as an expression of a particular experience of doing management we explore in the paper.

Learmonth, Mark, *Durham University*
Teaching Qualitative Research in a Business School

See Humphreys, Michael

Leathers, Lillian Sharon, *Teachers College, Columbia University*
Constructing Complex Relations Amongst Narrative Ourselves: What is Opaque, Vulnerable, and Limited in Curricular Discourses?

Within historical constructs of curriculum reform in an economically impoverished community, my subjectivities have moved through performances of student, family member, teacher, university-district liaison, teacher educator, doctoral student researcher, and African-American woman. Within autobiographical inquiry, I explore the interplay of these subjectivities along with how they function ethically in relation to others (Butler, 2006). Through my performances, I commit to complicating the space in which my Ourselves are constructed and performed in relation to curricular discourses and the Ourselves of others. Undergirding my work are the influences of normalized discourses of curriculum reform and national dropout rates within impoverished communities. In this paper, my engagement in relational, contingent (Butler, 1991), and to some extent fictional, autobiographical work operates alongside and through teacher and high school dropout narratives of what Miller (2005) refers to as lived experiences of curriculum.

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Leavy, Patricia, *Independent*
The Fiction and Non-Fiction Dialectic: Writing Women's Stories

Fiction-based research or fiction as a research practice is an emerging genre of arts-based research with unique methodological capabilities, particularly for feminist researchers, as well as the ability to advance public scholarship. In this presentation I discuss my turn to writing feminist novels as a means of better expressing the cumulative insights garnered from years of qualitative research and then how in turn, the responses to the novels prompted me to conduct new interviews and develop a nonfiction project inspired by the novels.

Lee, Hsin-Lun, *University of Taipei*
The Combination of Dunhuang Dance and Contemporary Arts: A Case Study on Jun-Ling Xian's Choreography- Dancing with the blossom scattering from heaven

This research is based on Jun-Ling Xiao's choreography of "Dancing with the Blossom Scattering from Heaven", which indicates the relationship between traditional culture and innovative thinking. In other words, this research is about how Dunhuang Dance combines with multimedia materials. This study believes that every choreographer needs to find a balance in combining the traditional and the innovative, and the final presentation of a masterpiece of choreography needs to go through constant re-consideration and

re-configuration. Accordingly, the analysis in this research explores the evidence to support the above notion.

Lee, Yen-Ling, *The University of Georgia*

Visiting Chinese Grandparents in a Southern Region of the United States

See Chen, Hao-Min

Lee, Yookyung, *Southern Illinois University Carbondale*

Teachers' Conflation of Race and Ethnicity with Language Proficiency: Implications for Classroom Discourse

See Byfield, Lavern G.

Lee, Yoomin, *University of Illinois at Urbana-Champaign*

The Clash of the Contexts in Rendering a New Mixed Methods Approach Problematic

See Secolsky, Charles

Lehfeld, Neide Aparecida de Souza, *University of Ribeirão Preto*

Qualitative research and the phenomenological stance

Qualitative research in health care results from a new research approach to current questions and concerns in the field, which are characterized by unique changes toward human, technical and scientific developments.

The concept of health care is expanded, and there is a shift from the focus on diseases to an understanding of the complexities underlying it and which are part and parcel of its new foundations.

There is, therefore, a paradigm revolution that needs to be taken into account as concerns the methodology used by researchers in the study of a research object and the context in which they are inserted.

Phenomenology has allowed for a gap to be filled in the disturbing quest for phenomena experienced existentially.

In phenomenology we can find a method to reach the intuition of essences, the meaning assigned by particular subjects and their interpretations of the world according to their experiences.

Lehfeld, Neide Aparecida de Souza, *University of Ribeirão Preto*

Evaluation of Courses at an Institution of Higher Education in Brazil through of the Qualitative Inquiry

The regulation of college education, in Brazil, is realized through the Evaluation System of Higher Education (ESHE) that uses the evaluative results to infer the quality of courses and Institution of Higher Education (IHE). By law, the IHE maintain a Self Evaluation Commission (SEC) with function of developing internal ratings. The objective of this study is to show a Brazilian University SEC report which employs qualitative inquiry with the support of the information technology for management of institutional quality. In the conducted evaluation processes information technology was used associated with qualitative approach in the data collection and organization. Participants introduce online narratives regarding didactic and pedagogical organization, teaching practices and infrastructure. Information is then analyzed through content analysis. It is noteworthy that information technology is an important tool for qualitative inquiry and, in the presented context, allows to stimulate diagnostics that will enhance academic management.

Leipow, Rachel Arianna, *University of Illinois at Urbana-Champaign*
Sati in Psychology: Exploring the Tension between Secular Buddhism and
Mindfulness-Based Interventions

Some Buddhist practitioners have voiced concern about the popularization of mindfulness (Pali: sati) in psychology, suggesting that key aspects of Buddhism may be missing in mindfulness-based interventions (MBIs). This paper examines the literature on the differences between secularized Buddhism and MBIs. Although clear critiques of the "scientizing" of Buddhism and the de-emphasis of wisdom and ethical practice transferred from Buddhism to MBIs exist in the literature, little research has been conducted concerning the actual lived experience of Buddhist and MBI aspirants. This paper will articulate a mixed-methods approach to examination of the commonalities and differences of MBI and Buddhist practices. The intention will be to engage aspects of these practices within individuals' daily lives that may shed light on dimensions of this tension not captured by outcome studies or theoretical comparisons alone.

Leitch, Judith, *University of Maryland, Baltimore*
Faculty, Trainer, and Student Perspectives on a Blended Teaching Model for CAQDAS
Qualitative Research

In spite of the increasing importance of Computer-Assisted Qualitative Data Analysis Software (CAQDAS) in qualitative research, traditional methods of teaching these programs are ill-suited for social work doctoral students. This paper describes the implementation of a new model for the instruction of CAQDAS. This model blends qualitative theory taught by an on-site faculty member with applied CAQDAS instruction led by a specialized trainer. This paper discusses what is needed to implement this model, including the technology required as well as the faculty and trainer preparation. The authors discuss the challenges, resolutions, and potential usefulness of this model from three perspectives: a faculty member leading the class, the CAQDAS trainer, and a social work PhD student. The authors suggest that this model is cost-effective, efficient, and leads to integrated learning of CAQDAS that may improve teaching of this method in the future.

Leite, Lindomagnó Pessoa, *Serviço Social da Indústria - SESI/CE*
The SESI Model of Health and Safety at Work: implementation of an integrated
information system as consulting

See COLLARES, PATRICIA MOREIRA

Leite, Lindomagnó Pessoa, *Serviço Social da Indústria - SESI/CE*
Implementation of an Unit Quality of Life in SESI Ceará: experience report

See Costa, Luciana Cavalcanti

Lelek, Noah, *Delta State University*
First-Year Professorhood: Politics and/or Performance

This autoethnographic, performative writing essay traces my journey as a new professor at a medium-sized state university in the south. As a newly-minted academic and as an "outsider" in the south (I was raised in Montana), I had to constantly navigate my roles within university culture and the culture of the "most southern place on earth." Early in the fall semester, I was asked to judge a lip-syncing contest for the university's homecoming celebration. One Caucasian sorority donned blackface in their performance. As a social justice advocate and a performing arts practitioner, I understood immediately the

magnitude of the blackface performance. Following the performance, I had to negotiate my role as a new professor with my need to create a culture of dialogue and social justice at my new university. This essay deals with issues surrounding race, culture, self-censorship, and the politics of the professorhood.

Lemaster, Benny, *Southern Illinois University, Carbondale*

Somatic Discourse: A Case for Enfleshed Reconciliation in Louise Erdrich's *The Round House*

Effective reconciliation will not and ought not to account only for institutional annihilation but also for the everyday ways in which colonized bodies perform "survival," which David Carlson defines as "a political act standing at the heart of sovereignty itself—the act of asserting autonomy and having that autonomy acknowledged by others" (17). The performativity of survival is but one way that we might approach Native American rhetoric in order to grasp how colonized bodies maneuver embodied colonization. In this essay, I build on the pedagogical work of Elyse Lamm Pineau and make a case for "enfleshed reconciliation," which I contextualize as a mundane performance of survival. The reconciliatory dynamic that I am interested in seeks to broaden how we might understand reconciliation for Native populations globally. Again, rather than reconciliation being just about institutional restitution, it is also about the everyday ways in which colonized populations navigate the mundane.

Lemaster, Benny, *Southern Illinois University, Carbondale*

Becoming Multigenerational: The Performative Limitations of Generational Rhetoric in Citizenship Discourse

In this essay, I interrogate generational rhetorics that comprise citizenship discourse. In particular, I look at the performative constitution of a generational divide as it manifests around citizenship and immigration status. Turning to my own experience as a mixed-race and mixed-generational U.S. American citizen, I am interested in the ways in which self and other are intersubjectively constituted within the broader discussions of immigration reform in U.S. America. I draw on Hess's (2011) critical-rhetorical ethnography to accomplish this embodied approach to critical discourse analysis with the hopes of opening up new ways to approach, ascribe, and avowal generational ties.

Lemos, Suyane Souza, *Faculdade de Medicina de Botucatu/UNESP*

Integrality: theoretical and practical focus

See Rossi, Lilian Cristina de Castro

Lenz-Taguchi, Hillevi, *Stockholm University*

The Fabrication of a New Empiricism Researcher Subjectivity OR Researching 'Body without Organs'

The purpose of this paper is to explore how to think about researcher subjectivity in another way, informed by the recent ontological turn. In contrast to an image of the qualitative researcher as an "incorporeal angel" elevated from reality to produce representations that form "generalities, patterns, themes or meanings" (MacLure 2013), researchers doing New Empiricism research can be seen to fabricate for themselves affectively engaged Bodies without Organs (BwOs) (Deleuze & Guattari 1987). Subjectivity is displaced to become a process of individuation and of fabricating for ourselves various Bodies without Organs as effects of extensive machinic assemblages. The question investigated for this paper concerns what material, semiotic, and social forces, and codes make

up the machinic assemblage of _ in this case _ New Empiricisms research practices, and thus what forms of desire that might pass on the BwOOs that get fabricated in this kind of research.

Lenz-Taguchi, Hillevi, *Stockholm University*

The Neuron: Mapping a Cartography of the Forces and Connections between Early Childhood Practices and the Neurosciences?

The purpose of this study is to investigate the historical, social, and material (desiring) forces at play that connect the idea of The Neuron to different scientific practices and to the practices of early childhood development. Methodologically, the study engages in a practice of "mapping a cartography" (Deleuze & Guattari, 1987) of the different desiring forces and practices that connect various studies in the neurosciences to studies of child development and practices of early childhood. In these connections, knowledge from different disciplines traverse each other and become productive of new transdisciplinary knowing. The questions of the study are: What causes a researcher in a particular discipline to think and make transversal connections in particular ways? What kind of research practices and what kind of material, semiotic, and social desiring forces become productive of this specific thinking? What kinds of realities for early childhood will be produced by these research practices?

Leo-Peraza, Leyla G., *Secretaria Educaci—n Yucatan*

Indigenous education in Mexico: What do the key players say?

See Cortes-camarillo, Graciela

Le—n, Manuela, *Researcher*

Attitudes and Theft Dynamics in an Upper-Middle Socioeconomic Status School in Colombia

See Chau, Enrique

Leslie, Logan, *University of Georgia*

Vibrant Matter in a Virtual World: How the New Materialisms Inform Video Game Research in Science Education

Because of the role of the physical world in science, a framework that accounts for the material world is an essential tool for science educators. For this reason, I have found the work of the New Materialists particularly useful. In this paper, I will focus on how Jane Bennett's Vibrant Matter can aid in broadening our view on the material while not requiring a return to positivism. In particular, she provides a launching point for rethinking our notions of agency, which she argues extends beyond living actors. In my own work on video games in science education, I have come to treat these games as not just passive backdrops for thinking about science but instead as central actants alongside the people who play them.

Lester, Jessica Nina, *Indiana University*

A Discursive Psychological Approach to the Study of Autism in Online Talk

In this data playground, discussions from online support groups for parents of children recently diagnosed with autism will be shared with participants to engage in a collaborative analysis of online talk from a discursive psychology perspective. To date, autism remains the most widely studied childhood disorder. At the same time, growing numbers

of people are going to the Internet for support and advice when faced with a range of medical diagnoses. The majority of autism research has centered on deficit-orientations to identifying the genetic basis for the disability label. Contrastingly, far less research has taken a social constructionist orientation to the study of autism. The persistent talk in online support groups provides a unique window into how those most affected by an autism diagnosis make sense of it.

Lester, Jessica Nina, *Indiana University*

Performance as practice: uses of performative texts in a practice-based pedagogy for teacher education

In this presentation, we share the process and practice of integrating a performative text into teacher education courses. Within courses in reading assessment and educational psychology, we invited students to re-embody a text that explores the moment of labeling a child "reading disabled" (Moran & McGill-Franzen, 2013). This text dealt with difficult and dilemmatic concepts, such as labeling theory, the widespread use of progress monitoring tools for data-driven instructional decision-making, and the consequences of tracking children based on assessment results. We asked our students to read and perform the text as a group. Then, students engaged in a group discussion focused on unpacking the implications of the text and their experiences reading and performing it for everyday practice. Within this presentation, we highlight the performance, facilitation process, and student responses in order to outline both practical and theoretical implications of using performative texts as part of a practice-based pedagogy.

Lester, Jessica Nina, *Indiana University*

Reframing Research for Practitioner-Scholars: An Approach to Qualitative Methodological Training

The field of education has historically focused on training practitioners. Practitioners have unique needs for methodological training. Traditional methodology courses often present research methods without a direct connection to the practitioners' daily work. Often, such an approach fails to appeal to practitioners, as they find traditional methodological training irrelevant in their own day-to-day lives. In this presentation, we discuss the advantages and challenges of reframing research methodologies for practitioner-scholars using a "practice-first" orientation, which sensitizes the practitioner to the utility and applicability of research methods by introducing the methods through common problems of practice. The presentation will be divided into three parts. First, we will describe what practice-first means and how it differs from conventional methods training. Second, we will provide examples of the challenges that practitioners encounter in traditional methodology training. Finally, we will describe how instructors of qualitative research courses might adopt this approach in their own instruction.

Levitan, Joe, *The Pennsylvania State University*

Freire's Conception of Dialogue and the Role of Listening

Can you teach dialogue? Can you teach how to listen? My paper is on Freire's conception of dialogue and the role of listening. I plan on examining these concepts through a critical analysis of his ideas and those of Buber and Hegel, as they both had influence on Freire's thinking. The concept and practice of dialogue is fundamental to Freire's philosophy and pedagogy, and has important implications for teachers. In order to fully understand the practice of dialogue and the role of listening, it is essential to examine the

precursors to the Freirian iteration of this concept. Ultimately, this paper will extend the analysis of dialogue and listening to their roles in a learning environment.

Lewis, Kathy-Ann Sherma, *University of the West Indies St. Augustine*
Hindrances to Quality - A Qualitative Case Study of Attrition at a University Within a Developing Small Island State.

In 2006 Trinidad and Tobago, a high income small island developing state in the Caribbean, made higher education free and therefore more accessible to qualifying citizens. This led to increased numbers of students entering higher education at local institutions. However, in many instances traditional learning environments were left unaltered with a lack of attention to retention and attrition issues. For small developing states, there is insufficient theory on the nature of attrition. This study was designed to contribute to the development of contextual theory on attrition by exploring the experiences of students withdrawing from two faculties from the largest university in the country. An analysis of the qualitative interviews reveals key themes and recurring processes that identify hindrances to the pursuit of positive higher education outcomes within this context. Policy lessons learnt point to the need for transformation ahead of massification and the development of stronger institutional student support systems.

Lewis, Lillian Louise, *The Pennsylvania State University*
Higher Disparities: Contrasts in Female and Male Self-Reported Views of Academic Parenthood

Recent research has characterized parenthood in the academy as a liability for the professional advancement of women while a strategic advantage for men. Much of the current research on the subject relayed through mass media analyzes the quantitative outcomes of academic parenthood in relation to completion of a terminal degree, securing employment, and professional advancement within the academy. Conversely, the lived experience of graduate students and junior faculty has not been extensively discussed in mass media settings. This paper examines the perceptions of male and female graduate student and junior faculty in several university settings of their experiences with academic parenthood. These perceptions are revealed through narrative interviews with participants. Narrative analysis is utilized in the effort to reveal differences and similarities between the sexes with parental experiences in respect to higher education. This research aims to illustrate a broader and more nuanced picture of academic parenthood through the inclusion of both graduate students and junior faculty accounts.

Lewis, Lillian Louise, *The Pennsylvania State University*
Lines of flight in encounter photography: Deterritorializing exhibition through Twitter

This paper considers the contradictions between globalized electronic media use as an agent confounding the continued salience of the art museum as key arbiter of artistic judgment and the movement within an electronic global network from a fundamentally decentralized model towards a highly centralized structure of corporately owned data, services and data centers, paralleling the institutional model of a global museum. This digital ethnographic research examines data derived from Twitter accounts sharing textual and photographic representations of Tilda Swinton's performance of *The Maybe* in the Museum of Modern Art. The author draws from the philosophies of Gilles Deleuze and Felix Guattari, examining the complexities of deterritorialization/reterritorialization in digital and physical exhibition spaces in order to reveal lines of flight from the institutionalization of art.

Lewis, Patrick J, *University of Regina*

The three RÖs remembering, revisiting, and reworking: How we think, but not in school

It is widely accepted that the basic principle of human thought is narrative; that is we tend to think in story. Story both forms and informs human thinking with respect to experience and existence. The mind makes meaning through narrative structures, namely story. It then follows that humans learn through story. Yet, in the schooling systems of North America neither curricula nor pedagogical practice seem to take up this idea.

Lewis, Patrick J, *University of Regina*

Storying treaties and the treaty Relationship: Enhancing treaty Education through Digital Storytelling (Part III)

This paper represents the third installment of the ongoing findings of a collaborative educational research endeavour to authentically take up reconciliation with Aboriginal people within a Canadian context of ongoing colonialism. Specifically, the research takes place in the province of Saskatchewan, where treaty education is mandatory in K_12 classroom. The work took place in elementary classrooms with grade 3 & 4 students, their teachers, and a research team of 4 teacher educators and 1 graduate student.

Lewis, Rachel, *Kingston Business School*

They Just Don't Really Get it, This is a Vocation and I Wanna do it: An Interpretative Phenomenological Exploration of Wellbeing

See Arevshatian, Lilith

Lewis, Sheri Katherine, *UIUC*

Love Expectations

See Castaneda, Yvette Danielle

Li, Peiwei, *Indiana University Bloomington*

Methodological Reflections on Using Qualitative Data Analysis Software (QDA) in Collaborative Qualitative Projects

See Zhao, Pengfei

Li, Xinling, *China Youth Daily*

The Old Black Monster School

ÖThe Old Black Monster (hei lao yao)Ö, the most unlikely name in the world associated with formal education, was given to a local primary school of Inner Mongolia in the, perhaps, most remote and impoverished area of Northern China. No one heard and cared about this eerily disturbing name and the history of the school, until the author, the senior journalist of China Youth Daily, reported it. Unlike her reportage, this is a performative autoethnography in which the author recalls her few epiphanic moments during her reporting the ChinaÖs rural education system and The Monster School against the backdrop of ChinaÖs massive capitalization. An unheard ongoing history of the transformation of ChinaÖs education system as well as the Monster School is told in such an unconventional way in which the journalistic description, investigation, and analysis become secondary, whereas feelings, emotions, and dialogues between different characters were given the priority.

Lieber, Eli, *University of California, Los Angeles and SocioCultural Research Consultants, LLC (Dedoose.com)*

A Conceptual Model for and Practical Approach to Mixed Methods Research

As strategies for implementing qualitative and mixed method research advance, so must our approaches and technologies for managing and analyzing the data that are generated. The Ecocultural Family Interview (EFI) approach is an example of one flexible model for gathering mixed method data focused on the activities and routines that shape peoples' lives in natural contexts. The forms of data generated through this approach include both rich qualitative content and numerical dimensions overlaid on coded content in order to facilitate a mixed method approach in later analysis. In this presentation, a conceptual model is presented which illustrates how the EFI approach applied to any research question can shape both rich and complex research. The result of such a project are then discussed to demonstrate the relative efficiencies brought to the research questions as a result of how the data were managed and analyzed within the Dedoose environment.

limah, shamil, *university of massachusetts*

Septimus Smith Found His People: War, Whiteness, and the Search for HOME in My Own Body

With my faith in my white western knowledge scattered amidst the rubble of war, a war in which I participated in very real and material violence, I return in the aftermath to the place once known as HOME. 'Coming HOME' is generally thought of in terms of trauma, survival, reintegration, etc, but there must be more to it if I follow the logic to its end—my end. My HOME was built upon the very language, ideologies, and cultures from which I'm now a refugee, and so for me there's no home to return to, no people to stand among, no identity to claim. I believe now in a nomadic non-space, a cycle of merciless introspection and disclosure, stories of the undone, and the infinitely protean performative expression. For me, 'academic inquiry' can only mean a reversal of my gaze and the scratching of my eyes at the cataracts of power.

Limes-Taylor, Kelly, *Georgia State University*

Methodology and 'A Glossary on Postmodernism (Written in the Age of Genocide-as-End)

The glossary (a tongue-in-cheek, serious examination of the modern and postmodern) specifically attends to the modern and postmodern as both era and theory — as time, as a way of thinking, and as a way of thinking about that thought. While this glossary troubles postmodernism as a theory that understands itself as innovative in its challenge to modernity, it also calls into question the Academy as a modern institution, its colonialist research methods, and the Western episteme that undergirds them both. Such an examination is vital in the discussion of research methods used within indigenous communities, non-White communities, so-called post-colonial communities, and Fourth World communities.

Lin, Ching-Chiu, *University of British Columbia*

Media Arts for Inquiry: Indigenous youth, media production and community engagement

Media arts programming offers a response to the challenges of understanding, interpreting and participating in an increasingly technology-mediated world. This presentation describes an ethnographic case study of a youth media program in a rural community setting for a group of indigenous youth. Attending to the representation that allows mean-

ings and actions to emerge from the ethnographic encounter, this presentation aims to provide evidence on how youth use film as an art form as a source for self-expression and a tool of empowerment in the context of seeing community as curriculum. Questions address how indigenous youths' creative practices inform contemporary understandings of youth development and community engagement, and how their media arts practices are defined by the network of learning relationships embedded in the community. Findings discuss how media arts programs in informal learning settings suggest new curricula, pedagogies, theories, and policies that will help cultivate intellectual and social beings.

Lin, Ching-Chiu, *University of British Columbia*

Youth as knowledge producers through community-based media arts practice

The concept of knowledge production through the arts has drawn new attention and promoted active dialogue within the discourses of contemporary art and education. This presentation describes a research project that explores the implications of youth arts practice as a model of knowledge production and a form of social action. It involves groups of marginalized youth who are exposed to barriers and risk factors that inhibit their participation in various facets of society. To address this social challenge, it takes on an arts-based approach that highlights youth capacity to be knowledge producers and change-agents through media arts practice, in an attempt to define youth's role in the rise of global knowledge-based economy. This presentation helps us understand how art can provoke youth's knowledge production and sharing, as well as how youth media arts practice as a model of knowledge production may lead to more innovative pedagogies in youth learning programming.

Lin, Miranda, *Illinois State University*

The Inclusion of Photography and IRB Approval: Addressing Concerns and Justifying Benefits

See Miller, Kyle Elizabeth

Lincoln, Yvonna, *Texas A&M University*

Qualitative Research in the 21st Century, and the Special Problem of Ethics

Even as the university is besieged with neoliberal ideologies which undermine classical higher education, qualitative research—which holds promise of unlocking the inner workings of this new organizational form—appears to be growing in sophistication and power. Three issues face qualitative research in the future. First, we are seeing the invention of new tools and new methods. The most critical of the new methods will be exploring digital materials, especially personally generated materials (e.g., Facebook, LinkedIn, personal blogs, etc.). Second, the generation of these new methods calls for the invention of new rigor criteria. How should digital materials be used? Under what circumstances? How do we afford privacy, and at the same time, understand the mix of physical and virtual worlds? Finally, the new methods will call for a revised and extended set of ethics, not yet invented.

Lincoln, Yvonna, *Texas A&M University*

Re-creating Oppression and Hope: Responses to a Multimedia Installation of the Prison Experience and Memories

This study proposes to explore wonders, concerns, and practices regarding a project which objective is threefold. First, a multimedia installation designed to recreate the experience of incarceration from women's imprisonment as a thread of the 'disappear-

cidos – the disappeared ones – committed in Argentina, Chile, and other South American countries during dictatorships. Second, the installation and a subsequent workshop that are designed to explore the creation from prisoners’ memories to which prisoners were consigned. Third, the installation is designed to bring together across time, space and language local and non-local consumers of the research, intending to move people to a moral dimension, rendering the audience more able to present a moral critique. The method, multimedia installation and performance, from sketch to presentation, should enable the visualization of the calabozo’s terrible isolation. We are presenting responses to this project that may help tie the words and images into larger events, circumstances, and global issues.

Lincoln, Yvonna, *Texas A&M Unveristy*
Critical Qualitative Research in Global Neoliberalism

See Cannella, Gaile

Lindemann, Abigail, *University of Wisconsin-Madison*
Crossroads of Pink Cobblestone around the Ivory Tower: Female Students Reflect on their Career Journey

See Aguinaga, Arellys

Lindsay, Gail Margaret, *University of Ontario Institute of Technology*
Vehicle Collision Experiences: “I’m Not in Pieces, But Need Help to Get My Life Back”

In developing recommendations for clinical practice guidelines, a gap was identified between the scientifically admissible evidence and the experience of the patients – whom they impact. Conceptualizing patients as key informants, we addressed this breach in a provincially legislated minor injury guideline. A narrative interpretive inquiry was undertaken to explore the experiences of individuals – following a motor vehicle collision. The process of research conversation, co-construction of story, and weaving of all participant stories into a composite will be shared. The composite as “finding” and the process of ontological inquiry complimenting epistemological research will be illuminated. The qualitative findings contribute to the recommendations on how best to improve future regulatory guidelines and to ensure clinical decision-making is informed by evidence that includes the experience of patients. How the qualitative inquiry is congruent with, and challenges, quantitative outcomes will be highlighted.

Lindsay, Gail Margaret, *University of Ontario Institute of Technology*
Arts-Informed Narrative Inquiry in Mental Health: Constructing person-centred care in a Relationship-Based Care Approach

See Schwind, Jasna K.

lisahunter, ., *The University of Waikato*
Localised competition, globalized impacts: Resituating female surfers using social and pedagogical leverage.

The New Zealand Surf Festival was created to support female surfing in Aotearoa/New Zealand and market the region internationally. Now in its fifth year it provides multiple outcomes to the region, its occupants, and to women’s surfing. Participant interviews, spectator surveys, ethnographic fieldwork, website feeds and event related documentation

were collated and summarized with a sensory analysis (Pink, 2009) to illustrate personal, social, and pedagogical outcomes. In this presentation social leverage (Chalip, 2006) is investigated with an emphasis on how a variety of intended and unintended participants Ómade senseÓ of the festival. Implications to be discussed include the importance of personal, social, environmental and pedagogical outcomes from such events suggesting a need to incorporate them with the economic equation. References

Chalip, L. (2006). Towards Social Leverage of Sport Events. *Journal of Sport & Tourism*, 11(2), 109_ 127.

Pink, S. (2009). *Doing sensory ethnography*. Los Angeles ; London: SAGE.

Liston, Monique Inez, *University of Wisconsin-Milwaukee*

“There’s No Sally and Thomas Here!”: Scandal, Twitter and Black Feminist Epistemology

This paper explores the discussion of ABCÓs television show Scandal on Twitter as an example of Black Feminist Epistemology, as presented by Patricia Hill-Collins. Black women on Twitter show the tenets of Black Feminist Epistemology through expressing and validating their shared experiences. The Twitter platform allows for an ongoing dialogue, a key axiom of Black Feminist Epistemology. Information shared between users represent the ethics of care and personal responsibility that exemplify how Black Feminist Epistemology engages and challenges knowledge validation processes. This research is important for contextualizing the Ómatrix of dominationÓ and how marginalized communities create and challenge knowledge beyond the dominant cultureÓs methods.

Lo, Chih-shen Owen, *UBC*

Literature integration in grounded theory studies

Literature review is fluid and additive in nature in grounded theory (GT). This article illustrates the complexity of literature review through a three-stage literature integration process. In this literature integration process, field literature was first reviewed a priori with an aim of sensitization and gaining entry knowledge. Since the purpose was to investigate the context and foundation of a phenomenon, the themes of this preliminary review were set to be general and broad. Once the data analysis took place and a theory began to emerge, field literature was used as secondary data in concurrence with empirical data to formulate the theory. With an aim to achieve theoretical saturation, field literature was analyzed both inductively and abductively for clarifying, elaborating, and modifying the emerging concepts. After a satisfactory level of theoretical saturation was obtained, field literature was then used recursively as triangulation references for locating the situatedness of the emerged theory.

Lochmiller, Chad, *Indiana University*

Reframing Research for Practitioner-Scholars: An Approach to Qualitative Methodological Training

See Lester, Jessica Nina

Locke, Kirsten, *University of Auckland*

Women and Leadership in Universities: Investigating the Leaky the pipe

Women now make up over half of the university population in most developed countries, yet are still underrepresented in the higher echelons of academic leadership. This paper draws on an ethnographic study of a group of Danish women in positions of leadership in two universities in Copenhagen to explore the metaphor of the Óleaky pipeÓ

for women in academia. Whilst individual narratives, geographic contexts and political agendas are relevant, the challenge of this paper is to investigate the reasons for the paucity of women in leadership positions in ways that resist a heteronormative grid of explanation. The challenge of this research is to find a way to do justice to the complexity and subtleties depicted in semi-structured recorded interviews that tease out the many discursive threads that are weaved into a politics of *ÖdoingÖ* research and academic as a woman in the current university context.

Lonbom, Kathleen, *Illinois State University*

Digitizing and Making Accessible the International Collection of Child Art (ICCA) at Illinois State University (ISU)

Illinois State University (ISU) Milner Library's International Collection of Child Art celebrates the creativity and innovative work produced by children with a global perspective. The work in this collection reflects the energy and inventiveness young artists bring to art-making and the profoundly imaginative vision they use to create images. The collection holds over 8,600 original works of art made by children representing more than fifty countries and cultures. The audio description project is being implemented in order to make this collection of art accessible for the blind/visually impaired. The foundation for this project, how this project is funded, recruitment of audio describers and how other institutions may follow in ISU's footsteps will be discussed.

Londono Manco, Juan Camilo, *Independent artist*

The body against the glossary

Today's cultural interconnection is not neutral. Prejudices and ideas of superiority of some groups above others are still being reproduced. For the Master of Fine Arts at Universidad Complutense de Madrid, I analyzed the reductive view towards immigrants in Spain, born in inherited colonial stigmas.

Based on my research, I would like to talk about how artists study such subjects, mixing ideas from other disciplines, and propose ways to direct these questions to any person in the city, taking inquiry beyond academy. In my case, I use performance art in public spaces. When a performer interrupts a daily situation through the body, he/she also disturbs the natural association of bodies and subjectivities with a predefined glossary, and invites people to ponder about frames, social schemes and prejudices. I would like to debate this type of artistic research that seeks to intervene in the streets as part of its own nature.

Long, Hannah, *Southern Illinois University - Carbondale*

A Routine Procedure

This paper looks at the journey I endured through recurring staph infections, which started after my "routine" knee surgery in December 2011/January 2012. Through this process, I learned what it was like to be on the other side of the hospital bed, which sparked an interest in looking at health communication. Not only was this journey inspirational, but it was also healing, allowing myself to grow beyond a mind-body dualism and into a more holistic self.

L—pez Garc'a, Camino, *USAL*

UTILITICÓ: an educative program to enhance the serviceable use of ICT

See Palacios Vicario, Beatriz

López Hernández, Rebeca, *Public Health Laboratory, University Center for Health Sciences, University of Guadalajara*

Afrontamiento de la Mujer Ante la Migración de su Pareja y Repercusiones en su Salud

Introducción.

Muchas mujeres se ven afectadas por la migración de su conyuge. Los sentimientos producidos se somatizan.

Objetivo.

Analizar el afrontamiento de la mujer en México, ante la salida de su pareja a EUA y la repercusión en su salud.

Material y métodos.

Estudio cualitativo. Participaron 13 mujeres, de Jalisco, México. Se realizaron entrevistas. Se captó la interpretación que tenía la mujer sobre la migración de su esposo.

Resultados.

a) Conflicto con el rol de género.

b) Incertidumbre respecto a la crianza (aislamiento y ansiedad).

c) Sentimientos negativos y positivos.

Conclusiones.

El afrontamiento a la migración genera alteraciones biológicas y mentales siendo el contexto cultural importante. Se debe retomar este en la atención del paciente.

López Hernández, Rebeca, *Public Health Laboratory, University Center for Health Sciences, University of Guadalajara*

Vivencias de Migrantes Mexicanos en Torno a Estados Emocionales y Consumo de Alcohol y Drogas

See Cervantes Minjares, Juan Pablo

Lopez-Gamboa, Galo E., *Universidad Autónoma de Yucatán*

Challenges implementing Educational reform in Mexico's secondary Education

This study examined the challenges faced by two public secondary schools in Southern Mexico while implementing a competencies-based reform. Using qualitative interviews with faculty and administrators the researchers assessed the main strengths and limitations of the context affecting the successful administration of the reform.

Lourenco de Freitas, Erika, *Regis University School of Pharmacy*

Thinking outside the box: critical thinking in pharmacy classrooms

In order to understand how pedagogical practices influence students' development of critical thinking skills, we used participant observation, focus groups and in-depth interviews to examine how students, faculty and curriculum stakeholders navigate this subject at the College of Pharmacy, University of Minnesota. Two semesters of fieldwork suggested that there is a subtle discrepancy between students' and faculty's perspectives when it comes to teaching and learning critical thinking skills in the classroom. The disconnection between teaching approaches and evaluation was pointed out as a factor that hindered critical thinking. Case studies, small group discussions and experiential learning were emphasized as pedagogical approaches that foster critical thinking learning, but there are factors associated with the classroom setting that may prevent them to fully achieve their goal. The knowledge that emerged from this study will allow educators to design learning activities to more effectively develop these essential skills in our future caregivers.

Lourenco de Freitas, Erika, *Regis University School of Pharmacy*

Critical pedagogy in the context of healthcare education: ÔCaring-with-others-in-the-worldÔ

The current crisis in healthcare is placing a challenging task to healthcare education, emphasizing the urge for a training process capable of connecting the clinical expertise with the social, non-biological determinants of health and illness. Besides the technically competent professional, students should be prepared to be ÔhumanizedÔ professionals, fueled by a deep sense of responsibility in transforming the social problems that impact the health and illness processes. The objective of this paper is to analyze how critical pedagogy can be used in healthcare education as a way to go beyond the traditional boundaries of technical education. The neutral, apolitical, Ôculture-freeÔ character attributed to pedagogical practices in classrooms will be exposed and explored along with a range of critical pedagogical reflections on ÔrootednessÔ of all health care professions in the reality of an ill world, the political character of education, and the importance of praxis in healthcare education.

Lourenco de Freitas, Erika, *Regis University School of Pharmacy*

Pedagogy of Care: Shifting Paradigms in Pharmacy Education

See Ramalho de Oliveira, Djenane

Lourenco de Freitas, Erika, *Regis University School of Pharmacy*

Digital Storytelling: A medium for the act of reflection for health care students and beyond

See Shea, Leticia

Lourinho, Lidia Andrade, *Faculdade Ratio*

Circuitos de Saçede uma ferramenta de aten  o † saçede de estudantes

O presente relato visa apresentar a experi  ncia de realiza  o do Circuito Saçede na Escola como estratzgia para viabilizar a promo  o da saçede por meio da Portaria Interministerial n  1910/2011, no que se refere   Avalia  o Cl nica e Psicossocial em estudantes das Escolas p blicas vinculadas ao Programa Saçede na Escola, em Maracanaç, Cear . A partir da assinatura do Termo de Compromisso Municipal pactuando e formalizando responsabilidades e metas inerentes   execu  o das a  es do Programa, fez-se necess rio a conjuga  o de esfor  os na articula  o intersetorial entre as redes de saçede e educa  o para otimizar as a  es de promo  o e aten  o   saçede dos escolares. Utilizando como referenciais as diretrizes estabelecidas pelos Minist rios da Saçede e da Educa  o, a operacionaliza  o do Circuito ÔSaçede na EscolaÔ s  veio a corroborar para tornar mais efetiva e qualitativa a promo  o da saçede entre os adolescentes do munic pio.

Loutzenheiser, Lisa, *University of British Columbia*

Thinking Methodologically: Coding the post qualitative?

Field research has long been the site of methodological development and debate. From positionality to reflexivity, positivism to post-qualitative, the researcher remains at the heart of debates of identity, and knowledge. What are the potentialities of the spaces where theory and methodology meet and mutually inform issues of reflexivity, positionality, data generation and analysis? What trends are informing qualitative research currently and how do we begin to make sense of thinking with theorists and the post-qualitative?

In the context of an ethnography of multi-ethnic queer and trans youth, we will think through the spaces where theory works with research, particularly in the realm of coding. Together we will consider the ways theory not only informs research data but how coding itself informs and shapes theory and the theoretical process. In addition we will interrogate the work of those who question coding as an analytical tool for this historical moment.

Loveless, DJ, *James Madison University*

ReThinking Research Entry through RePlaying

See Bodle, Aaron

Loveless, Dr. Thomas James, *Holy Family University*

Gay men and the Intentional Pursuit of HIV - A Narrative Analysis

See Loveless, Thomas James

Loveless, Thomas James, *Holy Family University*

Gay men and the Intentional Pursuit of HIV - A Narrative Analysis

Hidden deep within the gay male underground lives a small population of gay men who imagined the intentional pursuit of HIV as a means to some end - they are called bug-chasers. In this qualitative study, 18 adult gay men were interviewed three times over a period of three months. Chain referral sampling wherein initial participants spread word of the study in their associate networks limited racial diversity. Their ages ranged from 33 years to 61 years (M=48). Through narrative analyses, their life stories portray why pursuing HIV on purpose was a fitting thing to do. Six narrative life patterns that culminated in their purposeful pursuit of HIV included addictions, wanting to connect to an HIV positive lover, childhood abuses, secrets, punishment for wrongdoings, and, in one case, HIV as an imagined progression for gay men. For these eighteen men, seeking HIV on purpose was/is a logical thing to do.

Lovett, Maria K., *Florida International University*

The Education Effect: A university-community school partnership to support academic achievement in Liberty City, Miami

Inequity in our public education system is evident. Access to resources, high quality instruction, a safe learning environment is not accessible for all our children _ and this is just as true in Miami Dade County. Florida International University, the largest minority serving public university, with the majority of students attending from Miami Dade County Public Schools (MDCPS), felt a responsibility to address this opportunity gap. Thus in 2011, The Education Effect, a university-community school partnership to improve educational outcomes in Liberty City was launched. In this article we describe the partnership between FIU, Miami Northwestern Senior High and the feeder schools in the Liberty City community of Miami. The goal of The Education Effect is to see every student graduate from high school and be college and career ready. This article shares the ideas that inform the work, key initiatives, obstacles, significant accomplishments and pressing challenges ahead.

Lowe, Rikki Elaine, *Marshall University*

A Study of the Perception of Influence of Appalachian Culture on Female Doctoral Students at Marshall University

What do you think of when you hear the word “Appalachia?” For those outside the geographical area, the stereotypical terms such as “redneck” or “hillbilly” or characteristics such as uneducated, toothless, or barefoot and pregnant. For those that live within this area, the first thoughts may be family, bond, or ties to the land. One element that is not disputed is the accepted fact that the Appalachian culture has strong ties over those who have lived there. Are the influences positive or negative? How do these influence specific groups of people? Specifically, has the Appalachian culture influenced females that have pursued furthering their education? The question this study attempts to examine is what influence has Appalachian culture had upon female doctoral students at Marshall University Graduate College? Although this study only scratched the surface of what could be known, this foundational study offers a unique perspective to this question.

Lowenstein, Elisabeth, *Midsized Midwestern State University*

Cap’n Psych

In this paper, the author describes her son’s first psychotic break, subsequent hospitalizations, and outpatient care. By melding poetry, prose, dream journal entries and medical case notes, she tells the story of how she became his primary caregiver. This narrative describes interactions that she has had with her son’s psychologists, psychiatrists, and physicians, framed by imagined interactions that she has had with a former mentee who is now mentoring her about autoethnographic research. In telling her story, she hopes to convey what it is like to be a single parent of a young man with mental illness in a community in which the quality of mental health care is abysmal. By invoking alternative modes of inquiry, such as autoethnographic narrative, poetry, and imagined interactions, she challenges traditional methods of social science inquiry.

Lšytšnen, Teija, *Aalto University*

Happy Incidents and Unexpected Encounters in the Academy

See Anttila, Eeva

Lucien- Baptiste, Alicia, *University of the West Indies*

Academic risk and resilience: Life stories of successful students from a low performing secondary school in Trinidad & Tobago

Trinidad and Tobago has in place a highly stratified school system in which four distinct secondary school types exist with notable differences in entry and outcome achievement. Data from PISA 2009 suggests that there are also sharp differences between students in each school type for extraneous circumstances, such as family type and socioeconomic status. In the current school system, one urban school exists which caters for students who do not qualify for entry into one of the four school types. In this study we investigated, using life history interviews, students who enter the school and eventually prove successful at Form 5 by obtaining at least 3-5 O level passes in their CSEC/CXC examinations. Narrative analysis is used to explore the multiple and complex risks & vulnerabilities that are experienced in school-family-community and the promotive processes that increase their chances of possible adaptation and academic success. Word Count: 145 words

Luna, Izaildo Tavares, *ufc*

Street youth: knowledge and prevention of sexually transmitted diseases

See Pinheiro, Patricia Neyva da Costa

Luther, Anne, *Parsons Institute for Information Mapping, The New School New York / Central Saint Martins College for Art and Design, London*
Qualitative Data Visualization

In recent years data visualization is increasingly used to represent complex information and is mostly embedded in quantitative investigations. This paper presents a visualization tool (Entity Mapper) which allows an instant visualization of complex and unstructured qualitative data. The visualization is based in Grounded Theory and facilitates the organization of complex qualitative data and the visual representation of interviews, notes, and research diaries through a simple online upload format. The premise of the visualization is to keep the qualitative nature of the analysis and to not simply quantify text datasets in graph statistics and word counts/clouds. The representation illustrates the organic character of the data through the bubble packaging of quote, memos, codes and code families. The Entity Mapper is an open source project based on HTML5, CSS, Javascript, PHP (languages) and jQuery, D3, Bootstrap (libraries) to facilitate data visualization of text datasets that have been coded using ATLAS.ti.

Lutomia, Anne, *University of Illinois at Urbana Champaign*

Examining and Contextualizing Kenya's Maendeleo ya Wanawake Organization through African feminist and Subaltern theory lenses

This paper evaluates the activities of Maendeleo ya Wanawake, Kenya's oldest registered women's organization, to consider the continued role of the organization in working toward emancipation of Kenyan women. Through a historical content analysis of documents such as government reports, this paper reveals the organization's location in social and political life from its inception to date. Using African feminisms and subaltern theory, this essay interrupts the assumptions held about rural women by capturing vignettes of voices of these women and explicating the position of the African woman before colonialism. In the end, we propose a framework as a possible guide to understand how activist organizations, whose agendas include marginalized rural women in feminist agendas, may approach their work. This framework is a way of conceptualizing research and theory with purposes of better archiving, inclusion of rural women, leadership development and the development of a national platform for Kenyan women.

Lutomia, Anne, *University of Illinois at Urbana Champaign*

Other mothering: What can Kenyan young adults tell us about house-holds as mothers?

See Rombo, Dorothy Owino

Lutomia, Anne, *University of Illinois at Urbana Champaign*

Feminism Unfinished: Kenya's feminist and women's rights movements

See Sanya, Brenda Nyandiko

Lycke, Kara L., *Illinois State University*

Questions of Changing Access: Who Participates in School Ethnographies and Why?

This paper explores the increasingly complex dynamic for conducting long-term ethnographic research in school settings. With ever-increasing neoliberal forms of knowledge

prescribing school practice and policy, school leaders may not value the focus and duration of ethnographic studies. In this results-oriented climate of K-12 education, conducting school ethnographies may depend on administrators' beliefs regarding the direct connection of the research to student achievement, the district's reputation, or their willingness to share in the stakes of the public face of research. It is the authors' contention that ethnographers have a valuable, sustaining role in school communities, and school ethnographies can be a tool for social justice as participants (researchers and school participants alike) can come together to engage in joint sense-making, problem solving, and social analysis of school practice and policy.

Lypka, Andrea, *University of South Florida*

That Reminds Me of My Home: Cross-Cultural Connections through Photo-Elicitation in a Community ESL Class

See Dell-Jones, Julie

Lysniak, Ulana, *Brooklyn College*

Low Skill Students: The Quest For Skill Equity

Developing skill so that students can participate in various activities is an important part of physical education class. Skill equity, having the ability to participate and succeed in a physical activity, is important for low skill students to achieve, because they are then offered the same opportunities as high skill students. Equity in a broader sense can be the physical activities that students successfully pursue throughout their lives. In seeking skill equity students and teachers must be motivated to achieve their respective goals of effectiveness of instructing and learning motor skills. Physical education teachers' objective is to both level the skill playing field and heighten the achievement and expectations of physical participation. Class structure should include appropriate practice to increase skill level for high and low skill students. In that type of setting, the goal is to transfer their growing motor skill ability to future physical endeavors.

Lyutykh, Elena, *Concordia University Chicago*

The end of the world as we know it (and we are relatively fine): Teaching qualitative research online

See Miskovic, Maja

Mabasa, Layane Thomas, *University of Limpopo*

Responsive Evaluation Approach: Opportunities and Contradictions

The use of responsive evaluation approach seems to be gaining momentum as more evaluation studies become contextually responsive. There is however, a need to highlight the experiences of using this approach in different contexts. This paper is based on the study that was conducted reflecting on the experiences in using responsive evaluation approach in the evaluation of the Child Friendly Schools (CFS) programme in South Africa. A qualitative approach using three methods of data collection was adopted for the study. Methods used are Observation, Interviewing and documents. The study found that there are opportunities in the use of responsive evaluation approach in a developing country like South Africa. Opportunities include having the voice of the marginalised like the students heard. There are contradictions as well. Contradictions manifested themselves in that those in powerful positions like principals of schools wanted to decide on who amongst the students should participate in the study.

Macbeth, Ddouglas, *Ohio State University*

Instruction in Real Time: Novitiate Instruction as a Practical Enactment

Produced in real time, interaction is instruction's medium, and shows a sequential organization; sequences progress. The question for novitiate instruction is roughly: How can they? How can those who don't know their lesson produce a lesson's next turn? The puzzle is not for them; classrooms routinely show congregational solutions. It is rather an analytic puzzle for us. And when we press it, we very quickly run into the unremarkable organizations of classroom questions and answers, and are led to ask: By what resources endogenous to a question's production, as resources for understanding the kind of question it is, do we answer? These are descriptive questions that lie on the surfaces of classroom interaction. Using resources from natural language study, sequential analysis and ethnomethodology, this paper examines a lesson on fractions presented to a class of students who do not yet know how to produce them. Yet, they do.

Macdonald, Rona, *University of Toronto*

The 'Loneliness' Talk of 'Older Single Women': A Critical Exploration

Following traditional scientific and cultural storylines, loneliness is a pernicious feature of single life. Discourses of loneliness are however most strongly associated with old age. Indeed, older single women (we are to believe) live deviant, lonely and marginal lives. The need for a critical examination of the relationship between loneliness and singleness discourses has emerged as a primary point of analytic interest in my doctoral work *Stories of Singleness*. Drawing on ideas and concepts from critical discursive psychology and feminist gerontology, the loneliness talk of 'Over-single' women, women who have composed other possible lives outside traditional marital and family contracts, will be explored. The interpretive repertoires of loneliness talk will be identified, and the intersection of discourses of singleness, age and loneliness explored. In a rapidly transforming international singleness landscape, the broader question emerges: What kinds of stories of singleness will allow us to live and age better?

Machado, Mar'lia Novais da Mata, *National Senior Visiting Professor (Capes), Federal University of São João del-Rei, Minas Gerais, Brazil*

Psychosocial Practices: Methodology, Epistemology and Ethics

The work aims to discuss psychosocial practices in which intervention and research are present and articulated. These practices are questioned as to its ability to generate/build psychological and social knowledge, to formulate theory and create methods and devices for action, for research, self-assessment and regulation, without losing sight of the ethical issues involved. The work asks whether the practice creates psychosocial operators, that is, whether by means of their devices – the attentive listening, the free word, the non-directivity, the interview, among others, often in a situation of real life – it enables one to grasp the complexity of a phenomenon and build a conceptual framework about it. It inquires also about the scientific criteria that ensure that production. As for ethics, the study evaluates the relationship of help implicated, warns against confusing practice with mission/ministry and suggests that, in intervention-research, ethics has the same importance as theory and method.

MacLaren, Jessica, *University of Edinburgh*

Independent Midwives: Control and Resistance Through Professional Supervision

This presentation discusses UK independent midwives' contradictory experiences of both practicing outside the dominant healthcare model, and yet also being subject to a

compulsory system of professional supervision. The presentation considers the paradoxes inherent within this relationship with the supervision system as both threatening and supporting independent practice. Independent Midwives are a minority group of midwives who practice outside of health institutions. Often motivated by the desire to provide a kind of woman-centred care unavailable in medically dominated health services, they are sometimes regarded with suspicion by those working in statutory services, and subjected to punitive actions which have been likened to a 'witch-hunt'. Professional supervision acts as a meeting point for the state control of midwifery practice, the desire to control independent midwives as 'outsiders', the institutional scaffolding of independent practice, and the personal support provided through a midwife's relationship with her supervisor.

MacLure, Maggie, *Manchester Metropolitan University*

'Post-critical' research? Some thoughts on the implications of feminist materialism and the new empiricisms

The paper will consider the implications for critical qualitative inquiry of the recent (re)turn to materiality in theory – for example in work that goes under the names of feminist materialism, the new empiricisms, and posthuman studies. This work – inspired by theorists such as Karen Barad, Gilles Deleuze, Patricia Clough and Rosi Braidotti – has mounted an aggressive critique of the linguistic or discursive 'turn' in theory, arguing that this has overlooked the workings of matter and embodiment, and continued to prioritise culture over nature. In the new materialisms, agency and consciousness are not the prerogative of human subjects, discourse and matter are entangled in mobile assemblages, and potentiality is prioritised over critique. This raises an urgent question for critical qualitative research: does criticality, as the work of intentional, human agents, still have a place in our theories and our research practices? And if not, what shall we do?

MacLure, Maggie, *Manchester Metropolitan University*

The Event of/in Research

What would qualitative inquiry look like, indeed what would be left of it, if we mobilised a new empiricist methodology? The paper explores the (im)possibility of a 'transcendental' empiricism (Clough, 2009; Massumi 2002; Shaviro, 2012) that comprehends matter as productively haunted by the potentiality and chanciness of the virtual. The terrain of this new empiricism is a deeply disorienting 'flat' ontology where entities – human and nonhuman, material and discursive, at diverse scales from the microbiological to the societal – mix and 'prehend' one another (Whitehead/Shaviro, 2012). The paper explores part of this new terrain via the key Deleuzian notion of the Event – 'never simply an occurrence for the mind of a conscious human being' – rather a set of multiple interactions running through bodies, ideal structures (such as languages or moral codes) and virtual structures' (Williams, 2009). Deleuzian events do not happen to people, but through them.

MacLure, Maggie, *Manchester Metropolitan University*

Tim Barko, University of Florida; Angelo Benozzo, University of Valle d'Aosta; Sarah Bridges-Rhoads, Georgia State University; Chris Brkich, Georgia Southern University; Karen Charman, Deakin University; Walter Gershon, Kent State University; Ryan Gildersleeve, University of Denver; Rachel Holmes, Manchester Metropolitan University; Aaron Kuntz, University of Alabama; Liz Jones, Manchester Metropolitan University; Crystal Laura, Chicago State University; Susan Nordstrom, University of Memphis; Ann Merete Otterstad, Oslo University College of Applied Sciences; Anne Reinertsen, Nord-Trondelag University College; Bettie St. Pierre, University of Georgia; Jessica Van Cleave, Mars Hill University

See Koro-Ljungberg, Mirka

MacLure, Maggie, *Manchester Metropolitan University*

Tim Barko, University of Florida; Angelo Benozzo, University of Valle d'Aosta; Sarah Bridges-Rhoads, Georgia State University; Chris Brkich, Georgia Southern University; Karen Charman, Deakin University; Walter Gershon, Kent State University; Ryan Gildersleeve, University of Denver; Rachel Holmes, Manchester Metropolitan University; Aaron Kuntz, University of Alabama; Liz Jones, Manchester Metropolitan University; Crystal Laura, Chicago State University; Susan Nordstrom, University of Memphis; Ann Merete Otterstad, Oslo University College of Applied Sciences; Anne Reinertsen, Nord-Trondelag University College; Bettie St. Pierre, University of Georgia; Jessica Van Cleave, Mars Hill University

See Koro-Ljungberg, Mirka

MacLure, Maggie, *Manchester Metropolitan University*

Digital Affective Technologies (DAT) for Transforming Social Science Methodologies

See Daza, Stephanie

MacLure, Maggie, *Manchester Metropolitan University*

Curriculum Research as Assemblage: How Scientific Concepts Come to Matter in Early Childhood Education

See Palmer, Anna

Madden, Brooke, *UBC*

Subverting the synonymous: Unsettling the sedimented 'white teacher as resistance' in Indigenous education

Indigenous scholars have long called for educational changes that support Indigenous epistemologies and express respect for Indigenous (hi)stories, knowledges, protocols, and pedagogies (Cajete, 1994; Kawagley & Barnhardt, 1998; Kirkness & Barnhardt, 1991). Faculties of Education largely take up this call through a proliferation of innovative policy, programs, and supports. However, a growing body of research continues to document barriers to university-based Indigenous education, notably non-Indigenous teachers' resistance to engagement which is so pervasive that the term 'white teacher' has become virtually synonymous with 'resistance' (Strong-Wilson, 2007, p. 115). Within this paper, I extend Ringrose's (2007) assertion that resistance is often under-theorized and supported by simplistic representations of whiteness that (re)centre white teachers' perspectives. I argue that failure to take into account how complex positions within whiteness in general, and in the Canadian colonial context in particular, are continuously constructed,

inhabited, and refused also reifies precarious notions of Indigeneity and renders the experiences of non-Indigenous teachers of colour invisible. Foucauldian genealogy, and Britzman's (2000, 2003) translation for teacher education research, provide analytical tools to unsettle this sedimented notion of resistance towards its consideration as an effect of relations of power that operate within and beyond university-based Indigenous education. This inquiry focuses on the central questions: How is the resistant non-Indigenous teacher constituted as the prevailing subject position within Indigenous education? How is this teacher identity intertwined with other normalized fictions such as the 'good' Indigenous ally or Indigenous teacher as 'cultural expert'? Analysis of multiple data forms connected to Indigenous education (e.g., scholarly literature, online learning supports for teacher educators/teachers, policy, course artefacts) supports examination of three processes replete with colliding and colluding relations of power: a) the production and operationalization of current conceptions of university-based Indigenous education; b) the consideration of Indigenous education within the larger context of settler colonialism in Canada and c) the naturalization of the cultural myth of teacher as expert. Development of frames from which to theorize resistance contributes to a larger project that examines how teacher identities are created, inhabited, contested, transformed, and ruptured towards new possibilities for reconfiguration and redeployment in Indigenous education with/in teacher education.

Maddox, Lory, *University of Utah / Intermountain Healthcare*
Use of Interpretative Inquiry as a Tool for Predictive Innovation

All too often, software development gets bogged down restructuring and refabricating what is already known. The majority of user needs are met based upon what is already known, easily identified, and solved by software engineers. Product owners, rely upon techniques such as financial and statistical analytics, focus groups and rapid community assessments to inform development. However, these approaches are not predictive of how people actually use software in their unique setting. These combined approaches create development risk and implementation challenges as evidenced by user complaints, bugs, inefficiencies, workarounds and limited product adoption. I propose that principles of inductive qualitative inquiry such as theoretical sampling and interpretative coding be included in software development lifecycle. These techniques allow development teams to discover 'edge use cases' wherein an intentional examination of those 'outside the 80%' will reveal both the ineffective and unexpected paths created with software development. Capturing these 'edge use cases' can mitigate current risk and identify early, innovative solutions for future development.

Madyarbekov, Gani, *Department of Sociology, L. N. Gumilyov Eurasian National University, Astana Kazakhstan*
The Current and Future Role of Social Work in Kazakhstan

See Koenig, Terry Lea

Madziva, Moleen, *Prescott College and Macheke Sustainability Project*
The Afro Eco-Abundance Consciousness

In order to historically study the modern view of 'diminished capability' of the poor African, my research found home in my village community of Macheke, Zimbabwe. As a child of this village, I embraced a deeper spirit of mindfulness: a calm awareness of feelings and consciousness supporting wisdom and compassion. The eco-abundance consciousness challenges one to engage the personal, social, spiritual and even historical center of life.

Honoring the native people and their relationship to the living systems they interact with reveals that poor people in Africa seek to meet their needs outside the “system” through an “economy of affection” and are more influenced by their spiritual ecosystem. Living systems qualitative inquiry situates people and place at the center of the research process. This paper discusses how data is collected and analyzed in a village living system where the culture inspires environmental stewardship.

Mafora, Pat, *University of South Africa*

The Dynamics of developing Inter-Institutional and Cross-Disciplinary Communities of (Research) Practice (CoPs) in South African Education Research

See Jita, Loyiso

Mafumo, Thinavhdzulo Norman, *University of Limpopo*

A quest to promote social justice within South African public schools: Examining deliberative as opposed to assimilationist strategies towards racial integration

The paper focuses on how deliberative racial integration can be of assistance in addressing challenges associated with the assimilation approach of racial integration as it currently unfolding in South African public schools in order to promote social justice. Furthermore, the paper is going to unpack the deliberative racial integration, assimilation approach of racial integration and social justice. The intention of unpacking the three is to identify and understand their building blocks. The paper will also focus on how different building blocks of deliberative racial integration can address weaknesses associated with assimilation approach of racial integration as it is currently unfolding in South African public schools in order to promote social justice in these schools. The paper concludes by arguing that where deliberative racial integration building blocks are implemented, weaknesses of integration associated with assimilation approach of integration are effectively addressed and social justice is also promoted

Magnat, Virginie, *University of British Columbia*

Performing Traditional Songs as an Act of Resistance

In this paper, I probe the social, political, and spiritual implications of performing traditional songs as an act of resistance that challenges contemporary nationalist constructions of culture and tradition. In response to the rise of extreme right-wing nationalist fervor in France that is producing a disturbing resurgence of xenophobia, I am conducting embodied research on the Occitan songs of my own hybrid Mediterranean culture, whose history exemplifies the vibrant convergence of Muslim, Jewish, and Christian worldviews, and whose traditional practices reflect the multiplicity of regional specificities within Occitania as well as throughout the Mediterranean world.

Mahoney, Paula, *Monash University, Melbourne, Australia*

Fabricated Meaning in the Directed Image

In 1976 A.D. Coleman coined the phrase *Directional Photography* in his article *The Directional Mode*. Coleman proposed that a type of photography existed and had a strong, as yet unnamed history, stemming from the days of Pictorialism. In Directional photography, the photographer causes something to take place, consciously and intentionally, which would not have occurred, had the photographer not made it happen; either tableaux were staged with great intention or an intervention occurred in ongoing real events. This presentation will explore how particular photographers/artists have used directional modes in the fabrication of their images. In considering the work of the Picto-

rialist photographers Rejlander and Peach Robinson, and the work of contemporary artists Wall and Crewsdon, it is possible to establish a historical discussion and to examine the structure of representation. This presentation will also examine directional photography as a mediated process that allows artists entry into subjects, outside normal experience.

Mahoney, Paula, *Monash University, Melbourne, Australia*

Depictions of Death in Visual Art: Framing Death

This presentation will establish a history of death depictions in visual art. The paintings and etchings selected share an iconographic language that relates strongly to photography. Firstly, some paintings from the High Renaissance will be examined. They represent meta-physical constructions, which offer a notable philosophical approach to death. Secondly the etchings of Goya and the paintings of Delacroix will be discussed. These Romantic artists depict death more graphically and sensually. Goya and Delacroix are of particular significance because of their key approach to content. In conclusion this presentation will explore photography's early association with death, looking primarily at the nature of these constructions, and how they reflect our understanding of both individual and social values from this time. It will also examine the complex relationship that photography and the photograph have with the representation of personal and cultural loss.

Mahoney, Paula, *Monash University, Melbourne, Australia*

Death CafŽ: Artists Discuss their Approaches to Exploring Death through their Practice, over Coffee and Cake

Using the death cafŽ concept, which is growing in popularity around the world, as a place where people can meet to discuss death, this round table conversation, will provide a space for artists to discuss arts based research around the theme of death. The following questions will guide the discussion:

What drives this type of research?

What particular aspects of death are of interest to artists?

Does this exploration of death free the artist from his or her own death?

How do artists deal with Freud's death drive notion through their work?

Does addressing death through practice place a healthy awareness on death, and is this reflected in life? Objectives:

The objectives of this roundtable are to explore how arts based practice can influence cultural and individuals understanding of death.

Maia, Carlos Colares, *Federal University of Ceara*

Promote Sexual Health: Circle of Culture as Strategy to Hiv/Aids Prevention among Catholic Adolescents in Brazil

See ferreira, Adriana Gomes Nogueira

Maiolino, Elise, *University of Toronto*

One Step Forward, Two Steps Back: The Unfinished Journey of Learning and Practicing Qualitative Research in Graduate School

See Cheng, Catherine

Maitra, Debalina, *University of Wyoming*

Linking Arts-Based Inquiry, Identity Work, and Disciplinary Practice

See Kamberelis, George

Makhadiyeva, Assem Karataevna, L. M. Gumilov Eurasian National University, Programme of Psychology and Social Work, Astana, Kazakhstan
The Current and Future Role of Social Work in Kazakhstan

See Koenig, Terry Lea

Malinga, Tumani, University of Illinois at Urbana-Champaign
Community Leaders' Dialogue about Social Workers' Role in Community Development in Botswana: Successes and Challenges

This presentation highlights lessons from conducting a study to assess the performance in community development of the social work graduates of University of Botswana. Focused group discussions were conducted with different community leaders in the different regions of the country. The participants were purposely selected. These included groups of individuals who work with social workers in their communities. Some community leaders appreciated the different roles and responsibilities social workers undertake. However, some narrated some of the challenges they feel impede social workers to do their work, while others felt social workers were not performing as expected. Results indicated that the different community leaders' views of social workers was based on what they felt they benefited or did not benefit from the role played by social workers. Conclusions drawn from the study were that there are dangers of mixing people of different levels of education in assessing professionals' performance.

Mamabolo, Joel Moketla, University of Limpopo
Moral Decay in South African Schools: The case of a generation going wild?

ABSTRACT

The present study explored the causes of wide spread acts of immorality occurring in South African schools particularly public schools. It is widely accepted that schools are terrains of learning and this factor is successfully interspersed with a propitious environment of security and hope. In addition, the school is a microcosm of community and therefore an extension of societal values, interests and morality. Frequently, opinions differ whether or not a school should adhere to its primary role and serve only as a centre of learning and should not be burdened with moral issues. The latter being the responsibility of faith community whose preoccupation is to instil and enforce morality in its key and crucial service to society.

Manikkoth, Rajeev M, Amrita University
Women Empowerment Through Theory of Change

See Augustine, Johnny

Manning, Jimmie, Northern Illinois University
Sexual Values, Stigma, and Heteronormative Injury: Purity Rings and the Queering of Heterosexuality

Contrary to popular belief, heterosexuality is not as an identity, institution, practice, and overall experience is unstable, multidimensional, and limited in history. Queer theory has developed, in part, as a way of critiquing artificial notions of being a "good heterosexual" both in terms of sexuality and gender. To date, most of this critique has been aimed at non-heterosexual individuals. In this study, however, I use queer theory as a heuristic to explore multiadic qualitative interview data created with 13 families who have engaged a purity pledge process. The multiadic interview process is a new approach to interviews

that can get at segmented ideas and articulations across time and space. As the data reflect, the rings both mark and protect virginity--something invoked by families as a positive virtue--while simultaneously queering heterosexuality, in that heterosexuality, including purity, is typically unmarked. Implications of both the family discourses and queering heterosexuality are considered.

Manning, Jimmie, *Northern Illinois University*

The Love That Only Sometimes Dares to Speak Its Name: Erotic Gay Man/Straight Woman Relationships

Research about cross-sex friendships typically explores three domains: sexual, audience, and emotional bond challenges. These areas are often applied to studies of gay man/straight woman friendships, but the findings of such studies have proved unsatisfying theoretically and appear artificial to many who read the results. Beyond those critiques, there is precious little research exploring the often-unique and constitutive nature GM/SW relationships often involve. This study uses data from interviews with 88 individuals and 44 dyads to offer inductive understandings of GM/SW relationships. This study, in particular, examines erotic dimensions of the relationships -- something that is often assumed not to exist in the friendships based on past research. The implications for the erotic dimension of love--both for queer and heterosexual relationships--are considered.

Mantó, Melda Rem, *Institute of Yunus Emre*

Yabancılarla TŸrk e ... retimi Ders Kitaplarõndaki Metinlerin Ba_da_õklõk A õsõndan De_erlendirilmesi

SŸrekli ileti_im h%õlinde oldu_umuz gŸnŸmŸzde iletiyi do_ru aktarmak bŸyŸk Ÿnem kazanmõ_tõr. SŸyledi_imiz, yazdõ_õmõz her ifade alõcõya en do_ru_ekilde aktarõlmaldõr. Bu ihtiya_tan dolayõ gŸnŸmŸzde metin dilbilim_alõ_malarõ giderek artmaktadõr. Belirlenmi_bazõ kelimeler ile_õk farklõ metinler kurulabilir. O zaman, anlamõ sa_layan yalnõzca kelimeler de_ildir. Tutarlõlõk gibi metni metin yapan unsurlardan biri olan ba_da_õklõk_i_in, metnin bŸtŸnŸŸnŸ sa_layan_-kelimeler ve cŸmlerle arasõ_- anlam ba_õdõr, diyebiliriz. Bu_alõ_ma, ba_da_õklõ_õn_Õyabancılarla TŸrk_e...retimi_Õ alanõnda hazõrlanan ders kitaplarõndaki metinlerde Ÿ_renciye ne Ÿl_Ÿde sunuldu_unu ve ayrõca bu konuda Ÿ_renciden beklenmesi gerekenin ne oldu_unu gŸsterece_inden Ÿnem ta_õmaktadõr. Dolayõsõyla_alõ_ma ile ders kitaplarõndaki metinlerin se_imi_a_amasõna bir kaynak olu_turmak ama_lanmõ_tõr. ,alõ_ma_i_in tarama yŸntemi kullanõlmõ_ ve yabancılarla TŸrk_e_Ÿ_retimi alanõnda yaygõn kullanõlan_ÕYeni Hitit_Õ (Ankara_Ÿniversitesi T...MER),_ÕYabancılar_i_in TŸrk_e_Õ (Gazi_Ÿniversitesi T...MER) ve_Õ_stanbul_Õ (_stanbul_Ÿniversitesi D_LMER) adlõ dil_Ÿ_retim setlerinin orta seviye (B1-B2) ders kitaplarõ incelenmi_tir. Tarama yapõlõrken_ÕBa_da_õklõk_DŸzeyi De_erlendirme ...l_e_i_Õ kullanõlmõ_tõr.

Mapes, Meggie, *Southern Illinois University Carbondale*

The Novel as Generative Case Study: Curriculum Design as Performative Pedagogy

See Pineau, Elyse

Marcum, Rebekah Caroline, *Tennessee Technological University*

The Rod or the Staff: Discipline Practices in Protestant Homes

This qualitative study explored Protestant parents' perspectives on discipline and corporal punishment and the foundations they use to guide their practices. In order to

understand how parents view corporal punishment in the home, how they decide on discipline strategies they employ, and how Biblical teaching influences discipline strategies, interviews and observations were used. These methods helped to further an understanding of the influence of religious beliefs on parenting practices. Content analysis will be used to interpret the data. Preliminary findings revealed common themes related to faith as guiding influence, changes in how discipline was perceived, and the impact of discipline.

Mares-Tamayo, Michaela, UCLA

Fotos y Recuerdos: Family Photographs and Educational History

My paper explores the use of family photographs as a way of nurturing cultural intuition. Delgado Bernal (1998) wrote that the Ólateral ties to family and reverse ties to the pastÓ that make up personal experience mean that Ó[t]hrough the experiences of ancestors and elders, Chicanas and Chicanos carry knowledge of conquest, loss of land, school and social segregation, labor market stratification, assimilation, and resistanceÓ (p. 564). I am particularly interested in how family photograph collections become archives for documenting, sharing, and resisting the school and social segregation that characterized Mexican-American experiences in Barstow, California. I begin this paper by geographically and theoretically situating Barstow as a place where People of Color historically occupied positions of social and economic marginality (Keeling, 1976). I

then narrow my focus to the segregated Mexican elementary school of Clark Street School that

existed there from 1936 to the mid-1950s. In particular, I zoom in on the photographs possessed

by the Mares family who attended Clark Street as starting points for building a research agenda

that captured the wealth present in a community traditionally framed as culturally impoverished.

Margolis (1988) wrote, ÓThe questionÉ is not whether to use photographs in historic research,

but how to use themÓ (p. 36). I centralize the Mares family collections as visual representations

of the lived experiences of ÓMexican schoolÓ students. Because these collections belong to my

father and my aunts who themselves attended Clark Street, my position as a member of this

family is a rich vantage point towards Ó[t]his window on their life [that has] inspire[d me] to ask new questions and them to talkÓ (Yow, 2005, p. 26). Before I even read the scant literature on

education in Barstow, my father and aunts shared with me their 1930s elementary class pictures

and family photographs. Those informal conversations taught me about Mexican-American life in the segregated context of Barstow. From this knowledge base, I built the rest of my research design, and to this base I returned during oral history interviews with my five elder relatives. My paper outlines the process of engaging family members around the moments captured in the

photographs they shared with me. I show how the photographs were integral to identifying

fellow community members who also experienced educational segregation, as well as illustrating

how the concomitant local social and economic segregation simultaneously shaped and was mitigated outside of the school setting. Ruiz (1998) stated that oral histories are not to be used as a means of "giving" voice, but [to] provid[e] the space for people to express their thoughts and feelings in their words and on their own terms" (p. xiv). This paper similarly demonstrates how familial and local history, when woven together, generates a more complete understanding of the myriad ways that Chicana/o educational segregation manifested throughout Southern California. Given that cultural intuition is a way of building knowledge, I ultimately argue that my research process nurtured not only my cultural intuition, but that of my family members, too.

MARÉN, JUAN E MONTOYA, UNIVERSIDAD PONTIFICIA BOLIVARIANA
ZDP + Symposium + Literacy + Culture + Abduction: research training model

Research processes and literacy are essential in the learning process at the university. They must ensure the student's own language strengthening the discipline area, the communication processes of the person in society, ownership of skills that facilitate critical thinking and student interaction with the scientific and academic world. However, these processes are often seen by students as waste requirements, which makes the learning processes of teaching and learning, and increasing disinterest in the areas and practices related to research. This paper presents results of research conducted under the Abductive Methodology at Pontificia Bolivariana University during the years 2010-2013, from which emerges the proposal to train professionals for on-site research, improve the processes of reading and writing and emphasize the ethical nature of science, all expressed in two courses of advanced training curriculum: SEFI I and II.

Mar'n, Juan Eliseo Montoya, Universidad Pontificia Bolivariana

The classroom Project: the civic education strategy through the teaching of Spanish: a contrastive study

The formation of citizenship is a responsibility of educational institutions at all levels. An optimal strategy to achieve this goal is the classroom project from the viewpoint of reading and writing processes as a basis: teamwork, collective research and dialogue provide meaningful academic learning and a strong formation in values and human capacities. This article presents a contrastive study of classroom projects in two Colombian institutions: 1. elementary and secondary school, 2. higher education. In both institutions the formative objective of the project is the same: the meaningful, systematic and democratic learning of Spanish through the processes of reading and writing to strengthen academic and civic values and capacities. The results of this study offer opportunities to identify points of articulation between elementary, secondary and higher education in terms of the development of literacy and the comprehension of the power of human capabilities in a changing world.

Marin, Patricia, *Michigan State University*

Teaching Diversity in the Graduate Classroom: Preparing Faculty to Engage in Best Practices through Qualitative Inquiry

See Morgan Consoli, Melissa

Maritz, Jeanette Elizabeth, *University of South Africa*

Using William Pinar's Curriere as an Approach to Challenge Hegemonies in Research Education

Advisors frequently base their advising approach on their own, often unexamined, experiences as students. The aim of this study was to interrogate my personal and professional hegemonies as a research educator and advisor in a tertiary Open and Distance Learning (ODL) context. I used William Pinar's (2012) method of Curriere as an approach. Curriere offered me a kind of orderliness within the chaos of an individual and a narrative means by which to articulate the chaos. A limitation of this approach for personal and educational reflection may be that some people might not be ready or willing to delve into deep personal experience. Some may only dabble near the surface, dipping into reflexive moments before returning to the safety of the mundane. Data analysis may prove problematic to a novice not acquainted with qualitative data analysis techniques.

Maritz, Jeanette Elizabeth, *University of South Africa*

Symbolic suffering: the realities of forensic psychiatric rehabilitation in Zimbabwe

This study sought to explicate the realities of forensic psychiatric rehabilitation in Zimbabwe. The experiences of the stakeholders reflected consistent inherent intricacies of power in the stakeholders' relations. These intricacies seem to affect the overall outcome of the rehabilitation processes. The effects permeate the habitus expressed in the experiences of everyone in one way or another. The effects range from objectification and disempowerment that embody symbolic suffering of patients, relatives and voicelessness and disillusionment of nurses in the system. The disengagement of the judiciary is reflected in processes that are prohibitive to recovery, negative attitudes impacting on the overall rehabilitation processes, judicial linguistic habitus and its selective reinterpretation that digress the discourse of patient rehabilitation and the role of family in the recovery process.

Markula-Denison, Pirkko, *University of Alberta*

Emerging Paradigms of Embodiment and Their Influence on Ethnographic Methodology-A Roundtable Discussion

Although centuries of scientific thought have been influenced by Cartesian body-mind duality, the body is now an accepted part of qualitative research. Many ethnographers now include embodied and sensual experiences in their fieldwork to understand the effects of elements of culture. In addition, such experiences are increasingly represented through various writing genres including autoethnography and performance ethnography. Consequently, new paradigms of the body are emerging in ethnographic pursuits. Please join us as we discuss emerging paradigms of the body in scholarship and practice, and how these paradigms allow us to reconfigure the ways that we apprehend, in ethnographic process, everyday life.

Markula, Pirkko, *University of Alberta*

Emerging Paradigms of Embodiment and Their Influence on Ethnographic Methodology-A Roundtable Discussion

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Marn, Travis, *University of South Florida*

Place Walking: A Trioethnography on Biracial Identities

See Agosto, Vonzell

Marques, Ana Karina Monte Cunha, *Fanor Devry Brasil*

Representações Sociais de Professores acerca da Monitoria Acadêmica como Estratégia de Formação Docente

A monitoria acadêmica é prática pedagógica que objetiva gerenciar habilidades e competências para que o aluno possa ter uma formação completa. Objetivo: Analisar as representações sociais dos professores acerca da docência. Metodologia: Pesquisa de campo, descritiva, analítica, transversal, qualitativa, desenvolvida com professores de uma faculdade de Fortaleza, em 2012. O projeto recebeu parecer favorável do comitê de ética em pesquisa de Odontologia. O instrumento de coleta utilizou-se da associação livre de palavras para os termos: monitoria acadêmica, formação docente e relação alunos-professor. Resultados: Para a expressão monitoria acadêmica, 28 palavras foram destacadas com significados positivos. Quanto ao termo formação acadêmica obteve-se 37 palavras associadas: necessária, conhecimento, importante, constante, abrangente, experiência, profissionalismo, melhoria, solidez, resiliência, desenvolvimento de competências, pesquisa, estudo. Em relação ao termo relação professor-aluno obteve-se 34 palavras que sinalizavam a relação como troca, compromisso. Conclusão: A monitoria é metodologia facilitadora da propagação do conhecimento.

Marques, Ana Karina Monte Cunha, *Fanor Devry Brasil*

Meanings Attributed By Adolescents In Conflict With The Law To Their Institutionalization And Health

See COLLARES, PATRICIA MOREIRA

Marques, Bruna Gabriela, *Universidade São Judas Tadeu*

Significados atribuídos por Idosos às Políticas Públicas: Possibilidades Photovoice

O objetivo do estudo foi compreender os significados atribuídos pelos idosos às políticas públicas de Promoção de Saúde (PPPS) direcionadas à atividade física. O método Photovoice permitiu aos nove participantes do município de São Paulo/Brasil a produção de fotografias para representar os seus significados. O material visual e as narrativas foram o principal foco de análise e estudo desta pesquisa. Os resultados sugerem que os idosos atribuem significado positivo às PPPS, compreendem a saúde como um aspecto amplo

que vai alZm do processo sacede-doen e identificam as iniciativas direcionadas ao seu grupo etřrio. Todavia, apontam motivos que poderiam contribuir para nŁo se engajarem nos programas oferecidos.

Palavras Chave: Photovoice, PolŁticas Pœblicas de PromoŁŁo a Sacede, EducaŁŁo FŁsica, Idosos.

Marshall, Jane Marie, *University of Minnesota*

Findings from a Student- and Faculty-Run Free Parent Representation Law Clinic

Qualitative findings from a larger mixed-methods evaluation of a law school parent representation clinic are presented. The clinic serves low-income parents who have had their children removed from their care. The clinic has several components: a law class that teaches legal statutes as well as child development and at-risk family issues, parent mentors, faculty/attorney supervision, and in-court student-led representation. Semi-structured, audio-recorded interviews were conducted with 24 clinic-associated professionals (students, faculty, parent mentors, judges, and attorneys). Participants discussed strengths and weaknesses of the clinic, including students' quality of representation, challenges representing complex and difficult cases, and effectiveness of parent mentors. Individuals also reported on whether and how their views concerning families involved with the child protection system have changed upon participation in the clinic, as well as whether they see race/ethnicity as playing a role in parents' case outcomes. Implications for the development and implementation of student legal clinics are discussed.

marshall, jane marie, *University of Minnesota, Twin Cities Campus*

Race and Out of School Suspensions: Narratives from African American children, their parents, and educators

See Wilson, Robert Joseph

Marshall, Jane Marie, *University of Minnesota, Twin Cities Campus*

Race and Out of School Suspensions: Narratives from African American children, their parents, and educators

See Wilson, Robert Joseph

Marterella, Abbey, *Eastern Michigan University*

Qualitative Inquiry in Intervention Development Research: Enhancing Wellness Approaches for Adults with Serious Mental Illness

Qualitative inquiry is an essential phase of intervention development research, serving as a first step in conceptualizing new approaches to care. In community-based mental health practice, many health and wellness interventions are developed without first considering the needs of potential program beneficiaries and the contexts in which they engage. As such, well-intentioned interventions created for those with serious mental illness (SMI) often fall short of producing desired outcomes. This paper provides an overview of the author's community-engaged, intervention development research with adults who have SMI. The broad aims of this paper are twofold. First, using exemplars from my research, I aim to show how qualitative inquiry contributes to community-based interventions and strengthens advocacy efforts. Second, I demonstrate an occupational science contribution to social work practice in community mental health systems, highlighting the value and importance of interdisciplinary collaboration in community-engaged research.

Marterella, Abbey, *Eastern Michigan University*

Qualitative Inquiry Pedagogy: An Approach to Developing Actively Engaged Healthcare Professionals

Qualitative research pedagogy is a relatively recent area of concern for the qualitative inquiry (QI) community, with current literature calling for further scholarly discourse this topic. In university programs that include QI coursework as part of healthcare professional training, teaching qualitative research comes with a special consideration: students in such programs largely pursue careers as practitioners rather than researchers. Thus, it is essential that health professions educators evaluate their teaching aims and critique the relevance of QI for achieving program goals. This poster communicates an approach to QI pedagogy used in a professional program designed to produce engaged healthcare clinicians. The author(s) endeavor to re-conceptualize a two semester culminating project course sequence for occupational therapy students included using current scholarly discourse on QI pedagogy to: 1) raise new questions about course goals, objectives, and teaching-learning activities; and 2) reconsider processes and outcomes relative to student projects.

Martin, Gabriel “Tony”, *Lamar University*

Accessing the Professoriate: Experiences of Deaf and Diverse Professors

See Paris, Damara

Martinez-Salgado, Carolina, *Universidad Autonoma Metropolitana-Xochimilco*

Why Do I Want to Become a Doctor? Narrative Essays with Medical Students in Mexico

Following the path opened by Rita Charon, I invited the group of medical students who I teach in a public university in Mexico City, to write some of their stories. They found my proposal somewhat disconcerting, but at the same time, quite attractive. Thus, they accepted to join me in the adventure and they began to write. For this presentation I have chosen some narratives in which I find a strong contrast between the motivations that led them to this profession, and the difficult moments they have experienced during this last year of their training as pregraduate interns in the overcrowded Mexican public hospitals. Their response to this invitation, and the narratives produced, reveal that a call like this, and the expectation of being heard, reminded them something that seemed to have been lost in the ruthless grind of these hospitals: that they and their patients are still humans.

Martinez, Alejandra, *CIECS-CONICET-UNC Argentina*

Witnessing Social Injustice: A Collaborative Autoethnography

In this piece we use collaborative autoethnography to narrate our shared experience during an episode in which issues of race, class, and inequality of opportunities were present, involving our minds, bodies and emotions. We reconstruct and narrate a violent confrontation between black boys and a hotel manager from two different points of view. We reflect on the different perceptions two individuals can have of the same event, stressing the impossibility to remain objective and neutral when observing reality.

Martínez, Laura Elizabeth, *Universidad Panamericana*

La Presión Social en el Uso del Alcohol

See Celis, Regina

Martinez, Mary Helen, *Texas State University*

El Poder de Lengua: Language, Life, Schooling, & Methodology

El Poder de Lengua: Language, Life, Schooling, & Methodology examines how two female higher education employees navigate and (re)claim language.

Martz, Kim, *University of Utah*

Learning to Get Behind the Data: Strategies for Doing Interpretive Analysis

Interpretive coding is a way of examining and analyzing the data that organizes the data as well as allows the researcher to get behind the data to reach the inductively derived concepts. This process gives theoretical direction along with building concepts and increasing theoretical sensitivity. A common mistake made by novice researchers is to be led by the literature which may hasten conceptual leaps rather than letting the interpretation emerge from the data and then proceeding to the literature once the concept has been fully evaluated by examining linkages between concepts. Getting behind the data and interpretive coding analyzes the words of the participants and raises them to a conceptual level rather than labeling the persons behavior. And once risen to that conceptual level, examining the characteristics of that concept by going back through all the data and using your conceptual scalpel.

Marx, Sherry, *Utah State University*

Being Genuinely Collaborative in Collaborative Inquiry

In this paper, we present our example of genuine collaborative inquiry where potential research subjects were invited to be active co-constructors and co-authors of the research project. They were taught qualitative methodology (meeting and recording conversations, journaling, analyzing data, and writing them up in the form of autoethnography) as they participated so they could voice their own experiences rather than have their perceptions of these experiences translated through a researcher. Co-authors are one educational researcher and two practicing teachers who together described their experiences living, working, and putting their elementary-age children in local public schools while they all spent a year in Hungary as Fulbright scholar and teachers. This paper will focus on the methodology of the project, presented from the various perspectives of the co-authors, and argue for the value of genuine collaborative inquiry.

Maschi, Tina Marie, *Fordham University Graduate School of Social Service*

A Life Course Analysis of Interpersonal, Historical, and Structural Trauma Among Older Adults in Prison: Towards a Critical Theory of Caring Justice

Older adults in prison are a human rights/ social justice issue in need of attention in the interdisciplinary community. This mixed methods mailed survey study of 677 adults aged 50 and older used a life course and critical theory perspectives and constant comparative analysis strategies to describe the life course experiences of interpersonal, historical, and structural trauma among older men and women in prison. About 80% of incarcerated older adults reported at least one traumatic life event. About 60% of participants reported life course experiences of trauma and stress that influenced their pathways to prison and experiences of stress and coping in prison. Based on the findings, a social context model of human development was advanced that explains the individual and social structural pathways that impede human agency, well-being, and social justice. Grounded in a human rights framework, strategies for interdisciplinary prevention, assessment, and intervention are described.

Maschi, Tina Marie, *Fordham University Graduate School of Social Service*
Why the Wise Cage Bird Sings: A Critical Analysis of Trauma, Stress, and Coping
among Older Adults in Prison

The objective of this study was to explore the processes of stress and coping among older adults in prison. It used a mailed survey design and a sample of 677 older adults in a northeastern state correctional system. Using a grounded theory approach, a conceptual model was developed that included sources of stress as historical, interpersonal, and systemic trauma and oppression. Participants also reported rising above adversity by engaging in "resistant resilience" to internal and external oppression by engaging in "well-being practices" or activities to ward off the traumatic and oppressive conditions of confinement. Participants reported engaging in activities that fostered their root (basic survival), physical, cognitive, emotional, social, spiritual, and participatory well-being and empowerment. These findings suggest areas for further exploration of intervention and advocacy efforts grounded in critical theory that address the intersection of age, criminal justice, and individual, interpersonal and social structural change.

Maschi, Tina Marie, *Fordham University Graduate School of Social Service*
Older Adults in Prison and Their Families: Qualitative Research as the Impetus for
Policy Action

There is a lack of research on how policies and programming facilitate or oppress family relationships among older adults in prison. This mixed methods study explores what a sample of 200 older adults in a Northeastern prison report about their experiences of correctional policies and social well-being with their family while in prison. The majority 70% reported no family contact with marital partners, children or grandchildren in the past three months. Using a constant comparative analysis approach, older adults commonly reported about the oppressive nature of correctional policies that resulted in family separation during critical family life transitions. These findings suggest that policy advocacy at the institutional, state, or federal level to reform family visitation policies and improve programming that facilitates connections among family members, especially at critical family life cycle time points. A call for intergenerational family justice is advanced.

Massey, Molly, *Virginia Commonwealth University*
Managing The Wild: An Autoethnography of the Experience of a Research Team

See Coles, D. Crystal

Massey, Molly, *Virginia Commonwealth University*
The Perspectives of Virginia's MIECHV Home Visiting Stakeholders: The
Implementation Phase of Centralized Intake

See Coles, D. Crystal

Mata, Francisca, *College of Medicine, University of Illinois at Urbana-Champaign*
Increasing the Number of URM Medical Students is Not Enough: How Medical
Education Perpetuates the Cycle of Oppression

In 2012, Blacks and Latinos made up only 14% of total medical school matriculants and a significant portion of those will practice in underserved medical areas. Currently, URM students are 3-5x more likely to fail a board exam. This phenomenon appears to be associated with psychosocial factors. I adapt the scholarship of critical pedagogues Paulo

Freire and Antonia Darder along with my own reflections to understand the medical school experience. I argue that medical education is one that does not focus on humanity but instead: 1) socializes medical students to be conservative non-critical social thinkers whose courage and conscience to fight for the humanity of medicine dissipates and 2) this socialization, especially for URM students, further oppresses and reproduces the inequities already perpetuated by the rest of society.

Matherson, Lisa H., *The University of Alabama*

Keeping it All Together: Making Time Management and Organization Work

The author works as a clinical professor of secondary education in social studies and teaches graduate and undergraduate classes. This paper explores the many demands made upon first year assistant professors and how they can make time management and organizational decisions that will help them stay on top and manage everything.

Mathes, Kathryn, *Centerstone Research Institute*

Harnessing the Power of Mixed Methods Evaluations: Transforming the Lives of Rural Appalachian Women

This paper reports on an impact evaluation case study that provides some important lessons for how evaluators can harness the power of a mixed methods approach for understanding, empowering, and moving the lives of rural Appalachian women who are in the justice system and have a history of mental health and substance abuse toward recovery.

Matsuo, Hisako, *Saint Louis University*

Bosnian and Somali Refugee Resettlement in St. Louis, Missouri

St. Louis's refugee population has increased steadily since the early 1990s, when the City was designated as a preferred relocation community. St. Louis has a major population from Bosnia-Herzegovina (Bosnia), and the city also received many refugees from other countries including Somalia. Currently about 70,000 Bosnians and 5,000 Somalis live in the St. Louis area. While these two groups are primarily Muslim, they have distinctive differences in terms of population size, community solidarity, racial background, religious practices, and other resources. Data were collected through 25 face-to-face interviews with male and female refugees from Bosnia and Somalia of various age, educational level, and length of stay in the U.S. were analyzed using open- and axial-codings, developing categories and some emerging themes relevant to these two groups. Despite similar U.S. entry and length of stay, these two groups have had different experiences in the process of adaptation to American society.

Maza, Karen, *Indigenous Health Unit, James Cook University*

Working on Each Others' Ideas: Mentoring circles as a method of supporting remote Australian Torres Strait Islander and Aboriginal nursing students

See Mills, Jane

Mazzei, Lisa, *University of Oregon*

In the Threshold: Writing Between-the-Two

See Jackson, Alecia Youngblood

Mazzei, Lisa A. *University of Oregon*

A Voice without Organs: interviewing in posthumanist research.

This paper discusses how a posthumanist stance has enabled me to materialize a different conception of the interview and interview data in post-qualitative inquiry. More specifically, I am thinking with Deleuze and Guattari's concept of the Body without Organs (BwO), a concept they use to enact thinking without a subject and to liberate through from over coded images in order to confront a reliance on objects or material representations to understand and explain. Using this concept, I theorize a Voice without Organs (VwO) as a voice that does not emanate from a singular subject but one that is produced in an enactment between research-data-participants-theory-analysis.

Mazzei, Lisa A. *University of Oregon*

The Materiality of Voice: Posthuman Assemblages

See Jackson, Alecia Youngblood

McAllister, Liz, *Northern Illinois University*

Graduate Student Involvement: Perspectives from the Master's Level

Thirty years after Astin (1984) developed his Theory of Student Involvement; graduate student involvement -- particularly at the master's level -- is still poorly understood. Studies on graduate student involvement have focused primarily on doctoral students' socialization to their professional roles (Golde, 2005; Lovitts, 2001; Polson, 2003; Pontius & Harper 2006). However, this study uses Astin's (1984) Theory of Student Involvement as the framework to investigate graduate student involvement at the master's level, not only in regard to socialization to the professional role, but also in regard to involvement in other facets of their education. Using a basic interpretive qualitative design, individual interviews of first and second year graduate students at a large, public Midwestern research institution were used to generate themes related to graduate student involvement. These themes have promise to help researchers better understand factors related to graduate student development, retention, and persistence.

McBride, John, *School of Medicine and Dentistry, James Cook University*

Weighing Up the Costs of Seeking Health Care for Dengue Symptoms: A grounded theory study of backpackers' decision-making processes

See Mills, Jane

McCubbins, Sara, *Illinois State University*

What Makes a STAR Teacher? Examining the Dispositions of PK-12 Urban Teachers

See Hartlep, Nicholas Daniel

McDermott, Morna, *Towson University*

Duoethnography on Friendship

One of the most profound relationships humans share is that of friendship. Reflecting the ideas in Garrison's Dewey and Eros (1997), we call our duoethnographic work "Dewey and Agape." Like eros, our friendship embodies the "harmony of opposites" (p. 4). Our research is about researching how the friendship itself transforms views about curriculum and everyday life. In performing duoethnography we blur binary boundaries between "self" and "other," and often times we even become one another. Our work layers the complexities of friendship: love, trust, honesty, endurance and loyalty. In schol-

arly collaborations social mannerisms are retained—there are limits to what one is willing to say or not say to someone with whom they have a more distanced and formal working relationship. But close friendship transcends such niceties, and it is in our most honest moments as two women who are sharing from their hearts that pre-existing notions about ourselves are shattered. And the strong foundation of our friendship enables us to differ and disagree without fear of disrupting the friendship itself. Intimacy paired with difference creates transformation for us both.

McDermott, Morna, *Towson University*

Decolonizing education reform through arts-community engagement

To reframe and reclaim policies in education reform, Save Our Schools started a Campaign of Artful Resistance (CAR). This paper builds on conference themes of “instigating social action” and examines how work from CAR serves as “models of social justice and public engagement.” This paper problematizes three issues in art education/research: 1) Hegemonic power of high art, 2) Art as nothing more than fun, and/or 3) That art is inherently liberatory. Data drawn from the CAR events illustrate how communities, reclaiming public education through acts of artful resistance contest normative assumptions about art, and in parallel, assumptions about how to reclaim education as a public narrative. Issues of racism, hegemony, and private interests in education reform mirror the 3 issues about art. Reclaiming education is reclaiming art: Who owns the narrative? Who controls the media? What knowledge is of most worth? And who/what are art and education for?

McGinley, William, *University of Colorado*

Connecting Emotion, Imagination, and Reason in the Secondary Literature Classroom: Toward a Depth Hermeneutics of Criticism

In this presentation we argue for how “sentimental” reading practices both complement and amplify the “critical” reading practices that dominate instruction in secondary literature classrooms. Drawing on Marcus (2002) work on the role of emotion and reason in democratic politics, we use the word “sentimental” to describe an approach to reading that positions emotion and imagination as central to the “critical” and “creative” processes that allow readers to move beyond the confines of “new criticism” to the approach to literary interpretation that dominates school practice. First, we explore what it means to read literature with one’s heart as well as with one’s mind. Next we argue that the ability to read critically is contingent upon reader’s ability to enter emotionally and imaginatively into the complex worlds of story characters. Finally, we demonstrate how reading both “sentimentally” and “critically” constitutes a particularly powerful form of “depth hermeneutics.”

McKenzie-Trzecak, Terry, *PhD Student*

Investigating Photography as Process through Somaesthetics: an Interdisciplinary Perspective

This inquiry examines the viability of the process of photography as a somatic aesthetic (somaesthetic) strategy to assist military veterans returning from deployment as part of a journey towards well-being. Somaesthetics, coined by Richard Shusterman, is based on contemporary pragmatism and grounded in aesthetics situating the acting/thinking body as a central agent amidst the values, ethics, and politics of living.

Understanding that the process of photography (conscious act of photographing) allows for the distinction between the act of photographing and photography as image to emerge thus highlighting the dynamic quality of process as a somatic activity.

Lessening the divide between the senses and the intellect, allows one to experience the state of mindfulness (living in the moment). For the returning veteran, living in the present moment could be key in minimizing inevitable life stressors that accompany transition back to civilian life.

McKenzie, Kathryn Bell, *California State University Stanislaus*
I Felt Like I Was There: Understanding Presence in Instructional Virtual Environments

See Phillips, Glenn Allen

McKinney, Theresa, *University of Nebraska-Lincoln*
The "I" in Teamwork: Exploring Multiple Conceptualizations of Validity in a Critical Discourse Analysis Study

Does the rich diversity of our research team enhance or threaten the validity and objectivity of our study? Is high intercoder reliability always the "gold standard" for evaluating coding? How can we strengthen the truthfulness of our findings while honoring the heterogeneous worldviews and histories that our team brings to the endeavor? As a team of researchers conducting a critical discourse analysis study, we grappled with these questions while analyzing a corpus of newspaper articles. This paper's objective is to examine the processes by which the team sought to achieve a useful degree of intercoder reliability and incorporate team members' diverse origins as strengths of the project. Refuting the notion that, "there is no I in teamwork," we sought to find a constructive place for the I and to move beyond singular positivistic measures of validity and objectivity to multiple, multi-perspective approaches to assessing the trustworthiness of our findings.

McKinney, Theresa, *University of Nebraska-Lincoln*
Like a Brick: Lessons Learned in Team Analysis from a Study of Kindness and Bravery

The use of interdisciplinary analysis teams is a key characteristic of contemporary qualitative research practices. While encouraged by institutions and funders to collaborate, researchers often lack practical guidance about making decisions about data management, use of technology, and analysis in a team context. This paper presents a discussion of how our coding team used reflexivity to ground research-process decisions in a study of kindness and bravery. We found that, like a brick, each team member was capable of both contributing to building a rigorous study and sinking the endeavor altogether. Grounding practical decisions in what we learned through self-reflection enhanced our ability to work together toward the common goals of coding and analysis; to achieve consensus about research decisions; and use technology to further our research goals. In this paper, we offer "lessons learned" that may be relevant and useful to novice and experienced qualitative researchers alike.

McLawhorn, Donald, *University of Illinois at Urbana-Champaign*
Critical Psychiatry: Cultural Syndromes of Suicide, Dysautonomia, and Dissociation

The mental health disciplines of psychiatry and clinical psychology codify mental illnesses in the nosological categories of the DSM/ICD. These categories are the received wisdom of clinical science, and are themselves commonly used as universal explanations of

many forms of behavior. Yet research has found that experiences and expressions of distress vary across cultures and are shaped by context and contagion. In this presentation, mental disorders will be conceptualized as cultural syndromes that reflect internalized explanatory models, cultural norms, and patterns of social management of distress. Cultural dimensions of suicide among the Inuit, the diagnosis of dysautonomia in Japan, and dissociation in India will be explored.

McManimon, Shannon K., *University of Minnesota*
Arts-Based Research Practices: Blurring Teaching, Research, Curriculum, and Activism with Elementary School Teaching Artists

As part of my research with a critical literacy and creative drama program for elementary public school students, I have used arts-based research practices as professional development with the program's Teaching Artists. These sessions have explored the realities of urban public schooling today, using, for instance, drama to brainstorm ways of addressing moments of crisis (Kumashiro, 2004) in the classroom. The embodied literacy practices in which we engage blur distinctions between pedagogy, curriculum, research, and activism, and I have come to see my research as secondary to our teaching and learning in which we reimagine public school classrooms as sites of inquiry and transformation. I would like to discuss how written representations of this work can mimic this blurring of teaching, research, collaboration, and (educational) activism as well as how to lift up the catalytic validity (Lather, 1991) of arts-based research practices.

McMillan, Colleen, *University of Waterloo*
Is Having a Period a Lifestyle Choice? Pharmaceutical Shaping of Menstruation Suppression as Normal & Healthy?

Commencement of the menstrual cycle is symbolic of a healthy body, the ability to reproduce and a marker of femaleness. Yet pharmaceutical companies encase this normal process with messages of shame and secrecy. This qualitative study aimed to understand how pharmaceutical marketing shaped female perspectives on menstruation and menstrual cessation, defined as intentional altering of the monthly bleeding pattern to significantly fewer periods per year. Framed by the question "How does the advertising for birth control pills shape women's perceptions around the normalcy of having a monthly period?" data was collected from 20 females aged 18 to 25 years through open ended interviews after watching birth control commercials about menstrual suppression, including the products Yaz and Seasonale. Analysis through a marketing and medical discourse revealed dichotomous themes of "normalcy" and "healthy" with participants questioning menstrual suppression as "normal" and "healthy" while acknowledging convenience as one benefit of extended menstrual suppression.

McMillion, Desiree Y., *University of Illinois at Urbana-Champaign*
"Uneventful, everyday existence": Liberation politics across two continents and years

Bringing together childhood experiences of two six-year-old girls, we interrogate vulnerable moments of violence as sites of resistance and political identity formation. Following Madison (2005), this paper/performance highlights moments of "uneventful, everyday existence" of two girls, one in Kenya's political uprising two worlds democracy and another in the United States, during the era of the civil rights and black student movements. Here, we explore activism in Nairobi in the 1990s and gang violence in 1970s Champaign-Urbana. We illuminate uninterrogated historical moments that are shared in fear of violence and a childhood understanding of liberation politics that although sepa-

rated by years and continents are linked in advancement of the political agendas of marginalized peoples. Stitching together these themes of interpellation that continue to shape our identities, we not only consider socially constructed identities but also recognize that these moments are not only “a personal reality but a shared one” (Madison, p.151).

McMillion, Desiree Y., *University of Illinois at Urbana-Champaign*
Our Journey: Black Women Studies Emerging Through the Struggle

The field of Black Women’s Studies is on the rise. Its development is largely in part because of the lack of inclusion of women experiences, specifically black women, in scholarship addressing their inimitable experiences passably. Although less well known, but equally if not more important, Black Women Studies serves as an academic space for black women to interpret their journeys, celebrate their lived experiences, define their indifferences, share their achievements and contributions, and acknowledge the politics of sex as well as the politics of race in higher education. Through this paper, I provide the traced history of this new discipline, Black Women’s Studies, and providing proof the black woman is far more worthy than solely providing within the black family unit. This piece provides voice to black women’s tenacity, courage mainly in terms of their oppression, struggles to overcome it and an arena to display their works.

McNeal, Lisa, *Appalachian State University*
Not Your Mama’s Case Study: A Sonata-Form Case Study Inspired by Musical Sensibilities

The purpose of this sonata-form case study was to better understand the complex role of technology in the lives of women faculty in higher education. This innovative case study was informed by feminist critiques of technology and feminist endorsements of technology, with attention to the postmodern concepts of subjectivity and agency. Multiple methods were used to understand how technology shapes the professional and personal experiences of the women. This study’s methods included interviews, observations, and tours of technological objects. This case study featured interplay among dominant and tonic themes that represented each woman’s typical (dominant) and unexpected (tonic) approach to technology. The sonata-form case study allowed the researcher to shift among several different themes, explore emerging tensions, and creatively present the findings. Additionally, each woman was assigned a metaphorical musical instrument to highlight her relationship with technology.

McNicholas, Caroline, *University of Georgia*
Salmonella and Backyard Chickens - A Qualitative Study

Growing popularity of backyard chickens has led to increased human Salmonella outbreaks linked to live poultry. Incidence more than doubled in 2013, with 700+ laboratory-confirmed illnesses, and 29 times as many cases estimated unreported. Simple hygiene practices could prevent disease transmission, but popular media content suggests consumers are unaware of the risks. Despite significant public health resources dedicated to investigating and preventing outbreaks, no published research has examined knowledge, attitudes, beliefs and practices of backyard flock owners. To build foundational knowledge, we conducted 17 semi-structured interviews with urban, suburban and rural backyard flock owners across Georgia. Transcripts were coded and analyzed using a constant-comparison method, allowing for the emergence of grounded theory, as well as secondary analysis using the Health Belief Model, a widely-used public health framework also used

in developing the interview questions. Results suggest a distinct backyard chicken culture across demographic groups, with implications for public health messaging.

McNicholas, Caroline, *University of Georgia*
Interviewing Vulnerable Populations for Public Health Research

One of the critical tasks for the field of public health is reducing health disparities. An innovative and often overlooked method of understanding these health disparities is interviewing, particularly for vulnerable populations such as women, children, and people with disabilities. These populations are traditionally underrepresented in public health research, so inclusion in more studies is critical to better understanding, and thus reducing, their disparities.

Interview data is valuable because it allows researchers to identify unrecognized contributors to a population's vulnerability. Interviews can also be beneficial for participants because they are empowering. They allow individuals to communicate their perspectives rather than have a researcher impose their assumptions. The authors will provide interview strategies to help researchers gather data from vulnerable populations, such as women, children, and people with disabilities. We will also emphasize the importance of cultural sensitivity, identification of gatekeepers, appropriate interview settings, and modes of recruitment for these populations.

McPherson, Kathryn, *Person Centred Research Centre, School of Rehabilitation and Occupation Studies, AUT University*

Voice(s) in Action: Using the Listening Guide in Observational Research

See Bright, Felicity

McPherson, Kathryn, *Person Centred Research Centre, School of Rehabilitation and Occupation Studies, AUT University*

Voices of Rehabilitation Providers: Talking About Engagement

See Bright, Felicity

Md Shahbudin, Amirul Shah, *Universiti Sains Malaysia*

Crafting Strategy towards Achieving the Shariah Compliant Quality Standard: A Qualitative Inquiry

See Ahmad Bustamam, Ummi Salwa

Meade, Jennifer, *Rhode Island College School of Social Work*

Applying a Feminist Framework: Challenges Facing Domestic Violence Organizations

Feminist theory emerged as a way to value the experiences of women, challenging the historical, male-dominated way of viewing the social world. Little research exists about how domestic violence (DV) organizations apply feminist principles in their practice. Qualitative data from face-to-face interviews (n=22) were analyzed to explore the organizational challenges of defining themselves as feminist organizations. Since most respondents stated that feminism has historically excluded women of color and creates the perception in the larger society that the work excludes men, identifying as a feminist organization could close doors to those communities that believe the organization excludes them.

Meave, Danae Clarisa, *Universidad Panamericana*

La Presión Social en el Uso del Alcohol

See Celis, Regina

Medellin, Kelly, *Midwestern State University*

The Path to Conocimiento and Shifting: Gloria Anzaldúa and Me

Women long have fought to have their standpoints heard and recognized, and even in gendered areas of study, such as early childhood education and care, centralized white-European male perspectives have created inequitable circumstances for young children and marginalized communities, especially in regard to the conceptualization of research. In this paper I discuss my drive for writing and conducting qualitative research in non-dominant, nonlinear ways and how I use mestiza consciousness in analyzing gender and racial inequalities in children's literature. I explain the influence of Gloria Anzaldúa's Chicana feminist theories that guide me in my life, writing, research, and activism in the field of early childhood. Subsequently, I use poetry to explain my path and my journey to feminist research and scholarship and *conocimiento*.

Medved, Caryn Euting, *Baruch College, City University of New York*

Infertility, Professional Identity and Consciousness-Raising

This personal essay explores how infertility affected my professional identity as a scholar. As a heterosexual woman living in a pronatalist culture, I looked upon motherhood as an eventual, if not entitled part, of my adult life. Early in my career, motherhood also became my intellectual focus. For 15 years I have explored connections between work and family life (read: parenting). Eventually, however, my visits to the fertility clinic came to be problematically intertwined with my life as a scholar. After years of futile IVF treatments and unsuccessfully participating in a donor egg program, my spouse and I let go of the quest for biological children. Through this personal narrative, I weave together the changing meanings for research, my pursuit of medically assisted reproduction, and my struggles to reimagine both my personal and professional identities. I explore infertility as a process of consciousness-raising and pronatalism in work-life research.

Meehan, Ben, *QDA Training*

Faculty, Trainer, and Student Perspectives on a Blended Teaching Model for CAQDAS Qualitative Research

See Leitch, Judith

Meek, Geoffrey A, *BGSU*

Activities of Daily Living: Profiles of Children with Obesity

This paper examines the responses and reactions to physical activity and activity of daily living questions of a sub-sample of children ($n = 29$) from an inner-city high school that were identified with BMI scores in excess of 95% (Barlow et al., 2007). In a cross-case analysis issue relevant meanings emerged indicating that children are positively predisposed to physical activity, have a range of nutritional behaviors, and yet not everyone perceives BMI as a defining characteristic. From analysis of the data we present a series of vignettes that identify the complexity of growing up with obesity. Such complexities include not acknowledging obesity; being fit, active and obese; and reactions to local and national initiatives aimed at changing both physical activity and eating behaviors.

mehrotra, gita, *University of Utah, College of Social Work*

Considering Emotion and Emotional Labor in Qualitative Feminist Social Work Research

The primary aim of this panel is to pose questions to feminist social work scholars about the role of emotions and emotional labor in our research. Instead of offering answers or a mandated direction we should take in regard to these issues, I am interested in exploring what it might mean for feminist social work scholars to: 1) better understand and acknowledge the emotional component of knowledge production, and 2) view emotional labor as an integral, salient, and legible part of our research efforts. I will also briefly discuss some of the challenges to acknowledging emotion as a dimension of our work. Using my research as an example, I will share how the experience of managing intersectional social identities and power in the research process was a form of emotional labor. Through this panel, we elucidate some of the ways emotion is intertwined in different aspects of the research process.

Meirelles, Betina Hrner Schlindwein, *Federal University of Santa Catarina (UFSC/ BRAZIL)*

Primary Health Care: causal conditions for the exercise of nursing leadership

See Lanzoni, Gabriela Marcellino de Melo

Meirelles, Betina Hrner Schlindwein, *Federal University of Santa Catarina (UFSC/ BRAZIL)*

Organizing of the hearing healthcare network for people with HIV: causal and intervening conditions

See Assuiti, Luciana Ferreira Cardoso

Meirelles, Betina Hrner Schlindwein, *Federal University of Santa Catarina (UFSC/ BRAZIL)*

Complex context of Primary Health Care and nursing leadership

See Lanzoni, Gabriela Marcellino de Melo

Mej'a-Vlez, Mar'a Camila, *Universidad Pontificia Bolivariana*

An Ethnography of English Literacies in the City: Discoveries and Pedagogical Implications

See Mora, Rael Alberto

Mejia, Robert, *SUNY Brockport*

Learning Without Knowing Better: Providing Spaces for Students to Exceed One's Expectations (and Being Comfortable with Failure)

The relationship between knowledge and power is so well documented that it has become a truism. Knowledge is power; power is knowledge. Lack of knowledge necessarily inhibits one's ability to speak truth to power; and to lack power necessarily means to lack the formal mechanisms by which to produce legitimate knowledge. These are all relatively true statements, and the challenges of those who lack knowledge or power should not be understated. However, relatively true does not mean absolutely true. What then does it mean to exploit the possibilities enabled by instead presuming that knowledge and power are not inherently linked? What would it mean if we were instead to take seriously the proposition that the relationship between knowledge and power is in fact constructed?

Taking seriously this claim does not mean that power operates in a relative fashion; rather it is to take seriously that one can exploit the gaps that exist between knowledge and power, however small they may be, and use those opportunities to speak an illegitimate truth to power. To illustrate this possibility, this paper is an autoethnographic account of the author's own experience of learning without knowing better and the subsequent success and failures of incorporating this approach into his own teaching.

Melabiotis, Irene, *Western University*

Fostering Learning Flexibility through Arts-Based Tasks: The Case Study of a Student with Learning Disabilities

In the present phenomenological, multiple-perspective case study, the arts-based experiences of one student with learning disabilities (LD) were explored through the Learning Through the Arts (LTTA) program—a program which offers co-equal, arts-integrated learning opportunities for students in core subject areas. For this study, the student was exposed to two arts-based Literacy lessons; one that was literary arts-based and one that was arts-based, both connected by the same theme. This case study revolved primarily around the pre- and post-programming accounts of the student participant. Included in this case study were the perspectives of the student's mother, teacher, and LTTA artist-educator. An exploration of the participant's interview data, student's work samples, and in-class observations of the student suggested that the arts-based tasks helped to support the student's ability to move beyond his stress-inducing perfectionist tendencies, resulting in his becoming flexible with his learning outcomes in Literacy—a subject he least enjoyed.

Melius, Patience, *The University of Alabama*

Entangled Revelations: Illuminating Intra-Actions thru Visual Representations of a Researcher's Evolvement. Patience Melius, The University of Alabama

This presentation makes use of visual representations based on Karen Barad's entanglement and intra-activity concepts to explore the results of two pilot studies concerning a peer-mentoring program conducted in a residential treatment facility (Barad, 2007). The first pilot was a single subject design, which primarily consisted of quantitative behavioral data to determine if an existing behavioral intervention could be effectively transformed to allow for more student ownership of the intervention. Formerly, only adult mentors had facilitated this intervention. The second pilot involved qualitative methods to investigate the student's perceptions of the intervention in an effort to adapt it further based on their feedback. The purpose of this presentation is to disclose the researcher's intra-actions within an entanglement (i.e., these pilots) using diagrams. These visuals offer a foundation whereby to work thru the data, unveiling the significance of a compilation of intra-actions existing within the entanglement.

Mello, Marcio Luiz, *Funda ção Oswaldo Cruz*

La salud y la religi—n en R'io de Janeiro del siglo XXI

Resultados de una Investigaci—n cualitativa en templos religiosos afro-brasil—os, este trabajo busca comprender la relaci—n entre la religi—n y la salud y los procesos de curaci—n, tratar de comprender las formas en que las personas experimentan la enfermedad, el sufrimiento y el dolor, as' como las pr'cticas curativas. Las historias de vida de los encuestados les permite el reconocimiento de los elementos que definen sus pr'cticas terap'uticas. Un prop—sito fundamental de la religi—n es cambiar el significado de una enfermedad para los que sufren, no implica necesariamente la eliminaci—n de los

síntomas, pero en el cambio de los significados atribuidos a la enfermedad. La religión da sentido a la vida, ante el sufrimiento, lo que crea una red de apoyo social. Encontramos que la práctica religiosa ha complementado las prácticas médicas oficiales. Las religiones son acogedores lugares, la curación y la salud a los que buscan.

Méndez, Paola, *Universidad Panamericana*

Influencia de los Grupos Sociales sobre el Comportamiento de las Personas.

See Villada, Ana Paula

Mendick, Heather, *Brunel University*

Qualitative Inquiry and the Pace of Academic Life

One of the ways that neoliberalism is playing out within universities is to accelerate the pace of academic work, with increases demanded in research impact, number of publications, external funding, speed of doctoral completions, the efficiency with which work is returned to students, and so on. Many have drawn on the Slow Movement to call for a reduction in the pace of teaching and research, suggesting that this leads to 'better' scholarship. In this paper, we will draw on our experiences on an Economic and Social Research Council funded study of celebrity and youth aspirations to explore what difference 'slow' makes to the process and findings of qualitative inquiry. While welcoming 'slow' as a disruption to discourses of neoliberal productivity, we will suggest that it is ultimately conservative, leaving in place a classed, gendered and raced conception of the academy and failing to challenge dominant constructions of knowledge and progress.

Mendick, Heather, *Brunel University*

Disgusting celebrities: Celebrity motherhood and the cultural politics of austerity

See Allen, Kim

Mendonça, Celeste Alfredo, *Faculdades Nordeste*

Percepções de homens sobre hipertensão arterial do sistema de saúde no Nordeste brasileiro

See Mendonça, Francisco Antonio da Cruz

Mendonça, Francisco Antonio da Cruz, *Faculdades Nordeste*

Ritual da morte infantil no Nordeste brasileiro: indiferença ou simbologia paterna?

Esta pesquisa etnográfica investiga o ritual da morte infantil no Nordeste brasileiro. Crítica premiada interpreta o conceito da negligência materna seletiva da antropóloga norte-americana Scheper-Hughes (1983) como relevante explicação da alta mortalidade infantil no Nordeste brasileiro. Trata-se de uma pesquisa etnográfica com abordagem fenomenológica. A partir de um resgate de 45 narrativas sobre a participação do pai no ritual da morte infantil. As entrevistas foram organizadas e interpretadas com base na análise de conteúdo. O modelo explicativo popular desvelado aponta determinantes do ritual da morte infantil, desde momentos antes da doença, falecimento, tratamentos com o corpo, velório, enterro e sonhos. Os dados etnográficos apontaram evidências que serviram de base para superar a morte dos filhos. Conclui-se que a riqueza de simbolismo presente nos rituais da morte infantil serve para enfatizar a pureza e inocência da criança e atua como terapia antidepressiva para poupar o pai do sofrimento da perda da criança.

Mendon_a, Francisco Antonio da Cruz, *Faculdades Nordeste*

Percepção de homens sobre hipertensão arterial do sistema de saúde no Nordeste brasileiro

Objetivou-se analisar a percepção de homens sobre hipertensão. Estudo descritivo, abordagem qualitativa, realizado com dez homens do sistema de saúde no Nordeste brasileiro, de agosto a outubro de 2012. Os dados foram coletados por entrevista semi-estruturada, contendo uma questão norteadora gravada e analisada de acordo com o referencial da fenomenologia social. Os relatos foram agrupados em três temáticas: compreensão dada por homens sobre a consulta de hipertensão; percepção dos homens sobre a hipertensão; e Qualidade do atendimento no sistema de saúde brasileiro. Constatou-se que a maior parte dos pacientes tinha conhecimento sobre o problema da hipertensão, apesar de não definir claramente a doença e cuidados preventivos. Sugere-se realizar projetos educativos e o empoderamento dos usuários.

Mendon_a, Francisco Antonio da Cruz, *Faculdades Nordeste*

Influência do gênero profissional masculino na periodicidade do exame Papanicolaou

See Sampaio, Luis Rafael Leite

Mendon_a, Francisco Antonio da Cruz, *Faculdades Nordeste*

E agora? Realidades e perspectivas da mãe adolescente no Nordeste brasileiro

See Santos, Rita de Cássia Andrade Neiva

Mendon_a, Francisco Antonio da Cruz, *Faculdades Nordeste*

Surgical therapy of breast cancer , lymphedema and social behavioral alterations in post mastectomy women

See Pinheiro, Cleoneide Paulo Oliveira

Mendon_a, Francisco Antonio da Cruz, *Faculdades Nordeste*

Trajetória de adolescentes grávidas do Nordeste brasileiro

See Jorge, Herla Maria Furtado Jorge

Mendon_a, Francisco Antonio da Cruz, *Faculdades Nordeste*

Fui deixando, fui ficando e aconteceu a gravidez: experiências em adolescentes na primeira gravidez

See COLLARES, PATRICIA MOREIRA

Mendon_a, Simone A. M., *Universidade Federal de Minas Gerais*

Constructing a Humanistic Professional Mission via "Marginal" Education: A Trioethnography

See Ramalho de Oliveira, Djenane

Mendoza, Juan Ignacio, *Universidad Panamericana*

La Influencia de Programas Televisivos como America's Next Top Model en las Jóvenes Mexicanas

See Garcia Quintana, Ricardo

Menon, Suvarna, *University of Illinois at Urbana-Champaign*
Women's Mental Health in India: The Need for Qualitative Inquiry

Research has consistently shown that women are twice as likely as men to experience depression. With studies showing that one in every three women worldwide is afflicted by common mental disorders including depression, there is evidently a pressing need to arrive at a nuanced understanding of mental health among women for effective intervention. Much of the initial research addressing the higher rates of depression among women was directed at biological and genetic factors, largely ignoring the sociocultural aspects of gender. This presentation raises the issue of gender as a crucial determinant of mental health, focusing on the context of India, where women are vulnerable to gender-based discrimination and even violence from an early age. This presentation argues that research based in qualitative inquiry can attempt to place women's mental health within a multidimensional framework that allows for understanding multiple contributing factors like social position, power and women's personal experiences within their own socio-cultural context.

Mercado Ram'rez, Miguel Alfonso, *Public Health Laboratory, University Center for Health Sciences, University of Guadalajara*
Vivencias de Migrantes Mexicanos en Torno a Estados Emocionales y Consumo de Alcohol y Drogas

See Cervantes Minjares, Juan Pablo

Mercado Thornton, Rebecca, *Oakland University*
The Construction of the Appalachian Other

Coal-mining capitalists saw the Appalachian people as impoverished, desperate hillbillies who needed their proletariat classification to bring civilization back to the land. Various dehumanizing and Othering processes came in multiple forms: through the mass circulation of popular culture via literature and films, through everyday decision-making, as well as in anthropological texts, and other academic representations of Appalachia. Investigating and deconstructing the texts produced about Appalachia remains essential to this project. In this paper, I thus, analyze, evaluate, and unpack several academic and popular culture texts of Appalachia that produce and reproduce stereotypical representations of Appalachia.

Merlino, Aldo, *Universidad Siglo 21 Cordoba Argentina*
Witnessing Social Injustice: A Collaborative Autoethnography

See Martinez, Alejandra

Merryweather, Andrew, *University of Utah*
Using Qualitative Microanalysis to Develop Models to Evaluate Safe Bed Height and In-Bed Movements

See Morse, Janice

Mertens, Donna, *Gallaudet University*
Resilience, International Development, and Transformative Mixed Methods

A qualitatively focused transformative mixed methods framework was used to design studies in five countries that are characterized as conflict zones or contexts of adversity: Nepal, Afghanistan, Bhutan, India, and Lebanon. Each country team identified issues

of importance in their countries with regard to educational and health services access for diverse groups, including nomadic children, women, displaced persons, LGBT persons, and refugees. The framework to design the studies emphasized beginning with a contextual analysis by using mixed methods strategies that focused on determining the cultural aspects of the communities that needed to be considered, as well as legal, economic, and geographic issues. The mixed methods studies were designed to include both risk and resilience factors at the individual, social, and institutional levels. The goal is to develop interventions that will result in improved educational and health services that are culturally appropriate for these marginalized communities. The use of qualitative strategies at the beginning and throughout the study links the study to the contexts and is designed to increase the probability of the success of these interventions.

Metz, Jennifer Lynn, *Towson University*

Finding a Title IX: Exploring Women's Collegiate Athletics Now and in the 1990s

Title IX has been a controversial and much debated topic in recent years. Building from personal recollection, peer interviews and using critical feminist qualitative research methods and performance ethnography- the authors will read their experiences as collegiate female athletes during the 1990s and today in 2013.

Mfoafo-M'Carthy, Magnus, *Wilfrid Laurier University, Ontario, Canada*

Perception or reality: Doing research with individuals of ethnic minority background diagnosed with serious mental illness

This study explored the efficacy of Community Treatment Orders (CTOs) among individuals of ethnic minority background in Toronto, Canada. CTOs are mandated outpatient mental health treatment for individuals diagnosed with serious mental illness. Using a qualitative phenomenological approach, in-depth interviews were conducted with individuals who met the criteria. Twenty-four (n=24) participants were recruited for the study. Majority of the participants perceived the CTO experience as positive (n=22), despite research to the contrary regarding the treatment of individuals of ethnic minority background within the healthcare system. Using the anti-oppressive framework, the researcher attempted to explore the rationale for the participants' response with regard to the treatment. This generated discussion concerning issues of diversity and oppression and its impact on the marginalized, thus making it difficult to advocate change. Implications for social work discussed.

Mfoafo-M'Carthy, Magnus, *Wilfrid Laurier University, Ontario, Canada*

Challenges of Doing Qualitative Research with Families of individuals of African background diagnosed with Mental Illness

Though stigmatization of mental illness is known worldwide, this concept differs within the African context. Sadly, many have abandoned family due to stigma and shame associated with the illness. Africans in the diaspora face challenges taking care of family members with mental illness. The focus of the qualitative study was to explore the concept of caregiving of individuals of African background diagnosed with mental illness in the Waterloo Region, a community of almost 400,000 people in South Western Ontario, Canada. The intent of the study was to explore challenges faced by family members providing care in the community. The goal was to recruit between 10 _ 15 people. Recruitment of participants included snowball sampling and other means. Overall, recruitment for the study was difficult. The difficulty stemmed from stigma, discrimination and chal-

lenges in the system. Evidently, addressing the challenges would include education, destigmatizing mental illness, advocacy and community engagement.

Michalec, Barret, *Dept. Sociology, University of Delaware*

Students' Reflections on Exercises used to Teach Writing and Data Presentation for Qualitative Research

Teaching qualitative research has been heavily focused on methods and analysis procedures with little attention paid to techniques and strategies for writing and data presentation. This paper outlines a series of assignments, group projects, and in-class exercises utilized in an Advanced Qualitative Methods course aimed at providing opportunities for graduate students to hone their writing skills in detailing their methodological and analytical approach and discussion of findings. Excerpts from students' reflections on these assignments are presented to provide their unique perspectives, address if and how learning objectives were met, and as fodder to suggestions on how the exercises (and the course itself) could be improved. This paper emphasizes the importance in training future qualitative researchers in the art of writing and presentation of their qualitative work, and provides frameworks of challenging pedagogical practices for teachers of qualitative research methods to utilize in their own courses.

Mickleborough, Tim, *University of Toronto*

Going Against the Grain: International Pharmacists in White Settler Spaces

Due to the lack of employment opportunities in large urban centers like the Greater Toronto Area, International Pharmacy Graduates or IPGs are seeking employment in rural Canadian communities. Compared to the diversity of urban centres where most immigrants choose to reside; rural communities, in contrast, are homogenous spaces populated primarily by white Canadians. This paper will discuss how IPGs 'trouble' the spatial imaginary of these white settler communities with a focus on their experiences of racism in the pharmacy. In order to understand this phenomenon, a spatial analysis using the Lefebvrian triad of the conceived, perceived and lived space will be employed to 'unmap' or decolonize one IPG's experiences of racism by highlighting ways in which professional spaces like the pharmacy are produced as 'pure' spaces and how these spaces in turn create a racialized professional though the devaluing of their knowledge by white patients.

Miko, Katharina, *Vienna University of Business and Economics*

Visual 'Nosing Around'

The preoccupation with the visual in sociology recently is very popular. In this article, the key argument goes beyond the collection of visual data, the analysis of visual material and the theoretical and empirical consequences for the subject. This article wants to deal with a less illuminated aspect: the visual knowledge production and visual communication in sociology itself. The article argues that because of the growth of the visual in social processes, it is important to question the extent of written theory in sociological construction and communication. The growth of the visual challenges the discipline and therefore visual representation is on question. This article contributes to the theoretical foundation of visual knowledge production and communication, on the example of the sociological film. With my own produced sociological film (http://www.geyrhalterfilm.com/warme_gefuehle), I show that sociological film can fill epistemological gaps in sociological writing.

Miko, Katharina, *Vienna University of Business and Economics*

Participatory security research within academic education and training in Austria

The study 'Participatory Security Research within Academic Education in Austria' combines empirical results with the implementation of these findings into the police training. For analysing the data the research team is going to choose an ethnographical community-based approach. First qualitative interviews, participant observations, participative inspections of the districts and ethnographical conversations are planned. In the second, the scenario-based phase, the qualitative vignette analysis is going to be applied. The content of a vignette describes a concrete local situation.

Due to the involvement of the students of the bachelor degree class 'Polizeiliche Führung' into the phase of data collecting, the senior police officers receive a practical and scientific education.

The innovative character of this study can be found in the commonly scientific realization of this project between social scientists and police officers.

Milbourne, Constance, *Rhode Island College*

The End-of-Aisle Maneuver: Billboards, Promotions or Just Groceries

Consumers walking into any retail environment today are bombarded by a plethora of messages, including point-of-purchase signage, over-head announcements and demonstrations. Supermarkets are a unique subset in that consumers frequent these stores several times a week, requiring supermarket retailers to make the environment fresh so that customers keep returning. Shopping for groceries can be a lone undertaking with the consumer focusing on 'the list.' Many shoppers today, being time compressed but wanting healthy options, spend most of their time shopping the perimeter. Even so, approximately half of supermarket purchases are unplanned. With this knowledge, merchandising experts create an environment so that consumers can be receptive to impulse products. The end-of-aisle (endcap) display is an important tactic, because it serves multiple functions getting customers to reevaluate their grocery needs.

Using observation methodology and visual ethnography, this study analyzes the presentation of endcaps in supermarkets, specifically focusing its in-store communication strategy.

Milbourne, Constance, *Rhode Island College*

Dear Barista: Professors as Members of the Service Class

See Gangnon, Bradley

Mildon, Barb, *Ontario Shores Centre for Mental Health Sciences*

Arts-Informed Narrative Inquiry in Mental Health: Constructing person-centred care in a Relationship-Based Care Approach

See Schwind, Jasna K.

Miller-Bishoff, Thomas, *University of Wisconsin Madison*

"It all revolves around his needs": Caregiver's wellbeing and orchestration of family routines within the ecocultural niche

See Larson, Elizabeth Ann

Miller, Janet Louise, *Teachers College, Columbia University*
Autobiography as Asymmetrical Relationality

I grapple with conceptualizing diverse versions of political, cultural and social possibilities of autobiography in order to draw greater attention to the relational nature of the self (Butler, 2004, 2005; Schafer & Smith, 2004; Young, 1997). I follow Butler (2004) in asking how autobiographical research informed by ethical commitments might attend to which bodies are breathed into life and brought into view by autobiography? How might autobiographical research and theorizing address issues of moral respect through asymmetrical relations, which include differences of history, social position, and interpretations of experience that cannot be transcended. Drawing on my research within several collaborative qualitative inquiry groups that include students labeled international within U.S. educational contexts, I examine how autobiographical work might decenter the individual and/or the self and enable thinking beyond the self in order to examine and act upon ways that we all are implicated in lives that are not our own.

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Miller, Janet Louise, *Teachers College, Columbia University*

Autobiography and Voice: Transcultural Challenges in Life-Writing/Research

Poststructural theories clearly have been influential in unsettling the ontological certainty of autobiographical voice in qualitative research by problematizing the taken-for-granted foundations of humanism: the transparency of language; the stability of the subject and her voice; and the rational production of knowledge and truth. In particular, such anti-foundational theorizing exposes not only humanist conceptions and representations of autobiographical voice and its experiential truths – both the researcher's and her participants – but also the messy entanglements of autobiographical research practices with broader social, historical, cultural, and geographical contexts. The autobiographical inquiries to which I am committed theorize voice, memory, identity, embodiment, experience and agency as constitutive processes of autobiographical subjectivity, and especially attend to the discursive fluidity of autobiographical voice. Specifically, working with/in transnational curriculum studies research, I now investigate social and representational effects of geopolitical mobility and stasis – chosen, coerced, or both – and voicings of such effects with/in diverse discursive constructions of global, national, cultural, interpersonal and subjective frameworks. This presentation will grapple with ways anti-foundational versions of autobiographical inquiry might be utilized in order to activate, situate, and interrogate the burgeoning diversity of trans-cultural voicings currently informing historical and contemporary life-writing projects – broadly imagined and articulated – that potentially might open and concurrently interrogate new communities of mutual compassion and critical discomfit.

Miller, Joshua Lane, *Ball State University*

A Discourse into Qual+/->qual Mixed Methods: ÔStretchingÓ the Definitional Boundaries

In this conceptual paper we postulate the value of opening ourselves to the potentiality of stretching the boundaries of qualitative work to the realm of Qual-qual design as mixed methods. This approach to inquiry enabled us to critically reflect on our practices and bring to light the muted aspects of our craft as qualitative researchers working with data. Through sharing our stories of fieldwork experiences, within two independently conducted qualitative studies, we grappled with the responsibility of capturing the full story as offered by our participants. We came away from these experiences considering qual-qual design to mixed methods as an approach to enhance the richness of re-presented stories by addressing the reductionist nature inherent to analysis. The intent of this paper is to contribute to a conversation about emerging methodologies as we engage in qualitative inquiry of value by reflecting on our perspectives and their consequences through stretching definitional boundaries.

Miller, Karen-Lee, *University of Toronto*

Intimate partner sexual violence and the victim impact statement: Unique considerations for service providers.

Background: Victim impact statements (VISs) are victims' accounts of crime-related harms. Often advocated as empowering, rarely considered are their unique implications for victims of intimate partner sexual violence (IPSV).

Methods: Canadian sexual assault victims, advocates, victim services and parole staff, prosecutors, and policy makers (N = 44) were interviewed.

Results: Social service providers inadequately provided VIS-support to IPSV victims. Some providers disengaged when victims used the VIS to seek sentence leniency. Others encouraged VIS submission, yet were unable to intervene when victims lost child custody when VISs were forwarded to family court. Unaddressed VIS support needs escalated once IPSV victims came into conflict with the law. IPSV victims who murdered their partners mistakenly encouraged children to submit VISs to obtain compensation, or were so distraught over family members' VISs that they failed to pursue appeals. Conclusion: IPSV clients have unique VIS-related needs and risks, which are unaddressed by service providers.

Miller, Kyle Elizabeth, *Illinois State University*

The Inclusion of Photography and IRB Approval: Addressing Concerns and Justifying Benefits

Photography serves as a critical tool for researchers to learn about the contextualized lives of individuals. This paper explores the process of integrating Photo Elicitation Interviews into research studies involving children, families, and early childhood centers. We will identify and discuss some of the challenges that emerged across protocol approval with two Institutional Review Board (IRB) systems related to the inclusion of photography. IRB restrictions and concerns related to the use of photography can delay data collection and create barriers to research designs. Implications will be discussed for researchers using visual methods in their work. We will examine why photography is viewed as such a threat to IRB approval, and how to justify its benefits related to shifting power to participants and promoting social justice in research endeavors.

Miller, Tanya. *Prescott College and Blue Planet Living Institute*
Ecobricolage: Inquiry Infused with an Ecological Consciousness

Imagine a world where the questions we ask and the actions we take are rooted in an Earth centered framework and where we develop an eco-centric relationship with our meaning making process. From the inter/trans/multidisciplinary brackish waters of qualitative inquiry, ecobricolage emerges as a model for an ecologically conscious bricoleur to be informed from, grounded in, and guided by Earth. I expand the current conceptual model and multi-perspective methodology of bricolage with the robust knowledge and support of nature, the natural world, the non-human world, and Earth. We become co-creators, collaborators, and educators to one another in our quest for understanding. This discussion explores the potential of building knowledge, engaging in inquiry, and enhancing relationships through an ecological consciousness. In this, ecobricolage becomes a model for inquiry that acknowledges the significance of Earth and a framework that brings us together with all aspects of our world.

Mills, Frances. *School of Nursing, Midwifery and Nutrition, James Cook University*
Working on Each Others' Ideas: Mentoring circles as a method of supporting remote Australian Torres Strait Islander and Aboriginal nursing students

See Mills, Jane

Mills, Jane. *Centre for Nursing and Midwifery Research, James Cook University*
Working on Each Others' Ideas: Mentoring circles as a method of supporting remote Australian Torres Strait Islander and Aboriginal nursing students

A mentoring circle is a teaching and learning strategy that has been used to support students in tertiary education. In this study researchers implemented a mentoring circle at a remote satellite university campus in the Torres Strait, Australia using an action research approach. The aim of the study was to foster the emotional and social growth of Aboriginal and Torres Strait Islander nursing students to improve the students' experience and retention rates. Results of the study showed mentoring circles do support the development of emotional intelligence, which students need to work effectively in a university setting. Although this study was conducted within a nursing degree in a Torres Strait Island community, its findings have potential for use in other contexts.

Mills, Jane. *Centre for Nursing and Midwifery Research, James Cook University*
Weighing Up the Costs of Seeking Health Care for Dengue Symptoms: A grounded theory study of backpackers' decision-making processes

Dengue fever, a mosquito-borne virus, is an ongoing public health issue in North Queensland. Dengue is imported by travellers visiting or returning to Australia and epidemics may ensue. This study uses grounded theory methods to construct a descriptive theory that explains the process backpackers use when seeking health care. Fifty semi-structured interviews were conducted with young backpackers, hostel receptionists, travel agents and pharmacists. Interview transcripts were analyzed and coded, resulting in identification of a core category: 'weighing up the costs of receiving health care'. This core category has three subcategories, self-assessment of health status, wait & see and seek direction. Findings from this study identified key areas where health promotion material and increased access to health care professionals could reduce the risk of backpackers spreading communicable diseases such as dengue.

Mills, Jane. *Centre for Nursing and Midwifery Research, James Cook University*
A New Generation of Qualitative Research

Key debates in qualitative research differ globally. Generational difference is one way of explaining the origins of different debates and issues in qualitative research. Using Mannheim's theory of generational difference, contrasting positions on these debates are examined. Within each generation there are generational units who have concrete bonds that give voice to particular issues of concern. Important issues for each generational category are identified and discussed in relation to the literature. Future directions for qualitative research are also considered.

Mills, Jane. *Centre for Nursing and Midwifery Research, James Cook University*
Re-prioritising 'The Interview': The potential of observation in a grounded theory study

See Baldwin, Adele

Mills, Jane. *Centre for Nursing and Midwifery Research, James Cook University*
Linking Symbolic Interactionism and Grounded Theory Methods in a Research Design

See CHAMBERLAIN-SALAUN, JENNIFER

Mills, Jane. *Centre for Nursing and Midwifery Research, James Cook University*
The use of digital stories in a grounded theory study

See CHAMBERLAIN-SALAUN, JENNIFER

Mills, Jane. *Centre for Nursing and Midwifery Research, James Cook University*
Becoming and Being a Health Consumer: Findings From a Grounded Theory Study

See CHAMBERLAIN-SALAUN, JENNIFER

Mills, Jane. *Centre for Nursing and Midwifery Research*
Supervision in Grounded Theory Research: Is there a Difference?

See Birks, Melanie

Mills, Jane. *Centre for Nursing and Midwifery Research, James Cook University*
Analysing data in a grounded theory study.

See Hoare, Karen

Mills, Jane. *Centre for Nursing and Midwifery Research, James Cook University*
Dancing with Data: The process of concurrent data collection/generation and analysis

See Hoare, Karen

Mills, Jane. *Centre for Nursing and Midwifery Research, James Cook University*
Conducting a Grounded Theory Study in a Language Other Than English: Procedures for Ensuring the Integrity of Translation

See Nurjannah, Intansari

Mills, Jane, *Centre for Nursing and Midwifery Research, James Cook University*
Weaving understanding: Use of secondary data to generate new understandings about HIV risk with women in Papua New Guinea

See Redman-MacLaren, Michelle

Mills, Melanie B., *Eastern Illinois University*
Believing is Seeing: Conversations that Illuminate the Experience of Sight Loss

ÒNo, he doesn't see your point, in fact he doesn't see much at all.Ó My partner recently suffered irreparable 90-95% vision loss over a matter of months. Awkward responses to ocular metaphors in everyday language and loud silences have created a self-consciousness for us and others as we have conversations about his low vision status. Whether for reasons of politeness or discomfort (of various origins), we have experienced noticeable differences in conversational contact which is directly related to our life change. This paper explores how we renegotiate talk about (dis)ability in our everyday interactions with others, questions how sight metaphors limit how we see, and examines the (dis)connecting force of silence in ability transitions. It chronicles how we have used particular conversational strategies of (re)connection to manage our new normal. In particular, I focus on how to break silences which threaten to make us invisible (pun intended).

Mior, Silvano, *Canadian Memorial Chiropractic College*
Vehicle Collision Experiences: "I'm Not in Pieces, But Need Help to Get My Life Back"

See Lindsay, Gail Margaret

Mir, Shabana, *Millikin University*
Dancing in the public eye: Muslim American Women on Campus

In this paper, I focus on the constraints on Muslim American undergraduate women's identity work through the lens of dance. I draw on ethnographic research conducted with Muslim female students at two private universities in Washington, DC. I use interview data from my South Asian and Iranian American female participants on the subject of dance to unpack their constructions of religion and religiosity, ethnic culture, sexuality, and identity work while under surveillance by the religious-ethnic communities and the dominant majority population. My research participants show how dancing with and in front of men carries myriad religious, ethnic, and gendered cultural meanings. Dance creates discursive spaces where religiosity, ethnic identity, Americanness, and femininity are constructed. In its immigrant cultural genres, dance also represents the performative and commodifiable possibilities of minority cultures.

Misawa, Mitsunori, *The University of Memphis*
Using Narrative Inquiry to Promote Anti-Bullying Social Justice in Postsecondary Education

Bullying is a serious problem in contemporary society which causes damage not only to people who are victims of bullying but also the bystanders and even organizational and institutional cultures. Scholars have identified that bullying occurs almost everywhere including in K-12 education, postsecondary education, and in the workplace. Although there are studies on the prevalence, frequency, and impact of bullying in educational research, there is still a lack of understanding of how narratives from bullying victims can be utilized to connect with social justice to promote anti-bullying social justice in higher

education. This presentation will make such an effort of connecting the two utilizing examples from a relevant qualitative narrative inquiry.

Miskovic, Maja. *Concordia University Chicago*

It's the end of the world as we know it (and we are relatively fine): Teaching qualitative research online

This research emerges from the institutional shift we are part of in offering graduate-level classes in qualitative research completely on line. As instructors of such classes, who were educated in traditional university setting and until recently taught in face-to-face classrooms, we critically examine the practice of online teaching of this particular subject. Although the field of qualitative research is abundant with textbooks on how to design and conduct qualitative research and how to collect data in online communities, little has been said on how to teach qualitative research, let alone how to go about it in an online format. Relying on scholarly sources and publicly available data on the trends in online teaching, we highlight the challenges and unique aspects of teaching qualitative research online and offer a theoretical insight for approaching the online instruction.

Mitten, PhD, Denise. *Prescott College*

The Inherent Ecologist: Weaving Living Systems into Inquiry Ethics

Humans and nature have existed in direct interrelationship for most of the time humans have been on earth and continue to be linked in an evolutionary process. The paradigm of competition and dominance encourages a perception of a human and nature split and has influenced research at least since positivism. Living systems inquiry honors the embedded qualities of nature with humans. It conceptualizes and gives voice to the holographic and fractal relationships from cells to organisms and throughout all matter. Through living systems inquiry, humans regain and retain the value-of-belonging, including strengthening relationships with all beings and feeling a sense of place. We reinforce our understanding of the human nature interrelationship and interdependence. By highlighting a paradigm that weaves a collaboration with place into research, we learn from the earth, create knowledge, and bring an ethic of care into research methods, honoring the inherent worth of all beings.

Moberg, Emilie Elsa. *Stockholm university*

The Problem of Preschool Policy Implementation: Exploring a Relational Materialist Approach. Emilie Moberg, Department of Child and Youth Studies, Stockholm University

The present paper deals with the problem of implementation in relation to preschool educational policy with the purpose of raising possibilities and openings attached to a relational materialist perspective on policy enactment processes in preschools. So far studies on policy enactment in a preschool setting has applied a mainly human-centered theoretical and methodological stance, highlighting the intentionality and agency of the teacher. A relational materialist approach attributes both human and non-human actors agency. Agency, and with that intention, is ultimately seen as distributed and coproduced in the networks actors are involved in. The analysis strives to point out different ways of dealing with the concepts of agency and intentionality, using previous studies as data. From this possible fruitful approaches in future studies will be identified.

Modipane, Mpho Calphonia, *University Of Limpopo*

An exploration of a strategy to foster individual accountability in group work: The perceptions of student teachers

Free riding in group work among university students as documented in research studies, is linked to the lack of individual accountability.

This paper reports on a case study that was conducted with third year student teachers at the University of Limpopo, South Africa. The purpose of the study was to explore the use of a strategy that could encourage individual accountability in the completion of a group task which was assessed and allocated marks, and to establish the thoughts and feelings of the students regarding the strategy.

Data was collected through an open-ended questionnaire administered with the class of 80 students and individual in-depth interviews which were held with 8 students.

The study found that: students welcomed the strategy and gained confidence in their participation during deliberations.

Moffatt, Ken, *Ryerson University*

Picture this: (Un)making sense with visual methods

See Tamas, Sophie

Mohapi, Soane Joyce, *University of south Africa*

Perceptions on causes of indiscipline among learners in KwaZulu -Natal: An explorative study

Many explanations of undisciplined behaviour from learners make generalizations that the cause lies somehow within learner. This paper explores the causes of indiscipline in rural primary schools in South Africa. The study used qualitative, semi-structured interviews with three teachers from Kwazulu Natal Education Department and focus group discussions with grade 6 learners from three schools. The evidence from this study suggests that the causes of indiscipline are not always with learners. Some of the indiscipline problems identified by the study are caused by the organization of schooling itself, poor teaching and the home environment. This study provides insights on how other factors governing behaviour, and not learners only, can actually cause disciplinary problems in schools.

Mokhele, Matseliso, *University of Fort Hare*

The Dynamics of developing Inter-Institutional and Cross-Disciplinary Communities of (Research) Practice (CoPs) in South African Education Research

See Jita, Loyiso

Molino, Luisa, *Concordia University*

Comparing the Breastfeeding Experience of Canadian Mothers Using BFI and Non BFI Health Services.

See Groleau, Danielle

Moneypenny, Paula Dian, *University of Waikato*

A line of flight: decomposition and recomposition of my face.

I adopt a Deleuzo-Guattarian (1987) approach to trace my self as an event, or becoming-woman in relationship with other/s. I write five stories to recount the loss of face/identity caused by a car accident and tell the process of facial reconstruction I underwent. Through plugging in to Deleuzo-Guattarian concepts, I explore a professional relation-

ship I had with my plastic surgeon across the decomposition and re-composition of my facial identity. In the process I discover that the coherent sense of self I have, transforms through relationship, through a line of flight (Deleuze & Guattari, 1987) to reterritorialise in another territory altogether. I also call upon Davies (2000c) to make visible connections between the modernist architecture in my work environment and my subjugation and constitution as a worker along neoliberalist molar lines. This exercise in exploring difference reveals it as a process of becoming different in relation to others and self.

Money Penny, Paula Dian, *University of Waikato*
Academic supervision, Ólines of flight and the Óself as event

See Kotze, Elmarie

Monobe, Gumiko, *Kent State University*
Co-constructing transnational narratives: Two educators examine fluid identities in/between/beyond societies and nations

See Wiggins, Joy L.

Monroy Velasco, Iris Rubi, *Facultad de Psicolog'a, Universidad Nacional Autnoma de MŽxico*
Cultural Identity: Metsis a H-a H-u zone

The objective was to identify the cultural elements that young indigenous women of Otomi ethnicity integrate into their cultural identity. The participants were thirteen single women between 16 and 21 years old who were high school and university students. The technique used was discussion groups; participants were divided into two groups and engaged in two sessions each. In the analysis was found that cultural elements have changed in order to remain as an ethnic group and as a group of young women. Cultural identity is related to: values (respect, responsibility, honesty and non discrimination of others); in the work area, they have worked since the age of eight, and they currently support their parents with household expenses and their own needs. They have prioritized their high school and college studies while keeping their customs in order to work in an allocentric manner in the community although the school emphasizes individual work.

Montali, Lorenzo, *University of Milan Bicocca*
Homogeneous Spaces and Consensual narratives: A Foucauldian Analysis of a Self-Help Group of Parents with ADHD Children

See Frigerio, Alessandra

Monteagut, Lorraine, *University of South Florida*
Redrawing the Fool: A Relationship Reading

We seek to uncover the expectations we have each carried into our intimate relationship and to explore the shared expectations we have developed through our ongoing relationship conversation. To do so, we have employed Tarot as a method of inquiry, performing a reading in order to uncover patterns of behavior that inform the expectations which both guide and constrain our relationship. We use the symbolic imagery of the Tarot, not as a tool of divination, but as an "oracle" that helps us explore our subjectivities and allows us to turn back on ourselves reflexively. The structure of the Tarot permits us to move seamlessly between the past, present, and future to collaboratively reimagine our shared

expectations. Through performing the reading and writing our stories, we arrive at a new conception of what it means to live in the present, together.

Montoya, Daniel Alfonso, *Universidad de Antioquia*

Pathways to resilience of youth living in violent neighborhoods in Medellín, Colombia.

See Paez, Esteban

Montoya, Juny, *Universidad de los Andes (Bogotá, Colombia)*

Transference of Knowledge between Teachers and Schools: A Qualitative Evaluation

See Carvajal, Di—genes

Moore, Nancy, *University of Georgia*

Interviewing Vulnerable Populations for Public Health Research

See McNicholas, Caroline

Moore, Tami L, *Oklahoma State University*

Making place a participant in the scholarship of community-university engagement

Community-university interactions are inherently place-based in that they occur in a specific geographic location. Situating a partnership or service-learning initiative as place-based is to say that the history, culture, socio-economic relationships, and power within the community matter, that these aspects shape the engagement initiatives forged in a particular community. Critical geographer David Harvey argues the impossibility of separating what happens from the place where it happens. Developing a methodology which treats historic, cultural and socio-economic relationships as data is therefore critical to counter the continuing disenfranchisement of traditionally marginalized individuals in a particular community. When a scholar interrogates the salient characteristics of a geographically-defined place through qualitative research designs, s/he makes place a participant in the study. This paper explores the interstitial spaces of critical geography and qualitative case study methodology, and identified critical questions about how one interrogates the complex elements of a place.

Mora, Raël Alberto, *Universidad Pontificia Bolivariana*

A Transmedia Analysis of the Matrix Universe as a Bourdieusian Framework

The Matrix, both the motion picture and its spanning transmedia universe, has offered social scientists a very useful tool to discuss different societal issues. This presentation will discuss how the authors used Bourdieu to analyze the social interactions that take place in the Matrix universe. From this analysis, one can argue that the transmediatic nature of The Matrix yields itself as a very useful tool to understand the complexity of the Bourdieusian framework (one that many scholars tend to compartmentalize for analytical purposes). The presentation will first present the Bourdieusian framework, calling for the need to use it in its entirety and complexity in social sciences. Then, the presenters will describe their transmedia analysis of the Matrix and how it represents the different elements of Bourdieu's work. Implications for social sciences, research, and media literacy will bookend the presentation.

Mora, Raël Alberto, *Universidad Pontificia Bolivariana*

An Ethnography of English Literacies in the City: Discoveries and Pedagogical Implications

For the past year, our research team has walked, seen, and heard the city in order to discover how English has surfaced as a language and semiotic resource in Medellín, Colombia. Relying on an ethnographic approach and the notion of "City as Literacy" that compounds our conceptual framework, we have inquired about the different forms of expression that urban dwellers are creating through the interplay of English, multimodal forms of expression, and the city itself. Through our findings, we have discovered a city where languages such as English do not conflict with the cultural values of its inhabitants but instead help those values grow in novel ways. We will also focus on the pedagogical implications of our study for the education of young researchers at the preservice education level and what this study means for how we are supposed to rethink language education in Colombia and, quite possibly, Latin America.

Mora, Raël Alberto, *Universidad Pontificia Bolivariana*

English Literacies and Video Game Communities: A Digital Ethnography

Over the past decade, discussions about videogames have been at the forefront of educational research. Questions and debates about videogames' learning potential are present in educational and media circles. One question that sometimes seems left out of this conversation is how second language learners are appropriating a language such as English through their ongoing participation in virtual gaming communities. This presentation, stemming from an ongoing research project in Medellín, Colombia, aims to present our progress in the descriptions of how local gamers play with English as a resource for their success, while turning gaming itself into a source for language consolidation. We will present our findings mostly through the co-researchers' own journeys as gamers and language learners and the ensuing discussions with the lead researcher in the context of our research team. We will also introduce some implications for the use of digital ethnography in second language research.

Mora, Raël Alberto, *Universidad Pontificia Bolivariana*

From Novice Researcher to Mentor: A Self-Reflexivity Exercise on Educating Teachers-as-Researchers

The notion that teachers should incorporate research into their own craft has gained traction over the past decade. Different events, publications, and initiatives at the undergraduate and graduate levels focus on promoting practitioner research. However, while there is a big focus on educating teachers to be researchers, we still need further reflection on what it means to prepare said teachers to become researchers. In light with the overall theme of this year's Congress, this presentation combines elements of Self-Study of Teacher Education Practices and my understanding of reflexivity to discuss how I have evolved from being a novice researcher to a mentor. I will discuss what it means for doctoral graduates to make that transition, the lessons I have learned about educating researchers in Colombia, what it means to mentor novice researchers, and the need for stronger "research education" frameworks at all levels of tertiary education.

Mora, Raël Alberto, *Universidad Pontificia Bolivariana*

A Reflexivity of the Zombie Genre: Faster, Stronger, Dumber?

Undead, living dead, zombies—however we wish to name them, the allure of the zombie genre is undeniable. From Romero's works to the latest TV series and video

games, the fight for survival of the human race has established itself as one of the strongest narratives today. However, the effort to create more visually stimulating narratives has shadowed the social commentary of the earlier oeuvres. Using Critical Discourse Analysis as analytical tool and the idea of reflexivity as conceptual lens, this paper will revisit the earlier works of the zombie genre (more specifically, the earlier works from George A. Romero) and contrast it with recent examples from television and video game adaptations to recover the point that, rather than an allegory of violence and gore, the zombie genre is a careful reminder of the values that a true civil and ethical society needs to uphold.

Morais, Kassandra Maria de Araçjo, *Servi o Social da Indústria - SESI/CE*
Implementation of an Unit Quality of Life in SESI Ceará: experience report

See Costa, Luciana Cavalcanti

Morais, Kassandra Maria de Araçjo, *Servi o Social da Indústria - SESI/CE*
The SESI Model of Health and Safety at Work: implementation of an integrated information system as consulting

See COLLARES, PATRICIA MOREIRA

Morais, Keyla Rejane Frutuoso de, *Fanor Devry Brasil*
Innovation In Prenatal Care Based On User-Centered Technology

See COLLARES, PATRICIA MOREIRA

Morais, Keyla Rejane Frutuoso de, *Fanor Devry Brasil*
Meanings Attributed By Adolescents In Conflict With The Law To Their Institutionalization And Health

See COLLARES, PATRICIA MOREIRA

Morais, Keyla Rejane Frutuoso de, *Fanor Devry Brasil*
Representações Sociais de Professores acerca da Monitoria Acadêmica como Estratégia de Formação do Docente

See Marques, Ana Karina Monte Cunha

Moran, Renee, *East Tennessee State University*
Who Is In Charge?: Teacher Perceptions of Issues of Power

This session will highlight an ethnographic study which relied on a critical framework to understand how practicing elementary teachers made sense of one high stakes policy implementation with a particular emphasis on issues of power. The session will focus on the following issues relating to power structures that were noted by the teachers interviewed: 1) teachers' understanding (or lack thereof) in terms of who makes the decisions that they are asked to carry out, 2) disconnect between classroom teachers and those in power, 3) comfort level with voicing opinions about implementation. Audience members will be encouraged to engage in the rendering of participants' words as well as discuss the implications of power structures in our public schools.

Moran, Renee, *East Tennessee State University*

Photo-ethnography: A Pathway to Understanding One Policy Implementation

This study implemented the qualitative methodologies of photo-ethnography and photo-elicited interview in order to glean how one policy implementation (in this case English Language Arts Common Core Curriculum) impacted teachers and students in Appalachia. Practicing teachers, as our ethnographers, captured images they found pivotal in their literacy instruction and then co-constructed analysis with researchers through viewing of the photographs and semi-structured interviews. Participants who attend this session will have the opportunity to view many of the photographs taken as well as engage in dialogue about the implications for policy implementation in our public schools.

Moreira, Claudio, *University of Massachusetts*

Memory, Mourning and Miracles: Traversing Boundaries of the (Im)Possible through a Triple (Critical) Autoethnography

Memory is a tensive bond between past and present, a productive tension between appearance and reality, and a tender necessity in the maintenance of the everyday. In this performance we three brothers search and seize upon moments when the fragility of memory is but a thin strand that we hold onto as we mourn what we have lost and are in the process of losing, and as we yearn for miracles. We engage a triple autoethnography in which we both individually and collaboratively work memory using each others' processes to trigger the emotional response of our individual experiences.

Moreira, Gracyelle Alves Remigio, *University of Fortaleza*

Enfrentamento de Mães Cegas na Educação dos Filhos menores de 12 anos

O presente estudo teve como objetivo analisar o enfrentamento de mães cegas no cuidado dos filhos menores de 12 anos com ênfase na educação. Trata-se de um estudo qualitativo desenvolvido em Fortaleza, Ceará, Brasil, no domicílio de nove mães cegas. Aplicou-se uma entrevista semiestruturada. O tratamento dos dados fez-se à luz da análise de conteúdo, na modalidade temática. A análise fundamentou-se nos conceitos de enfrentamento e interacionismo simbólico. Evidenciou-se que as mães compreendem a importância do estudo e acompanham a educação dos filhos mediante o estímulo para a realização das tarefas extrascolares, incentivo a leitura, acompanhamento domiciliar e escolar. Contudo, as mães expuseram a necessidade de auxílio de outras pessoas no acompanhamento da educação dos filhos, fato que impõe limites neste processo. Apesar das limitações e dificuldades observou-se que as mães cuidavam e educavam seus filhos com a intenção de formar pessoas de boa índole e responsáveis pela sociedade.

Moreira, Gracyelle Alves Remigio, *University of Fortaleza*

A Interface da Violência com a Institucionalização do Idoso

Objetivou-se analisar o discurso do sujeito coletivo de idosos sobre situações de violência que determinaram o ingresso em instituições asilares e a concepção desse coletivo sobre violência. Estudo de abordagem qualitativa, realizado em Unidade de Abrigo em Fortaleza, Ceará, Brasil, com participação de 13 idosos. Utilizou-se entrevista semiestruturada para coleta e na análise dos dados a técnica do Discurso do Sujeito Coletivo. Os resultados mostraram a interface da violência com os aspectos culturais e sociais que circundam o envelhecimento. A tipologia da violência mais referida pelos idosos foi violência física, sexual e abuso financeiro. A institucionalização foi motivada pelo abandono das famílias, lacunas na corresponsabilidade social e ineficácia das políticas de atenção à saúde e cidadania do idoso. Nesse sentido, é necessário discutir a função

do idoso na sociedade p—s-moderna como expresso poltica, econ™mica e social fazendo cumprir o que est‡ preconizado nas polticas de aten ‰o ^ sa‰ede do idoso.

Moreira, Gracyelle Alves Remigio, *University of Fortaleza*

Discourse of Elderly about Tooth Loss: Implications to Quality of Life

See Saintrain, Maria Vieira de Lima

Moreira, Gracyelle Alves Rem'gio, *Universidade de Fortaleza*

The “northeastern male” in training † Gender relationships in discourse of teens from Cear‡

See BRILHANTE, ALINE VERAS MORAIS

Moreira, Gracyelle Alves Rem'gio, *Universidade de Fortaleza*

Sentidos atribuidos ^ promo ‰o da sa‰ede no planejamento familiar por profissionais da aten ‰o prim‡ria: uma reviso integrativa

See Jorge, Herla Maria Furtado Jorge

Moreira, Thiciany Castro, *Universidade de Fortaleza*

A ‰es Educativas como estrat‡gia para a Promo ‰o da Sa‰ede

See CATRIB, ANA MARIA FONTENELLE

Moreno Angarita, Marisol, *Universidad Nacional de Colombia*

The UN's Convention on the Rights of Persons with Disabilities and their impact in Colombian Normative context: What happen to people's lifes?

The autor explores four sectors where the Convention on the Rights of Persons with Disabilities has impacted the Colombian Normative Context. Looking at educational, health, work and communications settings is possible to identify a paradigmatical shift. This new era, based on Rights movements and Approach demands new ways to understand Disability, People with Disabilities, Services, environments and processes. Each of this spheres are taked into account in the New Law: 1618 of 2013. It is this new rule a real answer to people's needs? An analysis of achievements and challenges are presented with concrete cases, examples or situations.

Moreno Angarita, Marisol, *Universidad Nacional de Colombia*

Children, Policy and Disability: An analysis from a Social Justice Perspective

The general work hypothesis suggest that Colombian legislation might attenuate debts (justice-making) to children with disabilities if: based on John Rawl's, AmartyaSen's and Martha Nussbaum's theoretical framework. It adopts a dynamic and interactive conception on disability considering legislation at one of the factors which interacts with an individual to generate or attenuate disability, and c) it proposes a concrete conceptual concern for the children and adolescent rights. Based on original arguments from John Rawls, Nobel Prize Amartya Sen, and philosopher Martha Nussbaum which would allow. 1) To problematize domestic legislation to assist children with disabilities and 2) To offer novelty proposals which promote in a future, the update of Colombian legislation, rules in this area from a differential perspective that guarantees the real enjoyment rights (RER) inscribed in a programme considering public health. RER is understood as the materialization of rights stated in Colombian act. The method of this research is inscribed in a qualitative approach that seeks to: 1) Understand conceptual and theoretical frame works.

2) Understand empirical realities and 3) Identify and built novelty relations between these two levels of analyses with the purpose of proposing double way action that report as much at conceptual-theoretical level as to a practical reality. Inquiring, interpretation and contrasting of factual realities, theoretical sources and documental are used searching for the progressive discovering of unknown relationships for which arguments were built. This thesis was based on hermeneutic character operation and on heuristics approach addressed to 1) Identify criteria connected to the research issue 2) Establish and defend a new relations novelty among these elements. The method based on three hypothesis and their resolutions, concluding that formula "life with dignity /E dignity/ freedom to choose (capacity) doing and being (functioning) + differentiate treatment recognition according to their characteristics". That is, life with dignity or dignity contents freedom to choose doing and being and the guarantee to obtain a differentiate treatment according to each person characteristics and the life they desired. (Sen, Nussbaum).

Moreno Angarita, Marisol, *Universidad Nacional de Colombia*
Resilience and Disability: Life Oral History in Ecological Perspective

See Cardenas Jimenez, Andrea

Morgan Consoli, Melissa, *University of California Santa Barbara*
Teaching Diversity in the Graduate Classroom: Preparing Faculty to Engage in Best Practices through Qualitative Inquiry

Diversity education is an imperative in our education system if we are to promote social change and justice, however, teaching diversity classes has been compared to "dancing through a minefield" (Acosta, Moore, Perry & Edwards, 2005, p. 26) and involves skills beyond simple pedagogy (Hite & McDonald, 2010). While some research has addressed diversity education in general (e.g., Speight, Thomas, Kennel & Anderson, 1995), there is a dearth of literature about what is effective for graduate students in diversity training. This study used a qualitative approach (Lincoln & Guba, 1985) to examine sixteen graduate students' perspectives (3 male and 13 female) on what was effective and what could be improved. Students participated in online surveys and focus groups and answered open-ended questions about their experiences. Emergent themes highlighted the following domains: Class and Instructor Characteristics, Peer Interaction, and Additional Suggestions. Implications of findings and future directions will be discussed.

Morgan, Karen, *Ball State University*
Put Your Shoulder to the Wheel; Push Along: An Autoethnography of Identity, Self-Authorship, Spiritual Goals, and Grit

"Then work and watch and fight and pray
With all your might and zeal.
Push ev'ry worthy work along;
Put your shoulder to the wheel"

(LDS Hymns, #252, v. 4) I was a nerd and a geek before being nerdy and geeky was cool. In high school, the only thing I wanted was a college education. Based on my profile, I was the student every college wanted and the volumes of promotional literature I received bore testament to that. But there was only one school I wanted to go to—Brigham Young University (BYU). I applied to BYU, got a one-year full-ride scholarship (renewable if I kept my GPA up), and went off to school to live in an apartment with five girls I did not know. I assumed all would be well. However, my path through my undergraduate years was a seven-year journey of mental and health challenges, multiple

major changes, and stopouts. Although I do not meet the traditional definition of a persister: "A student who enrolls full-time, continuously pursues a degree with the expectation of graduation in about four (or two) years" (Habley, Bloom, & Robbins, 2012, p. 4), I did persist: "A person who goes on resolutely or stubbornly despite opposition, importunity, or warning; to continue firmly or obstinately" (p. 4). Examining this experience through autoethnography provides insight into patterns of persistence during my undergraduate experience. My autoethnography explored the challenges of persistence from a psychological perspective; one that an increasing number of experts consider critical in understanding how to help current college students succeed. Using a framework of songs that bracketed my college experience, I examined personal narratives for themes and patterns that promoted persistence. I analyzed these themes of identity, self-authorship, spiritual goals, and grit in terms of persistence literature and institutional action that could contribute to stronger persistence patterns for my undergraduate institution. I concluded my autoethnography with recommendations for my undergraduate institution to consider in light of current changes in their enrollment patterns.

Morgan, Karen. *Ball State University*

Rhetoric as Voice: Qualitative Inquiry that Connects

Likening rhetoric to the concept of voice allows us to explore the multi-faceted characteristics of rhetoric, both physical and virtual, and leads us to consider how giving voice to an idea, feeling, thought, or movement communicates the possibilities of those ideas, feelings, thoughts, or movements. Each generation of rhetoricians adds to our understanding of rhetoric-as-voice. Today, the perspective of dialectic, dialogue, and troubling the notion of a single voice offers insight into qualitative inquiry that considers voice as a rhetorical metaphor and method. Further, as this methodology is grounded in interdisciplinary study, scholars can work together to understand, interpret, and create images, language, dialogue, and text in ways that will initiate unlimited possibilities and powerful connections.

Morley, Catherine. *Acadia University, Wolfville, Nova Scotia, Canada*

It never was black and white: Arts-based approaches to connect dietetics students to the nature of practice

Eating is a complex, everyday phenomenon made more so when one or a loved one experiences changed health status. This session will include description of and rationale for the use of the arts in teaching and learning in an undergraduate dietetics program that has the goals of: 1) better preparing students for the complexities of practice related to working with individuals and families experiencing changed health status; 2) promoting critical reflectivity and reflexivity about the challenges of complex and varied approaches to nutrition education/counselling that respect individual circumstances; 3) presenting opportunities for students to convey term learnings using alternatives to traditional papers and oral reports; and 4) encouraging students to recognize the potential for the arts in their future work as dietitians/nutrition educators in ways that will engage client groups/communities and promote connections with and through food.

Morris, Erin. *University of Illinois at Urbana-Champaign*

You Got Girl: Negotiating Femininity as a Woman Playing Men's Ice Hockey

I am a HOCKEY player, or have I become a FEMALE hockey player? _ female first, hockey player second. I'm playing on a men's team and am one of the best players. Does my gender mean more than my skill? In this autoethnography, I explore my Out-

sider-Within and Between status in hockey. As a skilled hockey player, I am an insider. As a woman, in a hegemonically masculine space, I am an outsider. I am in a Between space _ treated as one of the guys, until the moment I present my femininity. I immediately become a woman rather than another player, even if I would rather be one of the guys, just in a skirt. I use vignettes from my experience as the sole female player and coach at my rink to critically examine my performance as a Between and my personal negotiation to accept my status as an Outsider-Within.

Morrison, Abigail, *Bloomsburg University*

Broken doll: An illness narrative of stigma, disability, and doctor/patient relationships

This illness narrative addresses issues of credibility surrounding patients who have been diagnosed with a chronic illness and/or disability (ie. Cerebral Palsy), and how having a long-term chronic illness/disability addresses issues of stigma, disability, and the doctor/patient communication. The paper examines issues of stigma including stigma by society, internal stigma, and stigma by medical professionals. It also provides information on disabilities specifically redefining disabilities and analyzing communication between able-bodied persons and people with disabilities. In many long-term relationships between doctors and patients, and where patients may also have received a secondary mental and/or emotional diagnosis, this autoethnography explores hierarchical framework as it relates to the complicated process of the doctor/patient relationship. The goal of this presentation is to provide information to medical personnel so they can consider alternative ways to engage individuals with disabilities.

Morrison, Marie, *University of British Columbia*

A Portuguese Community in Canada: Learning how to Conduct Ethnographic Research with a Hard-to-Reach Population

This presentation will describe the process of conducting an ethnography with a hard-to-reach population, in this case, a Portuguese community in Canada. The research program in the field of Counselling Psychology was specifically targeted towards Portuguese Canadians because of this group's documented insularity and reluctance to seek professional or "outside" help for psychological, emotional, or family problems. This group also has a unique immigration history and somatized expressions of distress such as *agonias* and *problemas de nervos* which do not map onto DSM disorders.

A hard-to-reach population from the standpoint of the psychologist is also difficult to reach from the standpoint of the researcher. The basic steps of Spradley's 1979 twelve-step ethnographic method and what they yielded in this study will be described. The process of participation, gaining trust, and making contact with community leaders is detailed, as well as the relationship between researcher and community.

Morrow, Rebecca, *University of Illinois, Urbana-Champaign*

And Then There Was Nothing: An unexpected (non-)answer to a prayer

In this performative autoethnography, I analyze the epiphanic moment when I stopped believing in God. Through an examination of moments during my life, I illustrate how the conversations I have internally change as I become a better critical thinker leading up to the moment my illusion shatters - my blind faith can no longer subdue my critical thinking. The play is told in the voices of Me, beginning as a prayerful, white, rural, conservative, Christian transforming through the years into a new space, Meta-me the critical thinker who does not truly awake until my early 20s, and Current Meta me, the meta ethnographer critically examining the project as it is written.

Morse, Janice, *Professor*

Developing Qualitatively_driven Mixed Method Designs

In this presentation, I will discuss the inductive drive of qualitatively-driven mixed methods designs, and how theory and theory construction move through the entire project, overriding even the quantitative components. The qualitative theoretical perspective, and theoretical frame both stage the design and move through the analysis. The point of interface brings all components of the study together, and in the results narrative, (ie, the qualitative core component), forms the theoretical foundation, into which the quantitative supplemental components fit to provide detail and explanation.

The inductive perspective of the design places the results in a position to contribute to theory development of the project as a whole.

Morse, Janice, *Professor*

Using Qualitative Microanalysis to Develop Models to Evaluate Safe Bed Height and In-Bed Movements

The primary aim of this project is to determine safe bed height and use of side rails for patients entering the bed, turning over and exiting the bed. Data were recorded in a laboratory, constructed with an instrumented bed (force plates connected to the side rails) and on a floor platform; a frame surrounding the room, supporting 18 motion-capture cameras; and 2 video cameras. Patients were prepared for the trial by placing 80 retro-reflective markers on all major osteological landmarks. Patients were asked to walk from the chair to the bed, sit, lie down, turn over, stand from the bed and walk back to the chair. Qualitative micro-analytic observations methods were used to develop models and hypotheses prior to quantitative analysis, using both videotaped and landmark data. This allowed for the identification of clusters of movements that directed the quantitative modeling, and the analysis of these biomechanical data. Acknowledgements: Linkages between the safety of the hospital bed, patient falls and immobility (J Morse PI AHRQ 1R01HS018953-01. Direct or indirect support for the research emanated from VA, in resources (providing facilities or patients), and as a result of the investigators' without compensation (WOC) appointment.

Morseu-Diop, Noritta Pele, *University of Sydney*

S-Rii Colour Coding Method: An alternative approach to coding qualitative research data

Abstract: The capturing of voices, recording of stories or yarnings can be described as an exciting adventure for qualitative researchers. However, the sifting through piles of transcripts, the collation of research materials and the initial coding of qualitative data is often an insurmountable and daunting task; a task that has been described by some Aboriginal and Torres Strait Islander researchers as 'Ôtedious, tiresome and confusing'. More alternative approaches to coding qualitative data is needed in order to address the diverse methodologies and modalities in the research academy. This presentation will capture through Indigenous lens, the processes utilised by the author in her quest to find an alternative and culturally appropriate approach to coding the qualitative research data collected during her PhD research journey in Australia and Aotearoa/New Zealand. **Key words:** S-Rii Colour Coding Method, qualitative research methods, culturally appropriate approach, Aboriginal, Torres Strait Islander and M_ori.

Morton-Miller, Amy R., *College of Lake County*

Trauma, Loss, Betrayal...and Hope: Stories of Women Living with HIV

HIV remains a diagnosis greatly feared by most people, even despite significant advances in treatment. For many women, this diagnosis and the challenges of living with HIV add to the many traumas they have already experienced. This research study focused on three women's interviews from a larger parent study of 55 women living with HIV who were interviewed repeatedly over a two-year time period. Using a secondary analysis of the interviews from each of the three women, the researcher conducted a multi-staged qualitative narrative analysis. Findings indicated that each of these women carried histories replete with losses, betrayals, and repeated disappointments. Multiple, significant traumas were key elements in each of these women's stories. Yet, despite experiencing these significant traumas, each of the women found ways of successfully living with HIV, including learning to find meaning in living with HIV.

Moskovich, Yaffa, *Zefat college, Kinneret college*

Interpretive narrative analysis of the cultural change at the Bereshit kibbutz packing house

The study was carried out as a case study documenting the organizational biography of Bereshit factory. As part of the research, we carried out ethnographic interviews: We interviewed around thirty senior workers from the entire hierarchical gamut who described the cultural change through the subjective personal narrative in the plant. There are several subcultures which can be observed within the packing house, each with its own different interpretation of changes and social justice. Here the narrative became a group one, and was the vehicle for expressing the opposition to the process of change.

We analyzed the documents issued by the packing house (annual reports and company newsletters). The interpretive process of the interviews and documents was through categories of thematic analysis _ this created a narrative of cultural change. The data summary was performed using an inductive-deductive continuum as usual for theories based in the field.

Moskovich, Yaffa, *Zefat college, Kinneret college*

Poster: Interpretive narrative analysis of the cultural change at the Bereshit kibbutz packing house

The study was carried out as a case study documenting the organizational biography of Bereshit Fruit. As part of the research, we carried out ethnographic interviews: We interviewed around thirty senior workers from the entire hierarchical gamut who described the cultural change through the subjective personal narrative in the plant. There are several subcultures which can be observed within the packing house, each with its own different interpretation of changes and social justice. Here the narrative became a group one, and was the vehicle for expressing the opposition to the process of change.

We analyzed the documents issued by the packing house (annual reports and company newsletters). The interpretive process of the interviews and documents was through categories of thematic analysis _ this created a narrative of cultural change. The data summary was performed using an inductive-deductive continuum as usual for theories based in the field.

Moskvin, Dmitry, *Institute of Philosophy and Law, Ural Branch of Russian Academy*

of Sciences

ÖWe donÖt want to see itÖ: The Case of Aesthetic Challenge of the Monstrous in Russia

This presentation will discuss a curious aesthetic regime of Russian society, arising from the incompleteness of post-Soviet transformation in Russia. It represents the co-existence of virtues and demons of contradictory spaces, such as Soviet, Orthodox traditions, and new economic capitalist realities. Virtues and demons are romanticized, making evil faceless. This challenge is especially visible in its symbolic space. Through visual research methodologies, this study will illustrate how visual context is neither uniform nor stable, rendering a stable picture of the world impossible. Regimes are still filtered to regulate them, with the emergence of zones of the visible and invisible and silent fields as outcome. Monsters appear on the borders of these fields connecting them but not drafting the future. The presentation will discuss if monstrous is the result of social consensus, or an embodiment of inconsistencies of the social and political development.

Mountz, Sarah, *California State University, Northridge: Department of Social Work*
Rethinking Collaboration as Emotional Labor: Community Advisory Boards in Social Work Research

In this paper I explore the use of Community Based Participatory Research (CBPR) methods in conducting research with formerly juvenile justice involved LGBTQ youth in New York City. Specific attention is given to the creation of a Community Advisory Board to facilitate the research process and opportunities and obstacles to authentic collaboration in social work research. I also discuss issues related to maintaining multiple accountabilities within research, the relational underpinnings of this work, and the commonly invisible emotional labor entailed in maintaining commitments within and across settings with discrepant cultures and expectations.

Mowatt, Rasul, *Indiana University*

The Education Effect: A university-community school partnership to support academic achievement in Liberty City, Miami

See Lovett, Maria K.

Moyo, Otrude Nontobeko, *University of Wisconsin- Eau Claire*

Video ethnography in social development: Exploring the Significance of Ubuntu in Public and Private Lives in Eastern Cape, South Africa

The literature on video usage in qualitative research is growing; so is the literature on methods and analysis of video data; this presentation shares reflections on the use of video based ethnography to understand perspectives about Ubuntu in Eastern Cape, South Africa. Whilst this presentation shares the learning process of engaging video ethnography as part of decolonizing methodology, I argue that video ethnography if used within collaborative relations where research participants are co-contemplators has potential for creating spaces for collaborative engagement in social/community transformation efforts of indigenous communities. Also, video ethnography where the product is not only text but documentary has a way to engage multiple realities and destabilize hierarchical power relations in social development efforts. The presentation is based on the research project exploring the significance of Ubuntu in public and private lives of ordinary people in Eastern Cape South Africa.

mubarak, Rubba, *Amity university*

Narrative enquiry on perception of Western and Islamic leadership styles

Recently, organizations are sensing an urge to bring a change in the conventional forms of leadership as they are either becoming redundant or their shortfalls are beginning to be felt across the organization.

The aim of this paper was to do a comparative analysis between the Western and Islamic perspectives on leadership and to find out the perception of the Islamic leadership style in multi national organizations. For this purpose, a qualitative research was undertaken to study the opinions of employees on the Islamic paradigm of leadership and narrative analysis as a method of probing was applied to analyse the data collected. The comparison between the western and Islamic viewpoints of leadership was done using secondary data by analysing past literature and works done in this area.

Mugisha, James, *Butabika Hospital*

Ethical and Methodological Issues in Qualitative Research on a Taboo Subject: Suicide in Ghana and Uganda

See Knizek, Birthe Loa

Mugo, John Kabutha, *UWEZO Kenya*

Down Memory Lane: Insights from a Narrative Inquiry on Influences of Schooling on Deaf Youth

See Sore, Inviolata Lunani

Muhammad, Dorothy, *Texas A&M University*

Counter Critical Narratives: Ontological and Epistemological Suppositions

See Collins, Donald R

Muir, Clive, *Stephen F. Austin State University*

Personal is Business: Autoethnography as a Professionalizing Method

Autoethnography can help students embarking on their careers to craft images that will enhance their credibility and convince others to hire them. In degree fields that have specific ethical and regulatory codes, training regimens, and licensing protocols (e.g. nursing, medicine, accounting, law, education, and counseling), much of the professionalizing is mapped for students (trainees). For degree programs in the liberal arts and general business programs, students are often more undecided about career paths, have more flexibility in course selection in how they prepare for future careers. Their instructors also enjoy greater flexibility in classroom content and style, so students have an array of role models to choose from. This presentation examines the use of autoethnographic methods in a business communication class. How the instructor's use of self-reflection motivated students to examine their own lives and craft biographical sketches to form identities that guide them to possible career paths.

Mulcahy, Caitlin, *St. Jerome's University in the University of Waterloo*

Listen Here, Sister: The Complex Positionality of Interviewing Family Members

In December 2011, I began the qualitative interview process for my autoethnographic dissertation research on motherhood, memory, and loss. This research examined the gendered labour of 'family memory work', typically performed by mothers, by exploring the impact of my own mother's loss of memory to Huntington's Disease on family

identity and the gendered division of labour in the home. Twenty-three participants were interviewed from my circle of family and friends, including my mother, father, and siblings, two of whom, like me, have inherited the gene for the disease. One of these siblings is the co-author on this paper, and we will demonstrate, through performance text, the advantages and disadvantages of interviewing family members. Drawing upon the transcripts of our interviews and critically reflecting upon issues of methodology, authorship, and representation, we will suggest there is a complex positionality required in autoethnographic interviews that has yet to be fully theorized.

Mulcahy, Clare, *University of Alberta*

Listen Here, Sister: The Complex Positionality of Interviewing Family Members

See Mulcahy, Caitlin

Mulvihill, Thalia, *tmulvihi@bsu.edu*

Listening and Teaching Across Time: Aversions to Retirement and other Contemplations of Deans of Women/Women Academics

This paper theorizes about the meaning Retirement holds for academic women of different times by combining oral history interviews of retired deans of women and other women academics who were active university employees from 1950s _ 1990s with autobiographical writings, located in archival collections, created by earlier generations of women academics (1880 _ 1940s).

Mungin, Douglas, *Louisiana State University*

Unfinalizing the Finalizable Student: Analysis of Student Created Narratives of Education Reform and Transition

In the aftermath of Hurricane Katrina, Louisiana became a battle ground for competing educational visions. One of the visions that found a strong foothold was a neoliberal system with a reliance on quantitated outcomes that measures student performance and dictates resources. With growing concern over the impacts that this system has had on students and communities, narratives of students in these schools have become a rich source of analysis. These narratives have fallen into a system of analysis where they are seen as generalizable examples that fit into a larger political argument of school reformation and overshadow the uniqueness of student experiences. This study argues for a new way to view these student generated narratives; a model that focuses on a world and self-making vision that comes into fruition through the context of transition and analyzes the spatial and temporal aspect of narrative construction that creates distinct and individual narratives.

Munly, Kelly, *Virginia Tech*

The Role of Reflexivity in Understanding Adult Foster Care Provider Experiences

With guidance from my advisors in my doctoral human development program, I explored Adult Foster Care (AFC) as a small-setting option for community-based long-term care. This option varies widely in structure and accessibility among states; this initial study focused on AFC provider experiences in North Carolina. We conducted semi-structured, guided interviews with 26 providers. As a context for data analysis, we relied on reflexive material stemming from my positionality as a care worker. Among other themes, interview narratives revealed specific contexts related to provider financial struggle and success, dedication of providers across educational backgrounds, the AFC home climate (ranging from more business-like to more home-like), the nature and underlying processes

of admissions decisions for Medicaid and private pay residents, and contexts related to models of hierarchy and caring between providers and residents. Reflexive practice was critical in efforts to understand nuances of provider-resident relationships and the professional context.

Mu-oz Sandoval, Carlos Andr̄zs, *Independent*

Fear of Crime: theoretical lessons after 9/11

The aim of this session is to show the theoretical ways for sociologists in Colombia and Spain who have been researching on the subject of Fear of Crime after the dramatic 9/11 of 2001, in order to arrange an understandable discourse to allow theoretical contributions and practical implementations.

This research, to achieve a master degree in Methodology of Social Research, analyzes several papers published on important online libraries and enquires several theoretical assumptions on this subject, the most important is the possible differences between countries' perspectives according to their international political context (e. g.: Colombia influenced by United States politics of War of Terrorism and Spain in a holistic view of the phenomenon aligned to European Community path).

Mu-oz-Crist—bal, Juan A., *Universidad de Valladolid*

“The Phalanx Covenant”: Do we need the X-Men to evaluate some ubiquitous learning scenarios?

See Jorr̄n-Abell̄n, Ivan Manuel

Munson, April, *Kennesaw State University*

Place and Passion: Crafty Denial

Exploring the nature of narrative inquiry elicits conversation of self, other, and perceptions both projected and unanticipated. The impacts of my obsession with a layered, linear lived story were unclear to me, until I allowed my own story to seep into those conversations. I recognized the conflict of space. Do unintended linear actions blind me to the spaces that evoke passion? Is my perception of the ÒrightÓ path in reality a denial of the real path? Is there a place where woman, mother, professor and artist can exist, be fed, and feed without depriving those depending on those roles? This inquiry has led to documentation, reflection, and acceptance of the spaces and places I go; those that nurture me, as well as those I deny.

Munz, Stevie, *Ohio University*

Ethical Dilemmas in Collaborative Qualitative Research

Ethnographic research allows for researchers to examine politically complex and tenuous spaces, but rarely does the researcher become the researched. This complicated positionality creates a number of ethical dilemmas which are difficult to reconcile, both among researchers and between researchers and participants. We examine these dilemmas as they emerged in an ethnographic study of LGBTQ identity in the classroom setting conducted by a gay male and a straight female. When one researcher became the observed and interrogated, the other researcher was faced with interviews in which participants evaded as well as prejudicially questioned his sexual identity. As the safety of the field collapsed and the threshold between the researcher(s) and the researched was blurred, one researcher became the subject of inquiry for both. This essay, born inadvertently from ethnographic and interview research, provides critical reflections on the complex nature of collaborative research when roles and positions become destabilized.

Murphy, Anthony, *Middlesex University, U.K.*

The applications and benefits of qualitatively driven mixed methods in clinical research

Qualitatively driven mixed methods research represents the use of multiple and mixed methods, which may not be considered by the traditional orthodoxy of quantitative and qualitative mixed method research. It provides an opportunity to develop insight into complex questions and data in which a number of lenses may be required to more holistically understand individual experience. Employing these approaches to research facilitates a firm grounding in the research question and provides the opportunity to understand how individuals make meaning within their social world. This is particularly useful in considering the experiential phenomenology in clinical populations, where understanding and insight are very important, but are often difficult to access. This paper draws on research into service-user experience of mental illness diagnoses to discuss the benefits of this approach, with specific emphasis on generating impactful research that places the questions asked, the participants and their experiences at the forefront of the research agenda.

Murray, Fiona, *University of Edinburgh*

My Voice or His?

He got to decide what was black and what was white. You can't love a person who lives that way without fearing him too. Maybe even hating him a little.' (Khaled Hosseini) In this paper I explore the ambiguity of the presence of my father's voice within my writing and the absence of my own. I look at how this patriarchal figure has influenced my sense of self. I do this through looking at my relationship to my culture, my language and Scottish literature. I reflect on my desire to both have a voice and to disappear. I look at how my relationship with power and passivity is incorporated in my counselling practice. I consider the empowering aspect of writing autoethnography. 'The new production needs a new swan—But which of you can embody both swans? The white and the black?' (The Black Swan)

Mustafaa, Rafiqah, *University of Illinois at Urbana-Champaign*

Comparing Family Structure across Time as Justification for Government Policy in Support of Marriage: A Discourse Analysis

Researchers have argued that think tanks often influence government policy design. In this paper, I use the discourse analysis concept 'chronotope', which involves comparing and contrasting subjects across space and time, to analyze text from a think tank report advocating for marriage as a 'solution' to child poverty. Simplifying the dynamics of family life in the U.S., the report's author claims that without government intervention, families of the future will resemble unmarried families of the present and will therefore continue to create 'unhealthy', 'impoverished', and 'welfare-dependent' living environments for children. I argue that an examination of the author's claims is essential given his failure to seriously discuss the role of structural factors in contributing to child poverty. Given the potential influence of the report, I discuss the importance of the inclusion of additional voices in discussions of family structure, economic situation, and social inequality to inform social policy design.

Muzaffar, Haroon, *YBU School of Management, Yildirim Beyazit University, Ankara*,

Turkey

Transnational Entrepreneurship in Turkey: Narratives How Social Networks Leverage the Transnational Entrepreneurship

Transnational entrepreneurship (TE) involves entrepreneurial activities that are carried out in a cross-national context, and initiated by transnational entrepreneurs (TEs) who are the individuals that migrate from one country to another, concurrently maintaining linkages with their country of origin, and currently adopted countries. Social networks of TEs, which are nested in at least two social fields, helps to foresee the opportunities in societies and provides access to resources essential for an entrepreneurial venture. By drawing on the cardinal doctrine of Alasdair MacIntyre's philosophy that social life is a narrative we use narrative analysis to explore the role of networks. Since an enacted narrative is most typical form of social life we analyzed the eight life course narratives of TEs in Turkey to understand how the narratives within network of TEs affect the selection of TEs destination and how the social networks of TEs helps in new venture creation.

Myburgh, Chris, *University of Johannesburg*

Dancing as journey towards wholeness: Findings from a qualitative study

See Downing, Charlene

Myers, W. Benjamin, *USC Upstate*

Vulnerability of Voice: Communication Apprehension as Identity Performance

Nearly every accredited university requires students to take a public speaking course. While students are required to take this course, a variety of polls measuring people's fears put public speaking at the top of that list (often above death). I regularly teach the public speaking course where I spend considerable time helping students mitigate these fears. After teaching this course for 10 years, I went through a major life change, after which I started to experience the dreaded communication apprehension that I have coached hundreds of students through. This autoethnographic project explores the pedagogical value and danger of this kind of empathy while also working to reframe the conversation about communication apprehension. Scholarship on communication apprehension tends to focus on strategies or psychological factors. Instead, I rely on my own experience to theorize communication apprehension as identity performance, especially in my communication theory and public speaking classrooms.

Myren, Gunn Eva Solum, *Centre for Care Research, Mid-Norway, Steinkjer, Norway*
Participants with Dementia in Research: How to Get Entry to Their Life World?

Research involving persons with dementia, are challenging in different ways. The experience of dementia is described as being unique to the individual and dependent on the interaction of various component i.e. environment and activity. When persons with moderate dementia are participants in research, how can we as researcher best grasp their life world and experiences? Starting point of this reflection is a study we are going to do in a daycare service for persons with dementia, where the aim is to illuminate the meaning of participation in activity to gain a meaningful day. In this paper we want to do some reflections about research methods (i.e. shadowing, sensory ethnography) that can be used when persons with moderate dementia are participants. An embodied approach, a sensory deliberate use of the senses may contribute to enhance the richness of the data that the person with dementia can offer, but in what way or method(s)?

Nagasawa, Mark, *Erickson Institute*

Envisioning a Politically Activist Critical Qualitative Social Science

See Swadener, Beth

Namatende-Sakwa, Lydia, *Teachers College, Columbia University*

Negotiating Multiple Subjectivities in Researching Homosexuality in Uganda

Butler speaks of gay people as non-normative subjects who are forced to suffer the protracted pain of social exclusion, as non-conformity is punished with a life in de-realised mode (Salih & Butler, 2004, p. 11). This is reminiscent of the bodies of gay persons in Uganda, forced underground, well aware of the risks of disclosure. While my ethical stance in undertaking this study on homosexuality resonates with Butler's position to set the stage for a politics of discomfort that is designed to maximise self-alienation to ethical and democratic ends (Salih & Butler, 2004, p. 11), I question my position: How can I negotiate my subjectivities as wife, mother, daughter, teacher, and Christian while doing research on homosexuality, a taboo in my culture, a sin in my religion and a crime in my home country? I seek an exploration of the complexity of freely telling this story as an autonomous self. Reference Salih, S. & Butler, J. (2004). *The Judith Butler Reader*. Hoboken NJ: John Wiley & Sons.

Nascimento, Yone A., *Universidade Federal de Minas Gerais*

Constructing a Humanistic Professional Mission via Marginal Education: A Trioethnography

See Ramalho de Oliveira, Djenane

Nations, Marilyn Kay, *Universidade de Fortaleza*

Ritual da morte infantil no Nordeste brasileiro: indiferença ou simbologia paterna?

See Mendonça, Francisco Antonio da Cruz

Nduati, Nyaboke, *Syracuse University*

The Language and Identity Construction Narratives of Multilingual Kenyan-born Teachers in US Higher Education

This paper is based on a qualitative narrative inquiry study that explored the language and identity construction narratives of four Black African, multilingual, Kenyan-born teachers who are currently graduate students in a predominantly White US university. Post-colonial and hybridity theories are employed to investigate how these teachers construct their identities as speakers of vernacular languages alongside English in a context where they are doubly marginalized as people of color and as speakers of minority languages. I explore how they represent their linguistic identities both professionally and personally, what attitudes they have about their multilingualism, and how they reconcile the various identities they claim as transnational teachers and scholars. Findings indicate that the participants perform hybrid identities, embracing their African languages and identities, as well as English and identities associated with it. They use their multilingual and multicultural identities to challenge deficit discourses about minority languages and cultures in various contexts.

Nealy, Elijah C., *Columbia University*
The Presentation of Trans in Everyday Life

Transgender identity is continually negotiated and re-negotiated in the context of everyday life _ on the streets and subways, at professional conferences, at gas stations and corner deliÖs, in restrooms and locker rooms, in our faith communities, with friends and family, at healthcare facilities, at the local barber shop/hair salon, even at our childrenÖs elementary schools. For transgender men, the journey to be accepted as a Öreal manÖ is both an internal struggle and an ongoing challenge in the world around them. Time and time again trans guys wonder, if I come out as a transgender man, will you ever just see me as a regular guy? This presentation draws on autoethnography to explore the questions: How does one trans man navigate his identity in varying relational contexts? How does he know his performance is credible? What does his daily experience offer clinicians and researchers?

Negri Barbosa, Elizabeth Regina. *University of Ribeirão Preto*
Qualitative research and the phenomenological stance

See Lehfeld, Neide Aparecida de Souza

Nelson, Quinn. *Ball State University*
Evolving Mindsets

Before traveling to Vietnam, my classmates and I created a rough plan of how we would record the reactions of the veterans traveling with us. Our project seemed narrowly focused on the veterans. During the trip, we began to realize that our book was shifting from an exclusive recording of the reactions of the veterans, to an integrated narrative focused on the differing reactions of the students and veterans in country. Before the trip I could not fully understand the direction my section of the project would take. I vastly underestimated my personal reactions to the sites and people we visited, and how they would affect my writing. I was astounded by the contradictory lenses through which the veterans and I viewed Vietnam. My section evolved into an ethnographic narrative interwoven with the differing reactions of veterans hardened by war and contemporary college students.

Nerstrom, Norma. *Harper College Continuing Education*
Found Poetry: Creating New Meaning in Qualitative Research

Over the next decade the arts may well be viewed as a standard means to authenticate qualitative research. This session discusses the use of found poetry as one means to interpret personal narratives to substantiate research themes. Found poems are constructed by disassembling and rearranging specific words from books, articles or other written work. In my recent study I used participant interview transcripts to create found poems representing each of their stories. Constructing such brief texts enhanced my research, and was also a powerful experience for me. Time permitting, attendees at this session will have the opportunity to create a found poem.

Nettleton, Dr. Jodi Charlene. *Springfield College*
Native Androgogy: Challenges and Strengths

“Knowledge is Power”, IÖve heard - “Education is Work”, IÖve learn. Work for the student struggling to grasp the foreign concept introduced by the wise seasoned professor during his lecture; but also work for the new professor who enters the classroom with an

enormous amount of information, having studied hundreds of books, taken exams, written papers and a dissertation, leading her the noble walk across a stage to be hooded and told to continue the tradition. However, androgyny (adult education) is quite different. A professor who earned their degree at 42 years-old, and who teaches those who are the same age, or older, has a unique classroom experience. Absence is the wonderment of a student in awe, awaiting wisdom to pour out of the professor's mouth. Instead, the teacher must prove them-self and act as an example of academic success rather than an exception in order to inspire educational passion.

Newbery, Mary, *Teachers College, Columbia University*

Autobiographical Contingencies and Differentials in the Construction of Selves and Others

This paper will explore the ways a White, woman, and multiply "othered" teacher might engage in autobiographical life writing around her engagement in an enduring relationship with five, young, Black men. In this context, using Butler's notions of contingency and performativity alongside Smith and Watson's conception of embodiment, I will explore which bodily aspects are meaningful as a "socio-political" body, and which reflect Grosz's "imaginary anatomy," encompassing social beliefs rather than "the body's organic nature," (as cited in Smith and Watson, 2010, p. 50). Recognizing that autobiography is relational, how might the construction and disruption of racialized selves and "Others" be examined for what is occurring in the space where racialized categories shift? By locating moments where racialized categories collapse, the researcher can attend to contingent and situated subject constructions, as well as the ethical imperatives of attending to "differentials" in the construction of specific subjects (Butler, 1993, p. 8).

References

Smith, S. and Watson, J. (2010). *A guide for interpreting life narratives: Reading autobiography*. Minneapolis: University of Minnesota Press. Butler, J. (1993) *Bodies that matter: On the discursive limits of "sex"*. London: Routledge.

Newman, Joshua, *Florida State University*

Emerging Paradigms of Embodiment and Their Influence on Ethnographic Methodology-A Roundtable Discussion

Although centuries of scientific thought have been influenced by Cartesian body-mind duality, "the body" is now an accepted part of qualitative research. Many ethnographers now include embodied and sensual experiences in their fieldwork to understand the effects of elements of culture. In addition, such experiences are increasingly represented through various writing genres including autoethnography and performance ethnography. Consequently, new paradigms of the body are emerging in ethnographic pursuits. Please join us as we discuss emerging paradigms of the body in scholarship and practice, and how these paradigms allow us to reconfigure the ways that we apprehend, in ethnographic process, everyday life.

Nguyen, Huong, *University of Michigan*

Critical Qualitative Inquiry in Higher Education: Narratives from First Year Student Researchers

The Undergraduate Research Opportunity Program at the University of Michigan connects first year students with faculty in order to expose students to the research across the disciplines. In this paper, two first year students and a faculty member reflect on their collaborations from a year-long project on the use of critical inquiry in organization and lead-

ership in higher education research (or the lack thereof). Utilizing narrative analysis, the first year students explore their own experiences and reflective memos including identify lessons, vulnerabilities, and critical events from the research process. In addition, the students explore their own life-changing experiences, actions, and consequences as new and first year scholars interested in qualitative inquiry, Chicana feminism and liberal feminism. As such, this paper serves to advance the discourse on the importance of intergenerational qualitative research.

Nichols, Sharon Elizabeth, *University of Alabama*
Adventure Narratives of Citizen Science Backpack Journalists

This poster session features research about a Citizen Science Backpack Journalism project grounded in post-structural feminist "science" and narrative inquiry methodologies. The idea behind Citizen Science Backpack Journalism (CSBJ) is to encourage people to explore doing science as an experience they value and enjoy. In this study, a group of 21 K-12 teachers tried on the role of "backpack journalist," carrying out Citizen Science projects they selected. Drawing on various genres of voice including eyewitness, auto/biographic, scientific technical, personal narrative, participants designed ebooks to share about their experiences. The following themes are accompanied by narrative briefs and images as Study Insights: Science as Meaningful Moments, Generating Community Voices, Becoming Formal and/or Informal Citizen Scientists, and Hybrid Literacies. Tensions associated with publishing are discussed as concerns associated with CSBJ work. This study is of likely interest to a broad audience--especially those having informal education and backpack photojournalism interests.

Nichols, Sharon Elizabeth, *University of Alabama*
Chinese Students in American Higher Education

See Wang, Min

Nichols, Sharon Elizabeth, *University of Alabama*
A Standpoint Case Study: Girls' Exploring Earth Science in their Own Personal Space

See Renz, Heather Fowler

Nichols, Sharon Elizabeth, *University of Alabama*
A Science Teacher's Experience Utilizing a Science Fiction Novel in the Secondary Classroom

See Hester, Leigh

Nicosia, Matthew, *Department of Theatre and Film, Bowling Green State University*
A Series of Staggering Heartbreaks: Breaking the Silence of Same Sex Intimate Partner Violence

It is widely accepted that men are perpetrators, not victims, of intimate partner violence. Insofar as masculinity sets up social expectations for men, when men are victimized by intimate partner violence, they experience both the violent victimization and the humiliation of losing their social status as men. Perhaps because their numbers appear fewer, male victims don't always feature in discussions about intimate partner violence. Furthermore, gay victims are even less discussed. This autoethnographic essay begins with a reflection on the loss of agency, worth, and identity associated within the power struc-

ture of a violent male same sex relationship. I reflect on multiple experiences that, over time, led to fear, loss of control, and therapeutic interventions. In presenting these experiences, I hope to bring more attention to this oft ignored sector of victims and render more intelligible negotiations of agency and performances of masculinity experienced by gay victims of domestic violence.

Nieto, Claudia, *Ohio University*

Healthy Homes for Healthy Living: Qualitative research to inform Chagas disease control programs in Loja Province, Ecuador

Healthy Homes for Healthy Living, a Chagas disease prevention initiative aimed at interrupting Chagas disease transmission by preventing colonization of houses by sylvatic triatomines in three rural communities in southern Ecuador. It is mainly focused on designing, implementing, and evaluating a housing prototype resistant to triatomines. Presence of triatomines consider the following elements: scientific knowledge on local triatomines biology and ecology; Chagas disease epidemiology; existing knowledge on housekeeping practices and construction techniques; local dynamics of community work and social organization; and sustainable and environmentally friendly architecture. The HHHL prototype was designed and constructed between April and November of 2013, based on quantitative and qualitative research conducted by natural and social scientists, in ongoing dialogue with local communities. In order to create a comprehensive health promotion strategy, the prototype was conceived as multilayered strategy that includes infrastructural improvement, promotion of healthy housekeeping practices, and partnerships at the community level.

Nigh, Jennifer, *Kent State University*

Negotiating Axiological Assumptions in Qualitative Research

Qualitative research requires the presence of the researcher's voice. Creswell (2013) explains that this necessitates personal values, beliefs, biases, and experiences being brought to the forefront of any given study. These axiological assumptions, however, can be challenging to negotiate when they are directly in opposition of the topic being studied. Additionally, axiological assumptions may be contested based on specific contexts, current happenings, and external politics. This presentation will examine this issue from the perspective of a novice qualitative researcher who worked through the first-time process of examining her biases, while researching a topic that contradicted her past assumptions. The researcher will also explain the reflexive process that was involved when these axiological assumptions were evolving and being redefined. Further, this presentation will provide an outline of one way that axiological assumptions can be negotiated in a manner that enhances and informs the research topic.

Nino, Juan Manuel, *The University of Texas at San Antonio*

Un testimonio: Discovering the self in the company of others

In this auto-ethnographic study, the authors discuss work-life balance, personal identity, and ideologies in the context of leading and learning for social justice. Each author discusses intersectionality within their own lives and contextualizes their scholarship, beliefs, and practices in relation to their identity. The authors problematize their work experiences in institutions (K-12 and/or academe) that always already perpetuates normativity, which makes their equity work within/for/around these institutions challenging. Each author discusses the continuous process of finding and defining themselves in the company of others through vignettes of lessons learned. In the end, the authors, while exhibiting many

differences from each other, maintain that their collective synergy allows them to navigate binary logic and disrupt structures that hinder career progress, publication, respect, or promotion in their respective organizations. The authors represent testimonios so that they can contribute to the development of scholars, those who dare to open doors and close wounds.

Nolan, Jaime, *South Dakota State University*

An Autoethnography of Returning: The Road Back to Graduate School

In my work in diversity and inclusion I find myself chanting the mantra "Trust the process" noting repeatedly that when we focus on the process the results will organically emerge. I recognize the difficulty in trusting the process, especially in the academy, which cherishes knowledge, expertise, and certitude. As I return to doctoral study, I seek to problematize dualistic paradigms through discussing transformation as inter-subjective, inclusive, democratic, unpredictable, faithful to the process, and inherently paradoxical and ambiguous. As I have learned and applied theory to my work as teacher, administrator, and developing researcher, my past experiences are ever present, reminding me of the continua of student-teacher, insider-outsider, and familiarity-strangeness. I seek to hold tension and paradox as possibilities to create meaningful, deeper understanding, which means that I often occupy a borderland bereft of certainty and imbued with ambiguity. I present my work through autoethnographic vignettes and digital imagery.

Nolan, Jaime, *South Dakota State University*

Who Accommodates Whom? A Counter-Narrative to Educational Assimilation

See Burns, Jim

Nolte, Samantha T., *The Pennsylvania State University*

The Teacher as a Wayfaring Learner: Considering Art Teacher Induction Experiences through Ethnographic Maps of Place.

Art education research on beginning art teachers points to the complexity of teacher induction experiences including balancing teaching tasks and navigating dissonance between teacher identity and school expectation. Using ethnographic maps of place I examine how beginning art teachers make sense of the shifting roles, tasks, and activities composing their first years of teaching. In this research I consider the ways teaching increasingly happens, for a beginning art teacher, in her/his body and how this emplaced cognition leads to increased skills. I examine how teachers move in and through their classroom places and how this movement prompts engagements with that environment, students, and their own knowledge of teaching. I argue art teachers are wayfaring learners—responsive movers, mindfully reacting in their teaching environment. By closely examining beginning teachers' accounts of their experiences I shed more light on neglected issues of content-specific induction in K-12 settings.

Nordmarken, Sonny, *University of Massachusetts Amherst*

Romancing the Classroom: The Clowning of Queer Pedagogy

Whether they know it or not, good instructors are clowns. Similar to the theatricality of pantomime, the performance art of clown is physically and facially expressive and extremely relational. In this clownish performance of teaching I argue for and demonstrate clowning as queer pedagogy. I deliver an interactive lesson as a clown-teacher, explaining the philosophy and practice of performative clowning, and leading the audience in clowning exercises. Clowning involves expressiveness, physicality, interaction, relationality/

reliability, rapport-building, humor, comedic logic, vulnerability, timing, attunement and response to audience, play, creativity, improvisation, self-awareness, and stage presence. I combine techniques of somatic psychology, authentic movement, and meditation practice to lead the audience in finding their own inner clowns and creating a community through the experience.

Nordstrom, Susan, *University of Memphis*
Methodological Drag: Passing as a Humanist

The authors, the only two qualitative research specialists in their college of education, discuss and analyze their performances in methodological drag. Methodological drag is a performance in which qualitative methodologists convincingly masquerade as situated within epistemological, theoretical, and methodological frameworks that they may not situate themselves in personally or professionally. For us, methodological drag is about having to pass as a humanist. Such performances are necessary given student and/or committee epistemological adherences and yet said performances often conflict with how we have come to understand and perform ourselves as qualitative researchers. In this presentation, we situate our university's history with qualitative research and our own work. Then, we provide examples of how we negotiate and perform the often times conflicting positions that are expected when we show up in methodological drag.

Norris, Joe, *Brock University*
Ripples: Exploring Identity and Xenophobia through Playbuilding

Employing the playbuilding methodology (Norris, 2009) these five presenters created a performance at the 2012 ICQI pre-conference workshop that integrating their collective research interests. From an image theatre (Boal, 1979) warm-up, the theme of identity emerged as one shapes one's self and is shaped/framed by others (family, friends, strangers and officials). The focus shifted from a general collage to the story of one participant who was/is partially defined by xenophobia. Starting with tableaux of self, family and good-byes, a story unfolds of an individual who leaves home and encounters a world of strangers who regard her with suspicion. Through voice collage, shadow screen and body sculpting, issues of academic diaspora, border crossings, systemic violence and agency are explored. Following the performance, audience members will be invited to participate in a version of forum theatre (Boal, 1979) in which they can rewrite the scenes and/or create new ones that continue the conversation.

Norris, Joe, *Brock University*
Documenting Documentary Research Videos: In Search of a Non-evasive Naturalistic Style

For the past three years both the process and product of playbuilding projects have been videotaped so that the actual performances could be disseminated electronically. This presentation, with video examples, will discuss the aesthetic dimensions of recording decisions. These include naturalistic lighting and sound, intuitively finding the frames in an emergent process, the problematics of not staging any activity, the value of a two-camera shoot, editing for a web-based audiences and the differences in performing for a live-audience, performing for video, a hybrid of the two and recording for embedded URLs in academic writings. The presentation will contrast this project with existing canons and practices of documentary video.

Norris, Joe, *Brock University*
Duoethnography: A Bird's-Eye View

Since its conception in 2003, duoethnography has expanded to be an accepted, utilized and published qualitative methodology with numerous citations [sic] and a number of publications, many beyond the influence of its originators, Rick Sawyer and Joe Norris. This presentation will outline the relatively short history of duoethnography and provide an overview of how it is being employed in a variety of disciplines and a growing number of topics now including teacher education, counseling, cultural studies, professional studies and higher education. Connections will be made to how the dialogic process in these studies has contributed to a different portrait of the topics being discussed.

Nowicki, Kelly, *AIDS Foundation of Chicago*
Benefits and Barriers of Providing In-Home Behavioral Health Services to Chronically Homeless Adults

In home behavioral health treatment offers a viable alternative to traditional outpatient services. The Access to Wellness (ATW) project offers in home substance abuse (SA), mental health (MH), and health advocacy (HA) treatment to chronically homeless adults recently housed in permanent supportive housing, many with long term behavioral and physical health problems. By the end of YR2, there were 34 referrals to SA treatment, 65 referrals to MH treatment, and 58 referrals to HA treatment, with 94.1%, 50.8% and 56.9% service utilization rates, respectively. From May to November 2013, program evaluators conducted a multipronged qualitative study to determine the benefits and barriers of providing in home treatment. Evaluators held focus groups with all three ATW clinicians, eight case managers, and seven clients, which were audiotaped, transcribed and coded for analysis. Major themes included in home vs. traditional counseling, harm reduction vs. abstinence models, ancillary service opportunities, challenges, recommendations, etc.

Noy, Chaim, *Department of Communication, University of South Florida*
The Neoliberal Looking Glass: Screens and Images in Leisure and Tourism

Traditionally, it was the Other - the 'exotic' and the 'authentic' native - who was at the focus of tourism's hyper-consumer gaze, and the object of its pervasive orientalist representations. With the rise of visual neoliberal regimes, it is now the image of the middle-class (post-)tourist himself/herself, that is the object of desire and consumption. Attending ethnographically to institutional touristic sites that engage in image-production, this study critically explores contemporary oppressive structures of visual production and consumption. The focus shifts from memories that pictures carry and meanings that they represent, to actual settings and performances whereby they are produced. Contemporary touristic enclaves are saturated with digital photographic technologies, whereby tourists' narcissism is lucratively confirmed and reified by the industry. The study points at resemblances with surveillance practices and conjures Foucault's Panopticon, pursued not in the environments of the jail or the clinic, but in the recreational and 'fun' spaces of tourism.

Ntshwarang, Poloko Nuggert, *University of South Carolina*
Community Leaders' Dialogue about Social Workers' Role in Community Development in Botswana: Successes and Challenges

See Malinga, Tumani

Nunes, Joyce Mazza, *Federal University of Ceara*

School Education Duty with Adolescents: Effects on Adolescents' awareness to sexual health behavior for HIV/ Aids Prevention

See Costa, Ana Cristina Pereira Jesus

Nurjannah, Intansari, *Centre for Nursing and Midwifery Research, James Cook University*

Conducting a Grounded Theory Study in a Language Other Than English: Procedures for Ensuring the Integrity of Translation

Translation can be a problem area for researchers conducting qualitative studies in languages other than English who intend to publish the results in an English language journal. Analyzing the data is also complex when the research team consists of people from different language backgrounds. Translation must be considered as an issue in its own right to maintain the integrity of the research, especially in a grounded theory study. In this presentation we offer guidelines for the process of translation for data analysis in a grounded theory study in which the research was conducted in a language other than English (Indonesian). We make recommendations about procedures to choose when, who and how to translate data. The translation procedure is divided into four steps which are: translation in the process of coding, translation in the process of team discussion, translation in the process of advanced coding and ensuring the accuracy of translation.

Nutov, Liora, *Gordon College*

Teaching and Learning Qualitative Research – Conducting Qualitative Research

We will present a teaching framework for a graduate course on Qualitative Research Methods course. The organizing concept of the teaching framework is that teaching and learning qualitative research are similar in essence to conducting qualitative research. The teaching framework is based on ten principles of teaching and learning qualitative research methods that result from the application of ten principles of conducting qualitative research. In other words, teaching and learning a course that deals with qualitative research implements the principles of such research. The teaching framework was constructed during a reflective research that lasted four years. During the course of the study, the researchers-lecturers collected and analyzed various course assignments performed by 62 students, online student discussions, observations made during class, interviews, and occasional conversations with students. The study contributes to research on the pedagogy of research methods in general and of qualitative research methods in particular.

Nybell, Lynn M., *Eastern Michigan University School of Social Work*

Horror Stories, War Stories and Unhappy Endings: Locating Social Service Workers in Neo-Liberal Plots

This grounded account of a single neoliberal reform project—the introduction of models of wraparound services—explores the ways that neoliberal common sense enters the life worlds of social service workers. The paper explores the narratives disseminated by State-sponsored social movements, promoted by government insiders and foundation funders and aimed at gathering support for reinventing the welfare state. The paper argues for paying attention to the narrative structures that are deployed to enlist social service workers in “rolling back” or “rolling out” the often-contradictory innovations of neoliberal reform. It also seeks to identify counter-narratives that arise among workers and advocates who seek to resist or redirect these reforms. Examining the stories of reform in context sheds light on the ways that neoliberal reform rhetoric that appears from a dis-

tance to be self-actualizing is propelled by narrative, enforced through incentives and coercions, and potentially vulnerable to challenge.

Nyemba, Florence, *University of Cincinnati*

Patriarchal Domination and Its Impact on Women's Education among Zimbabwean Immigrants in the United States

Objective: This pilot study examined the effects of patriarchal domination on Zimbabwean immigrant women's educational accomplishments. This is borne out of the apprehension that patriarchal domination continues to hamper women's efforts to extricate themselves from poverty through education. The objective of the project was to use photographs (Wang, 1991) to allow Zimbabwean immigrant women to share their educational experiences through a photovoice narrative. The sample included seven Zimbabwean women struggling to fulfill their educational aspirations. **Findings:** Information gathered from this photovoice study indicated that patriarchal domination is very prevalent among African immigrants. Participants expressed how they do not get support from their husbands and male family members to pursue their educational aspirations. Husbands in most cases would encourage their wives to look for jobs whilst they themselves continue to advance their education. As a result, Zimbabwe immigrant women continue to be underrepresented in higher education due to patriarchal domination.

Nyemba, Florence, *University of Cincinnati*

In Their Own Voices: Participatory Action Research with Zimbabwean Immigrant Women in Greater Cincinnati.

Objective: This study presents the results of the qualitative analysis performed on photovoice focus groups, semi-structured individual interviews, and field notes from group meetings. The study had three objectives, (a) the socio-cultural, political and economic context of Zimbabwe that has contributed to women's choice to migrate to the United States, (b) the immigration experiences of Zimbabwean women (c) educational opportunities for Zimbabwean women, particularly how they overcome certain challenges to pave way for their education. Participants were thirty-four Black Zimbabwean women who were born in Zimbabwe and migrated to the United States as children or adults. The age group ranged from eighteen years and above. **Findings:** Opportunities offered by migration in the form of economic, social and education are the reasons why Zimbabwean women migrate to the United States. There are also social, cultural, economic and psychological challenges associated with migration. Zimbabwean women use several strategies to overcome them.

O'Brien, Dani, *Can't Be Neutral*

Confessions of a Pretend Friend or Recognizing the Colonizer Inside Me

As a current doctoral student who aims to do critical research that challenges race and class based inequities in education, I had hoped my first ethnography would not merely describe and explain disparities but actively lead to some tangible change in the life of the students I was working with. However, despite my attempts to do a critical ethnography, I quickly began to realize the colonizing nature of my research. This performance autoethnography presents the struggles I faced while doing my research as well as the tensions I continue to explore as I try figure out how to do research that reflects my values and beliefs.

O'Connor, Jennifer Bergmark, *University of Illinois, Urbana-Champaign*
Negotiating Identity Boundaries: Re-Presenting Race and Class in Community-Based Art Education Experiences

This study investigates negotiating the roles of race, identity, and voice while discussing the mission and student impact of a community-based art education program. As a white researcher conducting a case study of a Latina student's experiences in a community-based setting, I encountered questions regarding the depth of discussion about race and economic status when describing the case and analyzing the student experiences. The mission of the program clearly prioritized working with marginalized and underserved youth. While the student revealed an awareness of the supplemental programming aimed at helping underserved youth, her recollections focused more on developing as an artist and feeling a sense of belonging in an artistic community. Negotiating the boundaries of race and social class with her participation and experience in this community-based art education program was integral in re-telling and presenting her story.

O'Donald, Karla, *Texas Christian University*
Retrato: Exploring the Life Experiences of Immigrant Women

Retrato, anchor in Sarah Lawrence-Lighfoot's (1983) methodology of Portraiture, is a new way of engaging qualitative inquiry in a more personal and communal conversation in order to disrupt the systems that aspire to restrict one's way of inhabiting the world. The stories and experiences of immigrant women anchored in narrative wish to create a more accepting environment for complex dialogue about who we are as people, what informs us, and what we hold as truth.

O'Donnell, Kristie, *Texas State University*
Autoethnography

See Sheteon, Tamara

O'Sullivan, Victoria, *Auckland University of Technology*
Art at Work' - Moving in Strange Ways

To activate 'unconventional forms of communication and audience involvement,' we propose to re-stage aspects of 'Art at Work,' a one-day exhibition that took place in July, 2013, on AUT's North Shore Campus. Re-staging this exhibition in (miniaturized) format enables us to further explore the histories, inside/outside art and education, that emerged during the exhibition's July incarnation. We propose an exhibition that will require the curators and audience/delegates to engage in a 'walking and talking' the landscape of the Champaign, Illinois location. It is anticipated that demanding curators and audience/delegates to move in 'strange ways' will reverse the logic of the 'tour,' understood as something that the local (host) provides for the 'out-of-towner' (the guest). Broadening the flow of the guest-host relationship opens up the interstitial relational spaces in-between e.g. guest-host, past-present, art/education-education/art, Aotearoa/New-Zealand_USA.

Ochsner, Amanda, *University of Wisconsin-Madison*
Blurred through translation? Exploring a technique of masking qualitative online data.

See Schmieder, Christian

ODACI, SERDAR, *participant*

Text Perception in Students of the Department Of Turkish Language and Literature

Depending on the time understanding of literature and aesthetics varies. There are many factors like social, economic, and political in this change. Due to these factors that appear as Classicism, Romanticism, Realism, Modernism and Postmodernism, or as current trends has changed many concepts in the field of art and literature. Text perception is also differentiated in parallel with redefining the concepts and also is multidimensional.

In this study we have limited text perception of students in Hacettepe University Department of Turkish Language and Literature in the context of literary genre. Such as open-ended questions were asked: "Which books do you read most? What are the determinants of a genre?"

Some of the results are as follows: Students were found to be aware of the change of the text perception. However, this awareness in the first and second grade students cannot turn in the desired ratio to such distinctions about literary genres.

Odahl-Ruan, Charlynn, *DePaul University*

Exploring Work with Anti-Trafficking Advocates: Barriers and Helpers

See Houston, Jaclyn

Odukkoya, Dennis, *Munich University (LMU), Institute for Sociology, Germany*

Classification as *ÖPracticeÖ* in Public Health Discourses on Infectious Diseases and Migrants: A Sociology of Knowledge Approach

See Von Unger, Hella

Oktay, Julianne, *University of Maryland, Baltimore*

Faculty, Trainer, and Student Perspectives on a Blended Teaching Model for CAQDAS Qualitative Research

See Leitch, Judith

Olegario, Natãlia Bitar da Cunha, *University of Fortaleza*

The relationship between plastic surgery and health promotion

This research aimed to understand the relationship between plastic surgery and health promotion through a qualitative research with female university students and plastic surgeons. According to the participants, the plastic surgery can promote health, nevertheless the interviewed surgeons emphasized that this procedure, depending on the situation, can bring problems instead of solving them. The results show the body must be understood as something more complex than the physical and visible body. The dissatisfactions attributed to the physique are also of the soul. Still the surgery can contribute to a healthier life and well-being as the young females and doctors interviewed describe. We concluded that the fact of the procedure be a promoter of health or diseases depends on is searched for with the surgery, an evaluation about the motivations and expectations of the patient shows to be a fundamentally important resource in the search of understanding this phenomenon.

Olegário, Natãlia Bitar da Cunha, *Universidade de Fortaleza*

The "northeastern male" in training *Ö* Gender relationships in discourse of teens from Ceará

See BRILHANTE, ALINE VERAS MORAIS

Oliveira, Josiani, *UNESP-Universidade Estadual Paulista - Brasil*

ACTIVE AGEING OF PORTUGUESE AND BRAZILIAN INSERTED IN UNIVERSITIES SENIORS: A qualitative approach.

The aim of this study was to conduct a scientific investigation, which aims to compare the entered senior universities in Portugal and Brazil Portuguese active aging and Brazilians. We adopt the bibliographic and documentary, and exploratory research. The emphasis of the research will be a qualitative approach. One of the reasons for choosing emphasis on qualitative is the relationship between the researcher and the subjects to be studied. Another reason that led us to focus on the qualitative approach is the interaction between the researcher and the phenomenon investigated, as favors for the investigation reveals what he thinks about the subject, not only getting the view of the researcher in relation to the problem, since this search by favoring direct contact with the subject thereof, privileges instruments that exceed the questionnaire focuses on the form and oral narrative. The results of this research are intended to enhance professional practice

Oliveira, Josiani, *UNESP-Universidade Estadual Paulista - Brasil*

Ethics and Construction of Knowledge.

This work aims to present a theoretical - methodological study of the construction of knowledge and ethical dimension process. Aims to reflect on the ethics as one of the possibilities for the realization of the dialogical process of knowledge construction. Prioritize the use of the dialectical method. We assume that the lack of ethics as a process of dialog is detrimental to the construction of knowledge because it allows it to become reclusive reactions and movements of obscurantism, bigotry and ideologism. The locus of the research were doctoral theses defended in the Graduate Program in Social Work UNESP Franca - SP, Brazil, between the years 1995-2010. This research is characterized by bibliographic, documentary and field research. Elected as instrumental to open research interview. The study used a qualitative research approach, since they complement each other in pursuit of understanding the problem researched.

Oliveira, Simone, *Funda ção Oswaldo Cruz*

La salud y la religi—n en R’o de Janeiro del siglo XXI

See Mello, Marcio Luiz

Oliveira, Walter Ferreira, *Florianopolis Federal University*

Psychosocial Matrix Approach and the Pedagogical Technical Actions

See soares, susana

Oliveira, Walter Ferreira de, *Federal University of Santa Catarina*

An experience with elderly women using arts as a tool for socialization

See da Silva, Leticia Aydos

Oliver, Suzanne K, *Syracuse University*

Swan Song: Solo Choreography and Performance as Autoethnography

Solo choreography and performance is a form of autoethnography as it unrelentingly explores Òpeople in the process of figuring out what to do, how to live, and the meaning of their struggles.Ó Swan Song explores the theme of loss. Emerging from the need to Òmake senseÓ of a personal traumatic experience, it also draws upon memory of Òthings lostÓ through a lifetime. Metaphors from music by Tom Waits are stirred in to mix his

rawness with my own. Live performance within the conference setting is ideal (minimum space requirement is 30 wide x 20 deep) and opening the session to discussion of several conference themes: ¥Can dance evoke empathy? How/why/why not?

¥Intellectual as the privileged discourse in academia. Isn't physicality a more primal and visceral means of expressing? Why do we still struggle to find movement art in the curriculum?

¥How can we use movement to support learning affinities?

Olivero, Maria Matilde, *University of South Florida*

A Trio-ethnography of Women in The Doctoral Pipeline: An Exploration of Student Development

See Colomer, Soria Elizabeth

Olsson, Liselott Mariett, *Stockholm University*

Taking children's questions seriously: the need for creative thought

¶If only little children managed to make their protests heard in nursery school, or even simply their questions, it would be enough to derail the whole educational system

(Deleuze, 2004: 208) This presentation highlights the importance of and conditions needed for, being able to really listen to children and to take their questions seriously. It introduces the need for a ¶creative thought¶ and a description of how current attempts to tame learning block this thought and neglect children's questions. The presentation gives examples of scientific and didactic work where concepts offered by French philosophers Gilles Deleuze and Félix Guattari are explored: ¶assemblages of desire¶ as a way of accessing children's collective drive for learning, ¶event¶ as a way of accessing children's production of knowledge and ¶affect¶ as a way of valuing learning and knowledge in a way that differs from how it is being done within the formalized school-system.

Omobowale, Ayokunle Olumuyiwa, *Dept. Sociology, University of Ibadan, Nigeria*

Do we follow what we preach? Teaching qualitative research and practicing a reflective gaze

Social science research in Nigeria has over the years been overshadowed by quantitative research. Recent debut and advances in qualitative research is limited to the teaching and use of methods such as indepth interview (IDI), key informant interview (KII), observation, focus group discussion (FGD), case studies and archival research. Often neglected but rich qualitative method is the indigenous social thought/philosophy which details native socio-cultural values often shut out of the focus of the modern methods. This research analyzes Yoruba social thought on patronage and ethics and thus debunks modern conclusions on patronage and indigenous work ethics. It specifically shows the role-modeling essence of patronage and dogged work values in the indigenous ways of life. This paper thus presents indigenous social thought as a strategy in teaching qualitative research.

Ondjaa, Bertin, *University of Cincinnati*

The Role of University in Achieving the Millennium Development Goals

Developing countries face many social issues such as HIV/AIDS, poverty, gender equality, child mortality, and environmental sustainability. These complex problems were established as part of the Millennium Development Goals (MDGs) and need to be addressed by all strata of society, especially higher education institutions. As centers of learning,

research and teaching, I content that they must assume vital role in social and economic development of developing countries if these issues are to be resolved.

Ord—ez, Federico, *Profesor catedra Universidad de Antioquia*
Experiencia de Crianza de ni—os con S'ndrome de Down desde el rol paterno.
Medell'n-Colombia, 2013

See Zuliani, Liliana

Osafo, Joseph, *University of Ghana, Legon*
Ethical and Methodological Issues in Qualitative Research on a Taboo Subject:
Suicide in Ghana and Uganda

See Knizek, Birthe Loa

Osei-Kofi, Nana, *Oregon State University*
Methodological Freedom: A Journey

Captured in the form of an open letter to methodological conservatives in the field of education, the author discusses her journey to tenure as a scholar whose approaches to research as well as topics of research are typically viewed by traditionalists as failing to meet normative standards of the field. Recounting her decision-making process and experiences with the politics of engaging in arts-based inquiry, critical discourse analysis, as well as theoretical research, the presentation offers a candid discussion of the consequences of engaging in work that disrupts narrow and often highly anti-intellectual conceptions of what counts as research in the study of education. Building from this analysis, she speaks to what made it possible for her to achieve tenure as a disruptive scholar, and the structural changes she deemed necessary to rupture stifling contemporary knowledge production regimes in the field of education.

Osgood, Jayne, *London Metropolitan University*
ÔHard to ReachÕ or Nomadic Resistance? Families ÔchoosingÕ not to participate in Early Childhood Services.

This presentation explores the Deleuzian notion of (affect)ive assemblages to consider the relationships between formal early childhood services, the familial home environment of the Ôhard to reach,Õ and the use of populist musical resources. The paper works with a number of Deleuzian concepts including Ôsmooth/striated spaceÕ as well as Ônomad/nomadicÕ (Deleuze & Guattari, 1987) to make space to explore new musical identities to emerge from affective relations between children, their families and musicality. The lens of enquiry focuses upon the configuration of one white, working-class family headed by a young single mother. In the English context such parents have become routinely pathologised and labelled ÔChav MumsÕ (Tyler, 2008) yet this Deleuzo-Guattarian inspired exploration seeks to offer a means of unsettling and overturning normative assumptions about family practices and the ÔbecomingÕ child within them.

Osso, Julia Marina Ruiz, *University of Manitoba*
Shallow Interventions for Deep-Rooted Conflicts: Rethinking How We Approach Displacement

By the end of 2012, an estimated 45.2 million persons were in situations of forced displacement worldwide (UNHCR, 2013, p. 3). Among them were 15.4 million refugees proper, 28.8 million internally displaced persons (IDPs), and 937,000 asylum-seekers. To

describe the gravity of the situation and garner the public's attention, journalists often speak about localized refugee crises (Mosbergen, 2013). This description obscures the fact that, on a global scale, the situation of displaced persons is neither transient nor unpredictable. Rather, it is the compounded result of deep-rooted intra-state conflicts, failed and myopic international interventions, and a system of political order that has been rendered obsolete by globalization. This essay challenges qualitative scholars working with displaced persons to rethink how we approach displacement, both in terms of policy and inquiry.

Osso, Julia Marina Ruiz, *University of Manitoba*

Transforming Deep-Rooted Conflicts through Peace Education and Qualitative Inquiry

What role can education play in transforming deep-rooted, identity-based conflicts? What educational approaches are best suited for this endeavor? How can we identify, explore, and critique such approaches, so that successful pedagogical practices may become available to educators around the world? This essay aims to answer these questions and some related issues. Part A explores the ways in which education can contribute to the amelioration (or escalation) of deep-rooted conflict. Two school-based approaches are analyzed in terms of their potential for building peace, including with respect to the societal integration of refugee children. Part B of this essay discusses select methods for qualitative inquiry, including Participatory Action Research and semi-structured interviewing with photo-elicitation. Such methods can be instrumental in deepening our understanding of the important role education and educators can play in building a more peaceful and socially just future.

Ott, Emily S., *University of Florida, Agricultural Education and Communication*

Environmental Hermeneutics for Understanding and Pro-Environmental Behavior: A Study for Water Conservation Education and Communication

Of all the water on our planet less than three percent is available for human consumption. Qualitative research can help us strive towards socio-ecological sustainability in the face of global water crisis and other socio-ecological problems as the human population exceeds unprecedented numbers. Hermeneutics can help us understand the messy socio-ecological systems related to the constantly changing environmental context in which we live and evolve. One hermeneutical study of water use in Florida illustrates how situating the researcher in their context of environmental change and concepts like prejudice and horizon can produce insight for eventual pro-environmental behavior change. The study involved a first generation native Floridian engaging in focus group conversation with Floridian homeowners in her home county. Transcripts were coded in multiple rounds to better understand perceptions of personal responsibility for water security. Insights for education and communication to increase water conservation behaviors were produced. Implications will be discussed.

Ozen Altõnkaynak, Senay, *Hacettepe University*

Opinions of Preschool Teachers and Families regarding School Adoption Periods of Children

School adoption process is widely known to be effective on children's personality development and their future academic results. During this period, teachers and families who consistently interact with the children are expected to take responsibility for school adoption process. The aim of this study is to determine opinions of preschool teachers and families related to school adoption process of children and their experiences in this sense.

The study group was consisted with 25 preschool teachers who work in preschools which are funded by the Ministry of National Education in Turkey and 25 parents whose child was attended these preschools. As a data collection tool, semi-structured interview forms were used for teachers and parents. These forms were including origins of school adoption problems, reactions of children who have problems and precautions directed towards treatment of such problems. Data analyses have been continued. Results and comments section will be given later.

Ozen Altönkaynak, Senay, Hacettepe University

Opinions of Preschool Teachers and Families Related to Primary School Readiness Period

School adoption process is widely known to be effective on children's personality development and their future academic results. During this period, teachers and families who consistently interacts with the children are expected to take responsibility for school adoption process. The aim of this study is to determine opinions of preschool teachers and families related to school adoption process of children and their experiences in this sense. The study group was consisted with 25 preschool teachers who work in preschools which are funded by the Ministry of National Education in Turkey and 25 parents whose child was attended these preschools. As a data collection tool, semi-structured interview forms were used for teachers and parents. These forms were including origins of school adoption problems, reactions of children who have problems and precautions directed towards treatment of such problems. Data analyses have been continued. Results and comments section will be given later.

Ozmen, Onur, CIU

Grief and Coping in Bereaved Turkish and American Women: Phenomenological Study with Consensual Qualitative Research

The purpose of the study was to examine experiences, expressions, coping, and adaptation processes of Turkish and American bereaved women. Participants were 20 women from Turkey (n = 10) and the USA (n = 10) who lost a loved one. A semi-structured interview protocol including open-ended questions on the individuals' phenomenological experiences of death loss and grief was utilized. Using the Consensual Qualitative Research, results indicated 3 domains including loss and grief experiences, coping, and changes and adaptation, and 20 categories under these domains. Domains included categories such as closeness with the deceased, story of death and dying, funeral details, metaphors/phrases, social support, religious coping, personal rituals, changes in life after loss, learning from the experience. Similarities and differences (e.g. content and functions of social support) in Turkish and American data were examined. The links between the results and current theoretical frameworks, and implications for grief counseling will be discussed.

Ozturk, Mustafa Kemal, Hacettepe University

Geographical Elements in Ardahan Region Turkish Folk Songs

Turkish folk music is a song genre that existed in Anatolia for thousands of years. There are many elements in the words of the songs and one of them is geographical features. Because folk songs reflect the region's physical, social and economic characteristics. The purpose of this study is to identify the elements of geography and compare them with contemporary folk music of Ardahan region.

For this purpose, all the Turkish folk songs belong to Ardahan region in the repertoire of Turkey Radio and Television Corporation (TRT) were examined according to physical, human and economic geographical elements.

Paceley, Megan. *University of Illinois at Urbana-Champaign School of Social Work* Ensuring Cultural Applicability of a Model of Positive Youth Development for Use with Nonmetropolitan Gender and Sexual Minority Youth: Understanding Ecological Assets

Positive youth development (PYD) theory provides a lens from which to study gender and sexual minority youth (GSMY) within a positive, strengths-based, resiliency framework. The Relational-Developmental Systems (RDS) model of PYD posits that when the strengths of adolescents are combined with ecological assets (positive resources) in their environment, PYD occurs, which in turn leads to a decrease in risky/problem behaviors and an increase in positive contributions to self and others (Lerner et al., 2011). While the model and PYD have undergone extensive testing, the model has not been tested with GSMY. In order to ensure cultural applicability of the RDS model and PYD theory to diverse populations, it is important to examine the components of the model given the varying experiences of marginalized groups. Very little attention has been paid to GSMY within PYD research, thus the purpose of this study is to utilize mixed methods research with nonmetropolitan GSMY to revise or improve upon PYD and the RDS model to enhance the cultural relevance of these models to GSMY. PYD stresses the importance of context and community resources in promoting the positive development of GSMY (Lerner et al., 2005), yet we lack an understanding about what resources and types of support GSMY in nonmetropolitan areas need, have available, and currently utilize. To that end, this study begins with the ecological assets component of the model. GSMY (14-18 years old) across one state complete an online survey with established measures of perceived social support; needs, access, and utilization of community-based resources; community climate; and well-being. GSMY within one nonmetropolitan county complete the same survey, as well as an in-depth interview about their experiences with social support and community resources. Additionally, researchers engage in participant observations of four youth groups at a nonmetropolitan GSMY organization. Data is analyzed using grounded theory analytic procedures (qualitative) and inferential statistics (quantitative). Mixed method analytic procedures will aggregate the data, utilizing PYD sensitizing concepts, to enhance understanding of the role of the ecological assets associated with well-being among nonmetropolitan GSMY.

Paceley, Megan. *University of Illinois at Urbana-Champaign School of Social Work* Community Climate for Gender and Sexual Minority Youth: A Mixed Method Analysis of Objective, Perceived, and Qualitative Climate Measures

See Arizpe, Hortencia

Paceley, Megan. *University of Illinois at Urbana-Champaign School of Social Work* Arts and Social Justice Advocacy as Social Work Practice with Gender and Sexual Minority Youth: Process Evaluation of a Youth Theater Program

See Thomas, Margaret

Paceley, Megan, *University of Illinois at Urbana-Champaign School of Social Work*
Gender and Sexual Minority Youth's Perceptions of Social Support and Utilization
of Community-based Resources: A Mixed Methods Analysis with Social Work
Implications

See Hwu, Amanda

Pacini-Ketchabaw, Veronica, *University of Victoria*
Politicizing Transitions in Early Childhood

This presentation explores the space-time dimension in relation to transitions. Drawing on Deleuzian-inspired writings on duration, time as intensive, and bodies and affects, the presentation will engage with the following questions: Are there ways to rethink the idea that a child "has trouble with transitions"? What do we take for granted as we focus on children's difficulties in transitioning? What are we overlooking when we only pay attention to how children move through activities? How might we direct our attention to what deeply affects children instead of looking only at the shift from one activity to the next? Using an ordinary event from an early childhood classroom as an example, I argue that too much focus on how children transition from one activity to the next keeps us from exploring the idea of transitions in relation to the intensities children experience and to how their experiences endure.

Padgett, Gary, *University of North Alabama*
Textbook Analysis Through Storytelling and Photography

Storytelling and photography are established methods of qualitative research. When combined with a critical case study, they present a persuasive analysis. Making use of original photography and pictures, this study was conducted as a critical case study (Rubin and Rubin, 2005; Janesick, 2004) using Tribal Critical Race Theory (Brayboy, 2005). This study found that while overt racism has declined, colonialism and assimilation were still used as models when American Indians were depicted in the five selected textbooks. It also discovered the portrayal of American Indian women to be particularly influenced by the models of colonialism and assimilation. Colonization and assimilation can be seen in the depiction of American Indians as a part of nature, the homogenization of American Indian religion, the portrayal of elders as unnecessary, the exclusion of American Indian role models, and the use of Western socioeconomic models rather than indigenous ones.

Padilla-Carmona, M. Teresa, *Universidad de Sevilla*
Perceived barriers and opportunities in the development of guidance process of adults
people: A qualitative approach.

See Suñez-Ortega, Magdalena

Paez, Esteban, *Professor*
Pathways to resilience of youth living in violent neighborhoods in Medellín,
Colombia.

Medellín was once considered "the most violent city in the world", yet recently has received the title of "the most innovative of the world". This reflects an ongoing complex change that is necessary for the city's development and future. However, violence is still a problem in many neighborhoods of Medellín. 48 participants were interviewed to analyze how resilient, offenders, and control youth cope with adversities and thrive despite living in neighborhoods where violence, drug trafficking, and contract killings are present. The

results reflect the importance of personal relationships with family, peers and meaningful adults; contact with appropriate health, education, recreation and cultural services; and individual characteristics like self-esteem, that enhance youth's resilience. Resilience emerges not only as an individual characteristic, but also as the process by which a person uses the resources available, thus making the availability and quality of such resources crucial. Implications for the development of programs is discussed.

Palacios Vicario, Beatriz, *Universidad Pontificia de Salamanca*

UTILITICÓ: an educative program to enhance the serviceable use of ICT

In the present paper we present the educational program **UTILITICÓ** whose main purpose is the comprehensive training in the management of Information and Communication Technology, helping students to discover the useful part of ICT in the education environment. Through a wide range of activities implemented at the International Center for Advanced Technologies (CITA), 300 students of secondary school and college of both public and private schools in Pe-aranda (Salamanca, Spain), will learn to use ICT responsibly, critically and to obtain reliable information from the network, among other things. The program aims to enhance the best practices in navigation and the use of the Internet, helping teenagers to protect their privacy and know some risks that are inherent in the use of the network, bearing in mind that Internet should be one of the most important and "useful" educational resources

Palacios, Lorena Gabriela, *Universidad Panamericana*

El Impacto del Libro Fifty Shades of Grey en Lectores J—venes

El libro *Fifty Shades Of Grey* fue un fenómeno social a nivel internacional. Aunque el libro está escrito para un público femenino de mayor edad, muchos jóvenes lo han leído. El objetivo de esta investigación es encontrar las consecuencias en el público de un rango 18-60 años en ambos géneros. Las conclusiones muestran que, en su mayoría, los jóvenes lo consideran como simplemente, un libro más, sin distinguir entre esta lectura y otras series escritas para lectores de menor edad.

Palmer, Anna, *Stockholm University*

Curriculum Research as Assemblage: How Scientific Concepts Come to Matter in Early Childhood Education

Student capacity for developing scientific concepts is often assumed to be based on inductively generalizing from engagements with material objects. However recent materialist theory asserts that concepts are formed in the encounter itself rather than in cognitive acts. Here, concepts are material-discursive assemblages, ever-changing and vibrating with potentiality. This paper examines how new materialist philosophies of matter, as formulated in the work of Barad and Deleuze, radically reconceive students' engagement with scientific concepts. We mobilize this approach to rethink curriculum in early childhood education, using video data from an ethnographic project, **Children's relations to the city**. Data are treated as **agential cuts** through a larger apparatus of knowing (Barad, 2007), producing the very distinction between that which is observed and **agencies of observation**. We consider the generosity of data- its invitation to three researchers in very different material-discursive locations to become parts of the research assemblage.

Palmerin Velasco, Diana G, *Department of Social and Political Sciences, Universi-*

dad Iberoamericana

Do we follow what we preach? Teaching qualitative research and practicing a reflective gaze

One of the main challenges that arise in the classroom is finding effective ways to counteract the disillusion frequently experienced by students who perceive the need of a reflective gaze as an inherent weakness of qualitative research. In order to avoid an early and unnecessary disenchantment with qualitative research, this article seeks to discuss some of the misunderstandings frequently derived when teaching issues related to reflexivity, as well as propose a pedagogical approach based on a constant and in-depth reflective meditation of the narratives that as teachers, we construct of ourselves and our students.

In order to successfully become a critical discourse against positivist science, qualitative research advocates and educators need to be consistent with what they teach. We cannot expect to prove to our students the benefits that come through serious reflexivity if we do not guard ourselves against the risk of taking it for granted when we briefly talk about it in class. The possibility to access and make visible the objective and subjective meanings of other people's actions is indeed one of the main attractions of qualitative research. However, the potential to reach the stage of fully understanding these actions is very limited if we do not fully understand first the role we play in their quest.

Palmerin Velasco, Diana G. *Department of Social and Political Sciences, Universidad Iberoamericana*

“Do We Follow What We Preach?: Teaching Qualitative Research and Practicing a Reflective Gaze”

The aim of this contribution is to suggest some hints to go over the difficulty of effectively teaching the need to develop a reflexive gaze when doing qualitative research, a need that is frequently perceived by students as inappropriate and useless. To do so, we will discuss common misunderstandings among students (reflexivity, objectivity vs axiological neutrality; how to sociologically relate a discourse to an objective social position) and propose a pedagogical approach based on a constant and in-depth reflective meditation of the narratives that as teachers, we construct and tell of ourselves and our students. By means of our own experience about what teaching self-socioanalysis implies, we show that reflexivity greatly enhances the potential of qualitative research to convincingly access and make visible the objective and subjective meanings of other people's actions.

Palomino, Ana Maria. *Nutrition and Dietetics School, University of Chile*

Photovoice: A complement to obtaining qualitative information on determinants of eating behaviors

See Galvez, Patricia

Palulis, Patricia. *University of Ottawa*

Geo-Metrons Resounding in the Silence of the Void

As Karen Barad reminds us, we are of the void. Running away from home on a sabbatical leave, space opens up and beckon me into the unknown. I found myself in and of the void. Entangled in a multiplicity of scholarly spaces, I attend to the geo-metrons - the cadences - the resonances that accompany me on my journeying. During the last month of my academic leave, I take a detour from my plans and attend a summer institute at Sachamama, a biocultural institute in Lamas, Peru. I was introduced to the work of Karen Barad. By the time I returned home, my Baradian book order had arrived including a small pamphlet documenta (13) entitled: What is the measure of nothingness? Infinity,

virtuality, justice. I found an affinity with Aoki's geo-metrons in pedagogy and Barad's nothingness as infinite openness, with Derrida's hospitality of difference or the stranger at home and Denzin's infinite call for justice. I found my "self" raining in the rainforest entangled in watermarks. At-risk in the Academy, I want to begin watermarking words. With my students, I want to intensify the provocations of the margins of Academia. Barad contends: "The void is a lively tension, a desiring orientation toward being/becoming." I want to ask with Aoki: "What kind of place is this?" I want to respond with Aoki: "A place where there is room for words like humour, human, humus, humility to live together. In such a place to be humiliated is to be reminded that we are communally ecological, that the rhythmic measures of living on Earth come forth polyphonically in humour and human and humus and humility." At-work in the Land of Academia, in the space of void, perhaps we can provoke "a desiring orientation toward being/becoming" as geo-metrons of lively tension. Provoking intensities at border crossings.

Panitch, Melanie, *Ryerson University*

Picture this: (Un)making sense with visual methods

See Tamas, Sophie

Panozzo, Diane, *University of Wyoming*

Linking Arts-Based Inquiry, Identity Work, and Disciplinary Practice

See Kamberelis, George

Pappas, Demetra Marie, *Independent Scholar*

The Politics of Prosecutorial Discretion as Social and Legal Politics in Qualitative Research and Methodology

During the 1990s, perhaps no Anglo-American subject had such cross-political implications as the politics of the-then emerging assisted suicide. Indeed, qualitative research can be (and did) advance information and causes pertaining to social justice and healthcare, implicating issues of inequality emanating from disparities of race, ethnicity, gender and sexuality, access to healthcare and education.

I will examine expanding the politics of interdisciplinary research, in a socio-legal framework, Jack "Dr. Death" Kevorkian's criminal trials, using an array of interviews and materials pertaining to the various Chief Prosecuting Attorneys of four Michigan jurisdictions from 1991-1999. Qualitative interviews, trial attendance/notes and other primary and secondary sources provided a unique methodological opportunity to consider/construct "prosecutorial discretion" (how cases are filtered into the criminal trial system), as discussed in my 2009 PhD (LSE) comparing Kevorkian's trials and my 2012 book regarding The Euthanasia/Assisted Suicide Debate (historical analysis from 1890s-2010s).

Parada, Henry, *Ryerson University*

Picture this: (Un)making sense with visual methods

See Tamas, Sophie

Paris, Damara, Lamar University

Visualizing Leadership: Using Artistic Renderings as Narratives with Native American Deaf Women Leaders

In a study of leadership development among five American Indian women who are deaf or hard of hearing, projects that enabled them to visually express their perspectives of leadership was conducted. These artistic renderings were chosen by the participants to demonstrate their lived experiences as leaders who navigate through two or more cultures. The unstructured projects were developed in the homes of each participant. Using a phenomenological-narrative approach, the description of the art projects were told in storied format. Data analysis was conducted through thematic coding manually and through Nvivo9, using Creswell's Data Analysis Spiral approach. Themes centered on the influence of self-identity, spirituality, community, and communication as factors to successful leadership skill development. Rich, meaningful discourse between participants and researcher provided insight regarding the relevancy of art as a means to add alternate methods for expressing life stories with cultures that use visual-spatial communication modes.

Paris, Damara, Lamar University

Accessing the Professoriate: Experiences of Deaf and Diverse Professors

The purpose of this study is to explore the opportunities and obstacles that professors who are deaf and culturally and linguistically diverse (CLD) experience when entering the professoriate. Deaf and hard of hearing faculty remain virtually invisible in universities and they often face difficulties being hired, achieving tenure or satisfying other departmental or university requirements in our colleges and universities. Using a 30 question likert scale survey and phenomenological qualitative interview methods, fifteen deaf and CLD professors were interviewed about their experiences in the professoriate, with data manually coded into common themes that include audism, self-imposed isolation, cultural misperceptions, collegiality and self-actualization. Critical Disability Theory, a combination of Critical Race Theory and Disability Theory was the prevailing framework used to approach this study.

Park, Hye-Young, University of Illinois

Integration, Assimilation, and Segregation: South Korean International Youths in a U.S. Christian High School

Conflicts emerged from escalating enrollments of Korean international students at a Christian American high school. This ethnography documents complex issues that arose progressively based on problems surrounding: (1) the school's mission and aspirations of the Koreans, (2) use of Korean language and perceived self-segregation, and (3) policies implemented by school officials in attempts to ameliorate the problems.

Unlike school's intended integration, the policies proved to be assimilative, which led Koreans to rebel against them and to breed Korean segregation and nationalism mostly based on language and culture. Problems worsened with the implementation of English-Only and guardianship policies. Through Foucauldian genealogical method, I argue the school's assimilation policy is complicated by a racialized and Christian inflected American hegemony.

This research contributes to larger discussions of integration of international students into U.S. schools. It also contributes to South Korea's Early Study Abroad movement, Asian (American) studies, and to multilingual/cultural education.

Park, Hye-Young, *University of Illinois*

Ethnic solidarity and intraethnic othering: South Korean international youths in a U.S. Christian high school

This paper comes from a larger five-year long ethnographic study. Conflict emerged from increased enrollments of Korean international youths at an American Christian high school.

Confrontations at the school resulted in promulgation of English-only and guardian-ship policies for Korean students. In the context of global educational migration, I focus particularly on school's issues with Koreans surrounding the school's perceived Korean segregation, ethnic solidarity, and ethnic othering. School officials believed that forming a Korean group along with the Korean students' use of Korean language excluded non-Koreans, thus undercutting Christian unity. I argue that Korean groupings were necessary for reasons of psychological, cross-linguistic, and sociolinguistic perspectives. I also argue that there was no easy ethnic solidarity by investigating 'intraethnic othering' among Koreans. This research contributes to larger discussions of integration of international students into U.S. schools. It also contributes to South Korea's 'Early Study Abroad' movement, Asian (American) studies, and multilingual/cultural education.

Park, Jung Hyun, *Social Welfare, Seoul National University*

Formation Process of Interpersonal Relationship of Youths with Hearing Impairment with Hearing People

Generally, people with hearing impairment experience alienation on a daily basis due to continuous 'limitation of communication' and the nature of their 'invisible disability.' Accordingly, this study analyzed the real experiences of youths with hearing impairment in interpersonal interactions with hearing people. In particular, the 'grounded theory' methodology was implemented for its strengths in dynamic analysis of specific interaction processes in various contexts. This study acquired its data through in-depth interviews with 24 people with hearing impairment, aged 20-30, who communicate through spoken language, and analyzed this data according to the 'grounded theory' methodology of Strauss and Corbin (1998). As the result of categorizing and abstracting similar concepts, the study produced 90 concepts, 49 subcategories and 19 categories. In summary, it was indicated that youths with hearing impairment ceaselessly search for coping strategies in order to solve communication limitations from spoken language.

Park, Sung-won, *Chung-Ang University*

The perceptions on the relationship between conventional testing requirement and actual language performance in academic contexts: The case of international students in Korea

Korean universities are gradually facing globalization and diverse language contact. Beyond the growth of international communities, however, non-native Korean-speaking students have such problems as a high rate of dropout. Even though international students' academic readiness is considered important and is often judged through target language proficiency testing, their entire linguistic repertoire (Busch, 2012) receives no attention in most of their academic learning. Few empirical studies have been conducted to investigate if the conventional testing requirement inadequately assesses international students' academic capacities (Ascher, 1990) in Korea. This paper aims to explore how non-native Korean-speaking international students perceive the discrepancy between conventional testing requirement and actual language performance in Korean university

contexts. For this purpose, semi-structured interview and open-ended questionnaires were applied for qualitative data collection. Possible areas of research related to the broader definitions of academic language, interlanguage (Garcia, Sylvan, & Witt, 2011) practices of international students were also discussed.

Park, Tanya, *Centre for Nursing and Midwifery Research, James Cook University*
Working on Each Others' Ideas: Mentoring circles as a method of supporting remote Australian Torres Strait Islander and Aboriginal nursing students

See Mills, Jane

Park, Tanya, *Centre for Nursing and Midwifery Research, James Cook University*
Conducting a Grounded Theory Study in a Language Other Than English: Procedures for Ensuring the Integrity of Translation

See Nurjannah, Intansari

Parnell, Rosie, *University of Sheffield*
Enabling repeatability and transferability in qualitative research through an interdisciplinary approach

See Rajendran, Lakshmi Priya

Parsons, Janet, *Applied Health Research Centre, Li Ka Shing Institute, St. Michael's Hospital, Toronto, Canada.*

Young Parents with No Fixed Address: Habitus, Dispositions, Capital, and Arts Based Methods

See Juando-Prats, Clara

Parylo, Oksana, *KU Leuven*
Let's Play it Safe: Ethical Considerations from Participants in a Photovoice Research Project

See Hannes, Karin

Pasque, Penny A. *University of Oklahoma*
Advancing Non-Dominant Methodological Perspectives in Educational Qualitative Research through Teaching and Learning

Colleges and universities are positioned to play an instrumental role in researching and addressing educational and economic inequities, yet often fail to foster needed change (Pasque, 2010). One way institutions may intentionally work toward social justice is through the education of the researchers, practitioners, and policy makers of tomorrow. Yet, if graduate students are taught only dominant notions of qualitative inquiry, then dominant research paradigms, findings, and recommendations will continue to perpetuate the status quo — with tangible implications for our schools, colleges and universities, policies and programs. This paper explores the ways in which instructors may include non-dominant critical research methodologies in qualitative inquiry courses in order to expand student knowledge production (Cheek, 2008). The author provides specific examples from her teaching of qualitative inquiry courses, including the use of performative auto-ethnography (Spry, 2011) with a new graduate student researcher to interrogate socioeconomic and rural student inequities during the transition from high school to college.

Pasque, Penny A. *University of Oklahoma*

Centering Critical Inquiry: Methodologies that Facilitate Critical Qualitative Research

See Perez, Michelle Salazar

Pasque, Penny A. *University of Oklahoma*

Critical Epistemologies and Methodologies: Advancing Socially Just Higher Education Leadership and Organizations

See Carducci, Rozana

Pasque, Penny A. *University of Oklahoma*

Critical Qualitative Inquiry in Higher Education: Narratives from First Year Student Researchers

See Nguyen, Huong

Paton, Cathy Joy. *McMaster university*

Shifting Relating : How the Art of Improvisation can Actively Engage Relational Processes in Social Work

This paper explores the ways in which improvisational techniques can shift how we understand and engage with relational processes in social work. Improvising involves creating in the moment with others. This simple concept entails a strong and focused emphasis on certain, often neglected, aspects of Social Work relating: working without a script and thus actively engaging with the unknown, co-creating with our partners in real time and thus engaging with our (assumed) limits of understanding one another, and being intentionally aware of our fluid contexts and thus engaging with the texture of our attentiveness in relationship. Improvisational techniques can provide an experience that allows us to make active, the relational gestures that have become and/or are commonly considered as social work techniques. Such departures from the cognitive have the potential to shift understandings, and in doing so, shift the ways in which we relate to one another.

Patron, Jasmin. *University of Illinois at Urbana-Champaign*

The Role of Mentors in the College Enrollment Rate of Urban Community Mexican American Males

Positive role models can potentially affect the college enrollment rate of Mexican American males who reside in urban communities. Students who do not aspire to pursue higher education after high school may lack the adequate attainment and achievement in areas related to college readiness. The importance of mentors in the career development of Mexican Americans who reside in urban communities is extremely influential in determining the aspirations of a high school student. Although studies examine the importance of mentors in the career development of underrepresented groups, few studies explore how mentorship affects Mexican American males in urban communities. This research examined the effect of mentors on the college enrollment rate of Mexican American males in Chicago. In doing so, two groups were studied. Participants completed a survey that addressed their high school experiences, identification of mentor(s) (if any), and current status.

Paulus, Trena, *University of Tennessee*

A Discursive Psychological Approach to the Study of Autism in Online Talk

See Lester, Jessica Nina

Pawley, Alice, *Purdue University School of Engineering Education*

We, us, they, them: Shifts in engineering students' voice and perspective in communicating a sense of belonging

See Phillips, Canek

Pazurek, Angelica, *University of Minnesota*

Narrative Visualization of Tentative Manifestations in Post-Intentional Phenomenological Inquiry

A post-intentional methodological approach to phenomenological inquiry seeks to identify tentative manifestations of a phenomenon of critical interest (Vagle, 2010). It does so by using a post-structural lens to explore the changing, shifting nature of the intentional relationships associated with the phenomenon. In order to understand the philosophical commitments informing this unique methodological approach more concretely, this session will present narrative visualizations of the concept of tentative manifestations. Such graphic displays can be used to promote understanding of complex data (Segel & Heer 2010) by moving beyond lexical information to compliment text with illustrations. A dynamic animation will be used to elucidate the moving, shifting and permeable ways that intentional relationships tentatively manifest within the lived experience. This understanding can help researchers interested in employing a post-intentional research design visualize while they analyze meaningful connections revealed in the data and, thus, capture tentative manifestations associated with the phenomenon being studied.

Pazurek, Angelica, *University of Minnesota*

Narrative Visualization of Tentative Manifestations in Post-Intentional Phenomenological Inquiry

A post-intentional methodological approach to phenomenological inquiry seeks to identify tentative manifestations of a phenomenon of critical interest (Vagle, 2010). It does so by using a post-structural lens to explore the changing, shifting nature of the intentional relationships associated with the phenomenon. In order to understand the philosophical commitments informing this unique methodological approach more concretely, this session will present narrative visualizations of the concept of tentative manifestations. Such graphic displays can be used to promote understanding of complex data (Segel & Heer 2010) by moving beyond lexical information to compliment text with illustrations. A dynamic animation will be used to elucidate the moving, shifting and permeable ways that intentional relationships tentatively manifest within the lived experience. This understanding can help researchers interested in employing a post-intentional research design visualize while they analyze meaningful connections revealed in the data and, thus, capture tentative manifestations associated with the phenomenon being studied.

Pedersen, Duncan, *Department of Psychiatry-McGill University*
Stigma and mental illness: social representations among the general population and health professionals in Minas Gerais, Brazil

See Guimaraes, Patricia Neves

Pedrero, Leticia, *Universidad Panamericana*
El Alcohol y el Desempeño Escolar

See Gómez Michel, Rocío

Peláez, Sebastián, *Universidad Pontificia Bolivariana*
English Literacies and Video Game Communities: A Digital Ethnography

See Mora, Rael Alberto

Peralta, Andres, *Cleveland State University*
Stranger in a Strange Land: A Personal Journey through Myth, Stereotype, and Representation

Cultural stories that incorporate myth, religion, and visual culture represent an attempt to link human knowledge in order to relay the experiences from the perspective of the storytellers in relation to larger cultural experiences. This autoethnography examines shifting negotiations of language, identity, gender and sexuality among and the relationship of collective fictions within U.S. Latino/a identity that regulate performances of gender, sexuality and cultural identity. Through a personal narrative that incorporates discourses on hybridity, the researcher investigates the manifestation of resistance, sublimation and acculturation among his perceived cultural group as well as practices that sustain inequities among race, class, gender, sexual orientation, and ethnicity. The researcher constructs stories of self through post-Chicano discourses to illustrate how identity is influenced by the visual world, and how vision and language are connected to cultural understanding that eventually becomes a way of conveying a personal truth or perspective.

Pereira, Lindsay, *Lehigh Valley Health Network*
The circle of life – On the outside looking in: An autoethnographic experience about a physician exchange program in Africa

This presentation focuses on a one month cross-cultural immersion and journey into the Kenyan medical system. With the physician strike in full swing, the experience allowed me to examine the roles and relationships that both native and non-native clinicians have with their peers and patients within their system during a time of turmoil. As a young visiting American physician, I was very much reminded of being an outsider through multiple encounters with American and Kenyan peers alike. Equipped with the "outsider's" perspective, I experienced first-hand the stark contrast of how medical care was provided.

Pereyra-Cisneros, Mariel A., *Escuela Normal Superior de Yucatan*
Children play and social integration: a qualitative study

See Cisneros-Cohernour, Edith J.

Pérez Solís, José de Jesús, *Universidad de Guadalajara*
Educative preparing of the retirement in older adults and their families

See AGUILERA VELASCO, MARIA DE LOS ANGELES

Perez, Michelle Salazar, *New Mexico State University*

Centering Critical Inquiry: Methodologies that Facilitate Critical Qualitative Research

Critical qualitative research has historically foregrounded epistemological and ontological considerations, and at its center, focused on social justice and equity. Emergent from the foundations of critical qualitative inquiry are contemporary methodologies such as situational analysis, critical narrative analysis, and participatory action research, among others, which have avoided what Holstein and Gubrium (2012) refer to as “cafeteria approaches” to methods and analysis that we argue can be quite dangerous. That is, as enactments of critical thought, by design, these approaches generate the use of particular methodologies that are localized and based on the context of social circumstances being explored, while embedded with critical reflexivity throughout the entire research project. In this way, critical methodologies include processes that are interlinked and symbiotic. In this presentation we share exemplars of these contemporary methodological approaches, not as rout processes to follow, but as illustrations of possibilities for the facilitation of critical qualitative research.

Peterson, Liz, *Ball State University*

Summing Up An Academic Career: Oral Histories of African-American Doctoral Recipients between 1970 and 1980 as they approach Retirement

This paper examines oral history interviews around the theme of retirement for African-American Doctoral Recipients between 1970 and 1980 and reflects on the impact these stories had on the researcher who is a current African American female doctoral student.

Petty, Gerard Douglas, *Georgia State University*

Looking Back at Where We’re Going: Learning, Teaching, and Policy-Making as a Black Male.

Using autoethnography as a methodology and method, the experiences of my past and those who were involved in it are recounted, revisited, and relived with the intent of understanding the perceptions and effects of segregation, accountability, and other school-related phenomena on students of the African diaspora. Using Afrocentricity, Kawaiida Theory, and Africana Critical Theory, the experiences are analyzed for evidence of cultural, institutional, and social acts that have the potential for understanding and responding to the issues related to the achievement and scholastic success of Black students in K-12 mathematics. The goal of this project is to provide students and educational stakeholders with the lived accounts and analysis of the experiences of a student, teacher, and policy-maker who is Black – one of them and one of you.

Pfeiler-Wunder, Amy, *Kutztown University*

Re/Producing Mothering/Academia

“I would remove the reference to your daughter,” suggested the chair of my department tenure and promotion committee flipping through my tenure binders. She shared some felt my acknowledgement of mothering would not place my work in the best light when reviewed by the tenure committee. How does the process of tenure intersect with the role of mothering? What might tenure materials “look like” if mothering was an additional category among teaching, scholarship and service? During my graduate studies I embarked on an visual response/installation to Susan Bordo’s “Whose body is it?” by collecting stories from mothers in academia on how their identity was re/shaped & re/produced through pregnancy and birth. Through their collective stories I illuminated the tensions of how one’s identity as mother felt “othered”, their autonomous self

bombarded with cultural expectations and norms surrounding the term motherhood/mothering/mother. My autoethnography/arts based research project begins with the story of giving birth to my child while also beginning my journey in a PhD program and then higher education. My child was born in September and so the advent of each school year marks a celebration of her birthday intersected with my roles of professor, artist, and scholar. In each of these areas I am expected to produce documents, which testify to my commitment to the field. As I began to traverse the landscape of tenure and promotion this milestone also opened intense emotions as I reflected on the joys and tensions of my work in higher education with my role of mothering. I wrestle with the hidden rules of when it is acceptable to bear witness to my identity as mother and when it is seen as outside the academic tower—a impedent to the responsibilities of shaping the institution and the numerous students I work with each semester. How does one respond to students who seek advice and guidance through a mentor/mother figure with the role of being a mother? What responsibility might emerge once tenured in addressing a larger political conversation on the responsibilities mothers/ academics have to the new feminist agenda which calls woman to address the continued inequities in woman's salary and absence of maternity leave/support for mothers within many academic settings?

Phalen, Steve, *University of Wisconsin - River Falls*
Qualitative Inquiry and the Highly Sensitive Person

This paper is an autoethnographic exploration of the role of sensitivity in interpretive ethnographic research. Psychologist Elaine Aron describes the highly-sensitive persons as having bodies that are especially receptive to the physical and emotional stimuli they receive from their sociophysical environments. Inspired by the corporeal phenomenology of Merleau-Ponty and Behar's testimony to vulnerability in ethnographic fieldwork, the author explores autoethnographically the practice of interpretive inquiry from the perspective of a highly sensitive person conducting participant observatory fieldwork in a non-profit, drop-in center for persons living with mental illness. Through his autoethnographic exploration, the author considers the quality of the relationships that emerged between himself and his participants and the obligations felt by the researcher to his participants through the frame of sensitivity. In doing so, the author address epistemological, ontological, and ethical issues that arise in the process and experience of highly sensitive interpretive inquiry.

Phan, Thanh, *Texas Tech University*
Re-constructing Identity in West Texas: Narratives from Cameroon, China, Philippines, Turkey, Vietnam & a Sometimes-Southerner

See Awasum, Afuh

Phelps-Ward, Robin, *Ball State University*
“Growing With My Hair”: Black Women's Stories of Going Natural and Discovering the Self

Deciding to go natural or transition to wearing afro-textured hair without the presence of chemical relaxers or texturizers is an event more African-American women and women among the African Diaspora are experiencing (Haaruun & Watson, 2012). Though the exact cause or existence of a natural hair movement is not certain, Black women's stories of going natural reflect experiences of self-discovery and racial identity. This phenomenological study sought to understand the experiences of seven college-age, Black women who retroactively told stories of their decisions to go natural through

in-depth interviews. This paper focuses on the intricacies of Black hair and women's journeys to abandoning European standards of beauty in order to embrace their hair in its natural state. Themes from the study related to concepts of media influence, family, online communities, freedom, and professionalism explain the reasons why the women went natural and how the process affected their evolving self-identities.

Phelps-Ward, Robin, *Ball State University*

What do Women Learn in Natural Hair Online Communities?: A Conventional Content Analysis

The natural hair community that exists on sites like YouTube, Tumblr, and Facebook are some of the numerous online spaces for African-American women and women among the African Diaspora who wear their hair in its naturally-textured kinky, curly, coily, or afro state. Lesser known online sites like Black Girl with Long Hair live in the online natural hair community as learning spaces for Black women to support, educate, and motivate each other through visual images, stories, and hair care articles. This paper employed a qualitative, conventional content analysis methodology, using Dedoose, to analyze and thematize published stories of Style Icons on the site who shared their natural hair experiences and advice. As an under-researched topic that has never been treated with a content analysis methodology or a racial and cultural identity lens, this study lends itself to qualitative research innovations that explore sites of informal learning and women's education.

Phelps-Ward, Robin, *Ball State University*

The Power of Research Interviews for Participants in Transition: A Methodological Reflection

This paper addresses one faculty-administrator's experiences related to diversity initiatives at a Midwest public university by using an oral history and participatory visual method (PVM) timeline. Interviews occurred one semester before the participant's retirement and included reflections on a 40-year career working as a diversity advocate.

Phillips, Canek, *Purdue University School of Engineering Education*

We, us, they, them: Shifts in engineering students' voice and perspective in communicating a sense of belonging

Can we use narrative analysis focusing on shifts in voice and perspective to better understand how students communicate a sense of belonging? In this particular work, we described how we traced the "voice" of our participants, and describe claims we think we can make related to students' sense of identification ("belonging") communicated through stories of relating to minority-serving organizations present at university. The larger study seeks to understand why, despite the efforts of engineering educational institutions to boost the numbers of white women, and Black, Native American, and Hispanic women and men engineers in the classroom, we have achieved so little growth of these groups. Ultimately, we plan to use this method of analysis to inform engineering education institutions that support underrepresented students about the effectiveness of this kind of programming in meeting missions of community building.

Phillips, Glenn Allen, *Texas A&M University*

From Gilgamesh to Odysseus: What We Can Learn About Veterans through the Classics

As Post 9-11 veterans return to the civilian landscape (higher education, job force, communities) there is a false presumption that their re-integration is a novel predicament. Even references to Vietnam or World War II veterans are often dismissed as not relevant or contextually inappropriate. We disagree. Through a careful analysis of ancient texts and current veteran scholarship, we show that many of the issues associated with Post 9-11 veterans were either explicitly or implicitly discussed in stories of ancient warriors. Particular observations include both veteran and civilian renegotiation of truth, the trouble of unlearning a warrior disposition, multiple identity expression, and failure to share experience with outsiders. Our work connects the current scholarship to a longer tradition of warrior/civilian analysis and provides insight into what some uncovered veteran challenges may be.

Phillips, Glenn Allen, *Texas A&M University*

A Critical Sieve: New Theory Creation as an Academic Exercise

In an effort to form a new critical theory for veterans, I have developed a process of passing collected data and scholarship on veterans through multiple critical sieves. As each sieve precipitates particular applications, I constructed theory from the multiple ways that current theories "applied" to veteran issues. The process is not only productive as it has identified several appropriate tenets of Veterans Theory, it is a pedagogically useful way to explore multiple critical theories at once. My presentation will explain the process, the product, and ways the process can be replicated in a learning environment.

Phillips, Glenn Allen, *Texas A&M University*

Beards: What's He Hiding in There?

Made popular by national competitions, television personalities, and ironic hipsters, beards have become as much a social phenomenon as they are failure to shave. This work considers our own experiences as bearded men and how we fit into the larger conversations of beards, costume, caricature, and performance. This qualitative research project includes a brief history of beards, the reflections of ten bearded men, current research on facial hair and performativity, and our own experiences and reflections. Our work makes meaning of what is often considered just a fad, considers shaving as a ritual and social construction, and explores beards as both a door and a window.

Phillips, Glenn Allen, *Texas A&M University*

I Felt Like I Was There: Understanding "Presence" in Instructional Virtual Environments

Precipitating from a National Science Foundation grant that trains pre-service teachers in a virtual environment (Second Life), this paper considers students' feelings of "presence" in the virtual classroom. Building on research about how student navigate and negotiate place in virtual environments, our work offers rich qualitative data about what "presence" means and how students' connection to presence affects their ability to perform. Themes of interest include entering and exiting Second Life, how earlier experiences with virtual environments affects presence, and what signals "presence" in a virtual environment. The research comes from interview data provided by participants after teaching a middle grade mathematics lesson in a virtual classroom. Conclusions from this research

have implications on how both instructors and students can navigate and negotiate presence in non-traditional classrooms.

Phillips, Glenn Allen, *Texas A&M University*

Swan Song: A Poetic Autoethnography of My Time as a Graduate Student

Too old to write diaries and too young to write memoirs, graduate students are often left at the end of their academic programs with personal data and no way to make meaning of it. This collection of poems responds to both my personal experiences as a graduate student and the current literature on graduate student experiences. Particular focus is given to mentoring relationships, collaborative community, the classroom, the intellectual struggle of graduate work, and the dissertation. As a way of both making meaning and reporting meaning, poetry appropriately presents my experience while allowing other graduate students (and former graduate students) the opportunity to Òtry it onÓ and Ósee if it fits.Ó The short poems will be both reflective and responsive to my experiences and current research.

Phillips, Sharon R., *Hofstra University*

Exploration of the Affective Domain During Competitive Activities

See Bernstein, Eve

Pickup, Austin James, *The University of Alabama*

Phronesis As a Methodological Orientation in Qualitative Research: Can We Have a Methodology of Action, Not Production?

This paper engages with the concept of phronesis, or practical wisdom, as a methodological orientation for qualitative work in the social sciences. Qualitative researchers have emphasized the practical rationality of phronesis, with its emphasis on situational judgment, as an appropriate philosophical grounding which contrasts with the technical requirements of positivist orientations (Macklin & Whiteford, 2012). However, in AristotleÓs articulation of practical wisdom, phronesis is connected to praxis, or action, about what is good and bad for humans. This is what differentiates phronesis from the productive state of techne. This is why Flyvbjerg (2001) has argued that social science research is strongest when rooted in phronesis, because it then contributes to social praxis instead of producing generalizable knowledge. In this paper, I will struggle with whether qualitative work can truly be action-oriented for questions of social good instead of only productive of academic knowledge, using phronesis as a philosophical guide.

Pickup, Austin James, *The University of Alabama*

Where Is the Action in Active Citizenship? A Case Study of Secondary Social Studies Teachers.

This paper examines the notion of active citizenship within the classrooms of several cases of social studies teachers. I bring data together from observations, interviews, and documents to illustrate how the role of active citizenship education is shaped in these teachersÓ classrooms by institutional factors. Educating students to become critically engaged and active citizens is noted as a key feature of social studies that gives it unique strength among other content areas in school curricula. However, as findings in this study suggest, this critical feature of social studies becomes marginalized or non-existent because of the institutional requirements to produce discernible skills among students. I examine this phenomenon through the philosophical lens of Aristotle, namely the intellectual virtues of phronesis and techne. As a conclusion, I discuss how critical qualitative research,

rooted in phronesis, can allow collaboration between researcher and teacher to challenge institutional norms that constrain educational possibilities.

Pieri, Katrina, *Ball State University*

Interpretation and Flexibility: Ethnographic Fieldwork in Vietnam

While participating in a university field study in Vietnam during May 2013, I witnessed a great discrepancy between my expectations of fieldwork and the reality one faces in the field. By responding to the reality of the onsite experiences with flexibility, I was able to continually evolve my interpretive methodology. My specific narrative chapter, titled "Home," exemplifies this altered field methodology and the subsequent evolution of my writing. This chapter examines the complexities of interpreting a returning Vietnam veteran's reactions to the altered, post war environment of modern Vietnam. My attempt to understand these veterans resulted in interwoven description and interpretation of the veterans' experiences as well as my ongoing insights and reactions. "Home" consists of a unique blend of perspectives from two different generations, 1960s era veterans and millennial generation university students, and their comparative experiences in Vietnam.

Pineau, Elyse, *Southern Illinois University at Carbondale*

The Novel as Generative Case Study: Curriculum Design as Performative Pedagogy

Cognizant of the history & efficacy of literature in critical qualitative research and extending the precepts of performative pedagogy to innovations in course design, this paper recounts a graduate seminar focused exclusively on Louise Erdrich's *The Round House* (2012). The course was designed to unfold organically through a calibrated sequence of analytic and embodied textual engagements, contextualized within Erdrich's multi-novel landscape, and foregrounding a critical historiography of Anishinaabe culture and cosmology. In a collaborative dialogue between instructional protocols and student performance, this paper explores methods and modalities of using literature as a generative site of cultural study and knowledge production.

Pineau, Elyse, *Southern Illinois University at Carbondale*

The Earth Mother Water Walk: An Anishinaabe Blessing Project

First Nations (Anishinaabe) elder and environmental activist, Josephine Mandamin conceived the first trans-Canadian "Earth Mother Water Walk" in which, over the course of 6 years, she and her supporters walked the perimeter of each of the Great Lakes, carrying a copper bucket of water with which to ritually refill, bless, and heal this ancestral artery of Anishinaabe culture and colonization. This presentation braids the ecological ontologies of the Anishinaabe with an oral history performance of Mandamin's public teachings in a dialogic call for a cross-cultural coalition that reclaims ethical stewardship of the earth's waters.

Pinheiro, Cleoneide Paulo Oliveira, *Centro Universitário Estácio do Ceará*

Surgical therapy of breast cancer, lymphedema and social behavioral alterations in post mastectomy women

The Breast carcinoma is a disease whose surgical treatment is essential; Being common lymphedema which consists in the accumulation of lymph fluid. This study aimed to identify the social behavioral changes of women after installation of lymphedema. This is a descriptive qualitative study. Participants were 20 women belonging to the Assistance Program Mastectomizada woman, underwent independent of the postoperative period, age and marital status breast surgery Halsted. Data were collected through semi-structured

tured and analyzed by the method of content analysis interview. The results revealed that there are frequent changes in the social life of the woman . We conclude that the woman should be fully assisted .

PINHEIRO, CLEONEIDE PAULO OLIVEIRA, *UNIVERSIDADE DE FORTALEZA*

Innovation In Prenatal Care Based On User-Centered Technology

See COLLARES, PATRICIA MOREIRA

Pinheiro, Cleoneide Paulo Oliveira, *Centro Universitário Estácio do Ceará*
Percepção de homens sobre hipertensão arterial do sistema de saúde no Nordeste brasileiro

See Mendonça, Francisco Antonio da Cruz

Pinheiro, Patricia Neyva da Costa, *Universidade Federal do Ceará*
Infidelity relationship between HIV/AIDS infection in the view of heterosexual men

This study aims to identify the knowledge and prevention of Sexually Transmitted Diseases (STD) among street youth. An exploratory descriptive qualitative carried from January to March 2011 in a government hostel in Fortaleza-CE. The participants were 19 adolescents aged between 12 and 18 years not completed. The information collect was through notes in the field diary and interviews. The results were analyzed and interpreted in a qualitative context, expressed through themes categories. Three categories were identified: knowledge about STD, prevention and risk and experiences with STD. It was verified that adolescents' knowledge on Sexually Transmitted Diseases is inadequate and leads to greater vulnerability. By expressing that ignored the issue, it was identified not only the insufficient knowledge, but the shame in approaching the issue, which hindered the possibility of receiving necessary guidelines for the disease prevention. Nurses should plan and implement of effective strategies to prevent Sexually Transmitted Diseases.

Pinheiro, Patricia Neyva da Costa, *Universidade Federal do Ceará*
Street youth: knowledge and prevention of sexually transmitted diseases

This study aims to identify the knowledge and prevention of Sexually Transmitted Diseases (STD) among street youth. An exploratory descriptive qualitative carried from January to March 2011 in a government hostel in Fortaleza-CE. The participants were 19 adolescents aged between 12 and 18 years not completed. The information collect was through notes in the field diary and interviews. The results were analyzed and interpreted in a qualitative context, expressed through themes categories. Three categories were identified: knowledge about STD, prevention and risk and experiences with STD. It was verified that adolescents' knowledge on Sexually Transmitted Diseases is inadequate and leads to greater vulnerability. By expressing that ignored the issue, it was identified not only the insufficient knowledge, but the shame in approaching the issue, which hindered the possibility of receiving necessary guidelines for the disease prevention. Nurses should plan and implement of effective strategies to prevent Sexually Transmitted Diseases.

Pinheiro, Patricia Neyva da Costa, *Universidade Federal do Ceará*
School Education Duty with Adolescents: Effects on Adolescents' awareness to sexual health behavior for Hiv/ Aids Prevention

See Costa, Ana Cristina Pereira Jesus

Pinheiro, Patrícia Neyva da Costa, UFC

Mothers talk about sexual health with their daughters: influence of social and cultural factors

See Gubert, Fabiane do Amaral

Pittard, Elizabeth, University of Georgia

Becoming-Teacher Within/Against Neoliberal Modes of Governance

Over the past several years, an increasing number of feminist scholars have been theorizing what thinking data with Deleuze might look like (e.g. Alverman, 2000; Jackson & Mazzei, 2012; Jackson, 2012; St. Pierre, 2001; Taguchi, 2012). At the same time, studies investigating the impacts of neoliberalism on education have proliferated (e.g. Apple, Ball, 2012; Hursh, 2005; McLaren, 2007). However, these studies often view neoliberalism as a hegemonic structure impacting policy and ideology. Few studies exist that investigate the impacts of neoliberalism on the lives of teachers, and how teachers are actively resisting these structures. In this paper, I discuss the possibilities of becoming-teacher within neoliberal discourses and theorize how thinking data with Deleuze might bring micro-level understandings of resistance into conversation with macro-level seemingly hegemonic neoliberal educational structures

PIZZORNO, MARIA CHIARA, Università della Valle d'Aosta

Playing with Billy Elliot

See Benozzo, Angelo

Podshyvalkina, Valentyna, Odessa I.I. Mechnikov National University

Informants' Subjectness and Qualitative Research Politics

In this paper we will argue that: (a) the main purpose of the qualitative researches is to identify the future of studied phenomenon that very much depends on the position of informants; and (b) the policy of qualitative research depends on evaluation of subjectness (Heidegger, 1995) of informants. Depending on level of subjectiveness (ability to design and implement the future project), the informants can respectively take three positions as subjects, actors, and agents. Thus, the informants as subjects can independently propose and then realize his/her own future projects. The informants as actors (Touraine, 1998) are more intended to choose and perform the future projects that are offered by others. The informants as agents (with low level of subjectness) conduct the projects that are offered and designed by others. In this paper we will also show, that subjectness assessments of informant has to be implemented on all stages of research.

Poggenpoel, Marie, University of Johannesburg

Dancing as journey towards wholeness: Findings from a qualitative study

See Downing, Charlene

Poltronieri, Renato, Universidade Presbiteriana Mackenzie

LEGAL CONCEPTS: a qualitative approach.

The study examines critically the subject of legal doctrine as a functional model to structure and interpretation of the Law, without opportunity for legal decisions biased and without legal foundation. Presents an analysis of the law, according to a functional structure taking into account the human, society, science and the legal standard conceptual rigor in the definition and application of the legal standard is only dreaded by those who

just do not want to meet the standard . Are analyzed qualitatively the relations between law and other expressions so commonly connected to it, such as justice and morality. The methodology aims at understanding and apprehension in its fullness as a theory of law, positive, considered from the objective possibility of defining, in time and space, the contents of the concepts used by the standard, it is crucial to understand the right and justice in modernity.

Polush, Elena Yu, *Ball State University*

A Discourse into Qual+/->qual Mixed Methods: ÖStretchingÓ the Definitional Boundaries

See Miller, Joshua Lane

Poo-Dalidet, Sergio, *University of Illinois at Urbana-Champaign, Education Policy, Organization and Leadership*

New Horizon of Qualitative Inquiry: Practicing Political Role in Post-Dictatorship Era

See Chung, Ga Young

Popov, Lubomir, *Bowling Green State University*

The Niche for Qualitative Methods in Participatory Design

Participatory design allows future building users to voice their needs and preferences, as well as participate in the development and evaluation of design solutions. This process requires face-to-face interaction and considerable flow of unstructured information. The goal of this project is to develop guiding principles for the inclusion of qualitative research methods in the process of soliciting information, processing data, and coming to valuable conclusions about user culture, activities, and needs. A complimentary objective is to brief qualitative researchers about a small, but socially important niche where they can apply their knowledge and skills. The paper informs the qualitative research community about the opportunities they can find in the field of participatory design, provides an initial framework for collaboration, and charts further steps for partnering in this democratic process. The major thematic circles will be developed further in subsequent projects producing practical guidelines.

Popov, Lubomir, *Bowling Green State University*

Consumers as Experts: Understanding Users Through Qualitative Thinking

Participatory practices assume users are experts on their everyday routines, perceived needs, and explicit preferences. Consumers accumulate tremendous experience by using artifacts and functioning in built environments in their everyday life. However, very often it is difficult to explicate this experience and share this information with designers and other decision-makers. Currently, there are a number of experiential methods for identifying user needs. However, qualitative research methodology offers complimentary instruments for describing user activities and experiences, articulating needs and preferences, and unveiling political agendas. The goal of this presentation is to introduce qualitative thinking into the realm of participatory practices with the purpose of increasing the effectiveness of citizen participation and collaborative decision-making. This paper highlights how qualitative methods can bring about better understanding of users, improve communication and produce more applicable knowledge, and contribute to reaching consensus in the process of decision-making.

Popov, Lubomir, *Bowling Green State University*
Rapid Ethnography for Facilities Planning

Rapid ethnography is a method well known in Human-Computer Interaction (HCI) used when time and budget constraints preclude prolonged engagements. Using Rapid Ethnography shortens the cycle from research to prototyping and manufacturing. This paper makes a case for the potential use of the method in various situations of the facilities planning process. Rapid ethnography will rationalize the intuitive inquiry that is currently used when collecting information about building users, their needs, and preferences. It will introduce a new level of methodological integrity compared to historic practices in design research. This approach respects the requirements of applied research and balances the pragmatism of practice situations with epistemological standards. This paper explains the process of adapting Rapid Ethnography. One of the objectives of this project is to promote the method to planners, designers, and clients. Another objective is to adapt rapid ethnography to the specifics of facilities planning.

Popov, Lubomir, *Bowling Green State University*
Qualitative Methods for Walk-Through Post-Occupancy Evaluation

Walk-through post-occupancy evaluation is a quick and efficient process in facilities planning for identifying major problems of the implemented building design. Currently, the research component of this kind of evaluation is performed very experientially, with limited epistemological considerations. This situation provides opportunities for methodological improvement through the introduction of qualitative research methods. Qualitative methodologies can bring new research designs, epistemological standards, and instruments for data collection and interpretation to this evaluation process. The goal of this project is to inform architects about new research instruments they can successfully apply in their everyday practices. However, this paper also briefs qualitative researchers about a new field of opportunity for them. The presentation delineates major problems and issues of the walk-through evaluation and provides insights about how they can be resolved more professionally with the help of qualitative research methods. The project continues in the future with developing guidelines for practical applications.

Porter, Lee Ann Hvizdak, *Marshall University & Cabell County Schools, Huntington, WV*
Red Headed Stepchildren: Feelings of Fraud in the Cohort

Although I made the minimum requirements for admission into the doctoral program, as soon I met the other members of my cohort, I felt out of place. I was a classroom teacher, they were school administrators, university professionals, policy makers at the Department of Education. Moreover, the readings were above my head, the work was overwhelming, and I began to think that I was living a double life: I was trying to act like a full member of the cohort, but I knew I didn't belong. But the relationships that emerged in the cohort were deeper, and more intimate than traditional classmate relationships usually are. Eventually, I was able to admit my inadequacies to my fellow students. And when I did, I was shocked to learn that those I considered elite had been feeling the same way. It is safe to say that we all felt like red-headed stepchildren.

Poulis, Stefanos, *Department of Computer Science and Engineering, Department of Mathematics, University of California, San Diego*
Topic Modeling Techniques in Qualitative Data Analysis

See Giannoulakis, Chrysostomos

Pourreau, Leslie, *Kennesaw State University*

Analyzing Flying Chameleons: Using Autoethnography to Explore Personal and Professional Change in the Female Educator

What is a chameleon? What roles does she play professionally, personally, and why? This autoethnography explores the chameleon metaphor for meanings and implications in one female educator's personal and professional identity by seeking answers to questions stemming from Mitchell and Weber (2005): Just who do I think I am? The educator's autobiographical journals were analyzed using the four-part Listening Guide (Gilligan, Spencer, Weinberg, & Bertsch, 2003) coupled with theme-based family coding in ATLAS.ti to examine changes by choice and changes by force particular to her personal and professional experiences. Results from the Listening Guide analysis and data coding served to frame the educator's identity and highlighted the importance of self-inquiry for educators as an applied practice within the greater context of the profession.

Powell, Kimberly, *Penn State University*

Prosthesis and Semblance in Photography: On Becoming Qualitative Inquiry

In this paper, I discuss my photographic processes and experimentations with the medium as a means to underscore qualitative inquiry as open-ended and emergent. Conceptualizing photography as prosthetic memory (citation) and as semblance (Massumi), concepts that entail expansiveness and potentiality even in a singular event such as a photograph, I interrogate the implications of my photographic inquiry for debates that hinge upon popular epistemological assumptions of qualitative rigor and validity, such as causality and representative samples, arguing for an epistemology that embraces contingencies, the On of 1, chance, and interpretations that embrace difference within thematic material, cleaving it asunder, to paraphrase Massumi. This paper will use autobiographical and performative approaches to writing.

Powell, Rachel, *University of Georgia*

Interviewing Vulnerable Populations for Public Health Research

See McNicholas, Caroline

Pozos Radillo, Blanca Elizabeth, *Universidad de Guadalajara*

Educative preparing of the retirement in older adults and their families

See AGUILERA VELASCO, MARIA DE LOS ANGELES

Prado, Josie, *The University of Alabama at Birmingham*

From ABD to PhD: Three letters that distinguish Novice from Expert

Building expertise takes time. In writing a dissertation, doctoral students become experts on their topics. However, until the dissertation is successfully defended, the doctoral student is viewed as a novice scholar. The status of novice changes instantaneously to expert as the former student is recognized as peer by her faculty. The metamorphosis is complete...or is it? This paper considers the author's shift in identity that happened both suddenly and over time as she transitioned from ABD to PhD. From a sociocultural perspective, the author questions why three letters have the power to distinguish a novice from an expert.

Prakash, Anand, *Psychology Dept., Delhi University, Delhi, India*
work and spirituality: Inquiry into the intricate Linkage in Indian context

The researcher aim to uncover the experiential world of the respondents to gain insights into the complex dynamics of two very personal and sensitive topics: spirituality and work. To fulfill these objectives in-depth interviews spreading over several hours were conducted with thirty individual having committed record of spirituality in some institutional forms following the Qualitative method of Narrative Analysis. Using the framework of narrative analysis to see how do the respondents construct and make sense of events and actions in their lives. As narratives are representations as well as construction, the task of the researcher is to co-construct, analyze, and interpret those life events. The present paper shares such emergent themes, like, dharama, karma, idea of cosmic self and work as means of renunciation, detached-involvement around work and spirituality. Data was interpreted within the overarching schema of grand Indian narrative.

Prasad, Vandita, *Waite High School, Toledo*
Activities of Daily Living: Profiles of Children with Obesity

See Meek, Geoffrey A

Preissle, Judith, *University of Georgia*
Teaching Reflexivity in Qualitative Research: Fostering a Research Life Style

Reflexivity is central to qualitative research practice, but can be challenging for students to learn and practice. Studying and documenting the researcher within the research, studying ourselves as we study our topics, participants, and settings, requires balance, discretion, and judgment. Documenting our reflexivity produces research autobiographies, accounts of our inquiries from our own viewpoints. What helps and hinders 21st century students in efforts to be reflexive? How do we go about this study and practice? Requiring students to document their decisions, plans, worries, and uncertainties as they work through assignments from the beginning of their research courses develops habits of reflexivity, provides practice in reflexivity, and supports learning to write reflexively. We advocate as part of our qualitative pedagogy approaching research not just as an exercise or activity or job, but also as an inquiring, mindful life style.

Prendergast, Monica, *University of Victoria*
Part of the problem? A contrarian look at the socially-engaged work of art and arts-based research

Claire Bishop's *Artificial Hells* (2012) makes a significant contribution to discourse on socially-engaged art, tracing the history of arts-based social practice and challenging the underlying assumptions of many artists who undertake this work. The provocation in Bishop's welcome critique is to ask the age-old revolutionary question: Are we part of the problem or part of the solution? Do our well-intentioned arts-based and socially-conscious research processes serve to support and reinforce the agenda of the 1% to dismantle government, abandon education and force the 99% to tolerate existence in a survival-of-the-fittest world of rabid capitalism? If creating a community mural, telling our stories, or performing our history with and for participants makes us feel better about our oppressions, is that enough? This paper addresses these difficult questions, drawing on Bishop's work and others', to attempt to make my/our peace with the role of art in a evermore brutal world order.

Presson, Brittany, *University of Memphis*

Walking Among Shells: A Layered Account of Studying Self-Injury from the Inside Out

Using the layered account approach, this paper weaves together allegory, personal narratives of the author's history with self-injury, previous research of self-injury from the fields of sociology and psychology, interviews with former self-injurers, and academic writings by the author created over the course of a year. The purpose of this paper is to demonstrate the course of developing with one's research and illustrating how stigma constrains self-injurers and former self-injurers into a perpetual silence on self-injury—both their status as self-injurers and their underlying narratives regarding their explanations for their situations.

Price, Cecelia Joyce, *University of North Texas*

Shaping School Culture with Culturally Responsive Pedagogy and Rhetoric of Cultural Production

Employing Culturally Responsive Teaching and Rhetoric of Cultural Production: Transforming School Culture

Cecelia J. Price,

Teacher Education and Administration

University of North Texas This paper addresses apathetic school culture and attends to the question: How might Rhetoric of Cultural Production (RCP) (Gaztambide-Fernandez, 2013) and Culturally Responsive Teaching (CRT) (Geneva Gay, 2002; 2010) combine to transform culture? I define "culture," present complexities associated with its transformation and establish its connection to productivity. I offer RCP and CRT through a phenomenological lens and as foundations for reform. I illustrate how RCP/CRT positions leaders to change culture using Nightline's report on a violent Philadelphia high school.

Prince, Hannah, *University of South Florida*

Tensions of Love: A conversation with my father

Imagining a conversation with my father, I explore my own feelings of relief and anger in relation to the love I feel for him as a daughter. I reflect on the terms by which my identity is negotiated as I come to grips with the ways I have experienced parental love in the past. Writing through my understanding of our relationship has opened an opportunity for reimagining the relationship we have had, how I have come to define myself through it, and where it may go from here. This story is my attempt to communicate that to myself, reframing my own personal narrative through writing.

Priya, Kumar Ravi, *Indian Institute of Technology Kanpur*

Ethnographer as a Survivor: Empathizing with Fear and Community Solidarity among the Survivors of a Political Violence in India

Political violence presents tough challenges for an ethnographer to enter the field and conduct the fieldwork as his/her presence may not only evoke dangers of physical and psychological harm to himself/herself but also to the community of survivors he/she might be attempting to study. However, once these challenges are adequately met, the fear of being a victim of physical harm or loss of social status may also generate in the ethnographer a capacity to empathize with the survivors' similar fear that they might have to undergo for months or years together. In this paper, I elaborate on how I could empathize with survivors' suffering amidst fear of death and torture in a state-induced political violence

in India. I also discuss my own healing facilitated in the field as I could identify with their community solidarity in face of injustice and violence.

Prorock-Ernest, Amy, *Virginia Commonwealth University*

Badge of the Oppressor: Exploring Location and Positionality through Digital Story

From a feminist, postmodern, and Indigenous perspective, claims of neutrality and objectivity in research are bogus. Regardless of research design, philosophical underpinning, and the relationship of the researcher to participants, the location and positionality of the researcher are influential in all aspects of the research process. This presentation proposes the use of digital stories as a tool for exploring one's location and positionality as a researcher. Constructed from the creator's own subject position and told as a personal narrative, digital stories are visual narratives that synthesize images, video, audio recordings, and text to create compelling stories. This presentation will highlight how digital story creation can provide a platform on which a researcher can explore, own, and give voice to the power and privilege associated with his/her location; thus, increasing awareness of the power differentials that may be present between a researcher and participants in the research process.

Pruit, John, *University of Missouri*

Males and the Discourse of Suspicion: Minimizing Suspicion in Early Childhood Education

This presentation addresses the complexities of being a male working and/or doing research in a female-dominated setting. The data in this article comes from the author's personal experience as a parent of a preschool aged child, interviews with preschool teachers, and participant observation in a Montessori preschool serving children ages six weeks to six years of age. I present a concerted natural history of the discourse of suspicion. In this case, the discourse of suspicion categorizes males in early childhood education as threatening. I then identify and analyze males' strategies for minimizing suspicion in early childhood education settings. The aim of this strategy is for males to match their masculinity with the situation.

Pulgar'n, Carla, *Universidad Pontificia Bolivariana*

An Ethnography of English Literacies in the City: Discoveries and Pedagogical Implications

See Mora, Raquel Alberto

Purnell, David, *University of South Florida*

Family Stories: Using Fiction and Historical Accounts to Fill in the Missing Pieces

This work concentrates specifically on the borderlines between historical accounts, family stories and fiction in personal narrative. Gearhart (1984) questioned the existence of fixed borders between historical accounts and fiction (see also Banks, 2008) blurring the lines of their use in narratives. The fluid nature of these borders allows for this examination of past events that demonstrates the interaction of knowing, learning, and telling. Patricia Leavy (2013) informs us that "fiction can draw us in, giving us access to new yet familiar worlds in which we might meet strangers or through which we might reflect on our own lives" (p. 20), and I would add, the lives of our ancestors.

Pyle, Allison, *Marshall University & Webster Springs Elementary*
Cohort as Family: On Losing a Member

At the very first meeting of the Marshall University 2011 doctoral cohort, one of the presenters announced that not all of us would make it. It was a sobering way to begin; more sobering has been the fact that we have already lost four of the twenty who started together. Those losses have been difficult; as a cohort, the members of the group forge bonds based in shared experience—and sometimes shared hardship—becoming a kind of close-knit family. This paper shares the experiences of building that family, and explores the emotional turmoil we all feel when a member is lost. How do we continue to build these bonds and move together through the program, when we know that still more losses are ahead?

Qais, Mohammad, *Ball State University*
Ethnic Politics and the Afghan Constitution

In the 20th century, Afghanistan adopted six constitutions, all drafted by commissions appointed by Pashtun leaders, approved in traditional Pashtun elders' assemblies (Loya Jirga) and all made the continuation of Pashtun leadership of the nation imperative. The nation's Constitution of 2004, which was drafted under US and Western supervision and approved in a non-elected assembly of the elders (Loya Jirga), followed the same path. In this paper, I delve into the historic precedence and the ethnic factors that influenced the drafting of the nation's law in 2003 and its approval in 2004. More specifically, the question I am posing is: why, after 40 years of war and turmoil, the country created a regime not so different from its predecessor, which had failed to address the nation's diverse issues.

Quick, Donald Scott, *Texas A&M University*
From Gilgamesh to Odysseus: What We Can Learn About Veterans through the Classics

See Phillips, Glenn Allen

Quick, Jonathan David, *Texas A&M University*
Beards: What's He Hiding in There?

See Phillips, Glenn Allen

Quick, Jonathan David, *Texas A&M University*
From Gilgamesh to Odysseus: What We Can Learn About Veterans through the Classics

See Phillips, Glenn Allen

Quinn, Cecelia, *Loyola University Chicago School of Social Work*
The Use of Feminist Standpoint Theory to Give Voice to Central American Women's Immigration Experiences

This paper reflects on the use of feminist standpoint theory in research about Central American women's immigration journeys. Feminist standpoint theory is a critical theory that is ideal for work with disadvantaged populations, asserting that knowledge can be produced for marginalized groups and their position is the starting point. In this manner, it also becomes possible to combat preconceived or stereotypical ideas, and to give previously silenced voices, a platform for reflection. Marginalized populations often have a

more complete knowledge, as they have no stake in maintaining or reinforcing the dominant views of the most powerful groups. Central American women face life-threatening dangers during immigration. Despite general knowledge about the perils they face, little has been done to assess their mental health needs or document the experiences of their journey. Feminist standpoint theory provides the perfect platform for participants to tell their stories as they see fit.

Quinones, Michele, *University of Houston-Victoria*

TBA: My Becoming

In progress

Rajendran, Lakshmi Priya, *University of Sheffield*

Enabling repeatability and transferability in qualitative research through an interdisciplinary approach

Researchers when aiming to address global issues, identify specific local context/case studies for in-depth understanding of that issue. Often the problem lies in justifying the ways in which the specific local context/case studies are exemplary for larger context, so that the research genuinely understands the issue at a global level and applicability of the findings of such studies to similar other contexts. This paper presents one of the strategies for overcoming the criticism on the specificity of case studies in research when addressing a larger context. This paper delineates how the interdisciplinary framework developed which is the crux of my doctoral research study enabled repeatability and transferability of my research findings to other similar contexts. The conclusions of this paper offer valuable insights for addressing universal-specific dichotomy, in this case, by understanding the phenomenon of multiculturalism and identity.

Rakha, Shameem, *University of Illinois at Urbana-Champaign*

Speaking of race: Voicing silent calls for kindness in upper-level high school classes

The purpose of this paper is to build an understanding of how to increase the engagement of students of color in upper-level high school courses via improved teacher-student relations. The stories embedded within this paper come from a case study where I observed students in Project [em]POWER, an afterschool program situated within a racially integrated school district. This case study, which included over 120 hours of participant observation, exposed the connection that exists between the level of student engagement in challenging academic courses and a student's feeling of being cared for by teachers. Students in this study articulated the difficulties they faced in their upper-level courses, particularly due to the racial and cultural differences between them and the teachers as well as the majority of students in class. This paper highlights the need for caring teacher-student relations, and ways, in the voices of the students, teachers can show this care.

Ralph, Nicholas, *Monash University*

Textual healing: Positioning documents in grounded theory research

Grounded theory is a popular methodology used in health research that promotes the dictum "all is data". Researchers have an immense range of data sources to turn to yet extant data is not commonly used in grounded theory studies. During our study on the accreditation of nursing programs in Australia, the use of extant data presented challenges, particularly around approaching such data (e.g. documents) in a way that enhanced reflexivity and our subsequent data analysis. This presentation discusses how we approached

extant data using contextual positioning. Contextual positioning can be employed to enhance researcher sensitivity and awareness of the extant data source in a more reflexive manner for analysis. The process of contextual positioning will be examined and a concrete example of the use of this method will be outlined in the presentation.

Ramalho de Oliveira, Djenane, *Universidade Federal de Minas Gerais*
Social Pharmacy?: An Accidental Autoethnography of Stumbling upon New Possibilities

ÒI thought of leaving the profession of pharmacy many times. I still think about it every now and then. But, does it really matter where I am if what I want is to disrupt meta-narratives? If what I believe I need to do is to create spaces for other kinds of knowledge to become legitimate in a very positivistic/colonizing discipline? Does it matter if I am in pharmacy, social work, education, or communication studies? Can't threats to social justice be found everywhere? If so, couldn't these threats be resisted anywhere and everywhere? Ó This is a reflection I wrote after my encounters with a multitude of counter-narratives, auto ethnographies and performances throughout the International Congress of Qualitative Inquiry, which worked as an invitation for me to re-interpret my experiences as pharmacy professor. This is an autoethnography of feeling estranged in one's profession and of finding ÓbetwennessÓ by accident.

Ramalho de Oliveira, Djenane, *Universidade Federal de Minas Gerais*
Constructing a Humanistic Professional Mission via ÓMarginalÓ Education: A Trioethnography

Doing things differently is hard. It is especially challenging to change a culture in an educational institution. If one is in a pharmacy school it can be bewildering. However, it is possible to nurture a set of ideas and values in a parallel (some would say ÓmarginalÓ) manner in order to jiggle the status quo; even when the environment is one that fosters a metanarrative that treasure the technical over the person. Our stories as pharmacy educators intermingle as we exert our utopia in classrooms of pharmacy schools. Our experiences as outliers in our working environments motivated us to engage in a trioethnography. Trioethnography allowed us to reflect on our experiences as educators (activists?) working to reinvent a profession. We believe that it is possible to prepare a practitioner that can revolutionize health care. This paper is our call to action for a more caring and just health care.

Ramalho de Oliveira, Djenane, *Universidade Federal de Minas Gerais*
Pedagogy of Care: Shifting Paradigms in Pharmacy Education

For the truly humanist educator, the starting point for organizing the program content of healthcare education must be the present, existential, concrete situation, reflecting the aspirations of patients in need of care. With this objective in mind, we developed a course to introduce pharmacy students to pharmaceutical care practice. Considering that this professional practice was conceptualized in a paradigm centered in the human being, rather than the traditional one that is focused on the disease, the course invited students to reflect upon the socio-cultural aspects that influence the experience of being healthy or ill in the Western, Christian and patriarchal surroundings of Brazil. Thus, pharmaceutical care was explored using the human sciences paradigm and the liberating pedagogy of Paulo Freire to broaden students' understandings of patient care and to nurture their Ócoming-into-consciousness. This paper is a duoethnography presenting reflections on our experiences with teaching and learning in this course.

Ramalho de Oliveira, Djenane, *Universidade Federal de Minas Gerais*
Using Qualitative Methodologies as the Background for a Patient-Centered Curriculum: A Duoethnography

Taking care of patients and assuming responsibilities for health outcomes is new for pharmacists. Doing this in a humane and critical manner can be challenging. In terms of education, preparing new pharmacists for this role requires the exploration of new types of knowledge. For instance, understanding patients' illness and medication experiences is essential to provide care that is situated and just. This realization came to us, as social pharmacists, and spoke to us as an invitation to construct a curriculum to prepare practitioners that are capable of combining technical and socio-historical-experiential knowledge practice. This paper is a duoethnographic dialogue between two pharmacists and qualitative researchers that strive to utilize knowledge stemming from qualitative epistemologies and qualitative studies to transform pharmacy education. This duoethnography allowed us to reflect and interpret our experiences as educators, researchers, and pharmacists that feel disgruntled in the midst of a monolithic and positivistic educational environment.

Ramalho de Oliveira, Djenane, *Universidade Federal de Minas Gerais*
Thinking outside the box: critical thinking in pharmacy classrooms

See Lourenco de Freitas, Erika

Ramalho de Oliveira, Djenane, *Universidade Federal de Minas Gerais*
Critical pedagogy in the context of healthcare education: Caring-with-others-in-the-world

See Lourenco de Freitas, Erika

Rambo, Carol, *Department of Sociology, University of Memphis*
Twitch: Body Memories, Abreactions, Discourse and Silence

"Body memories" or "Abreactions" are said to be reactions to unprocessed trauma thought to be stored in the body until such a time as the danger of further trauma has passed and it is safe to process them. Language and cultural practices can serve to highlight or obfuscate and ghettoize lived experience at both the individual and cultural levels. "Abreaction" as an experience and concept has been typically relegated to the domain of psychology. As a result, they are framed in terms of pathology, illness, and as an individual level experience. Insight into the phenomenon is possible through the lens of sociology, and specifically, viewing it through the "body/embodiment frame." The question I seek to explore would be: "Is there a case to be made that abreactions can be viewed as joint action and are, in fact, sociological in nature? If so, how?"

Ramirez, Mirliana, *Universidad Catolica del Norte*
Earthquake in Chile, a view from virtual ethnography: a Nursing students' opinion about disasters management

On 27 February 2010 occurred the second most intense earthquake in the Chilean history and the 5th on the world. We conducted an ethnographic study in a virtual forum on Facebook with Nursing School students about their opinions on this disaster's management.

Purposes:

To know the students' opinions regarding the disaster management

To describe the types of communication between forum participants

Material and Methods

Qualitative research, post-positivist paradigm, virtual ethnography descriptive with content analysis and participant observation.

Results

Students disagree with the earthquake management. There is a delayed response from the authorities, and lack of community empowerment. This results are similar in quantitative and qualitative analysis data.

Conclusions

Students think that is necessary a social transformation, community education and empowerment, and government leadership. Facebook becomes an easily accessible dynamic tool, where students can develop different levels of communication.

Ram'rez, Natalia, *Universidad Pontificia Bolivariana*

An Ethnography of English Literacies in the City: Discoveries and Pedagogical Implications

See Mora, Raquel Alberto

Ramirez, Rica, *University of South Florida*

Place Walking: A Trioethnography on Biracial Identities

See Agosto, Vonzell

Ram_ak, Mojca, *PhD in ethnology*

Wine queen as identity symbol and brand

Inauguration of wine queens from the perspective of anthropology and ethnography of gender is a form of enactment of culture, which may include parades, carnivals, formal celebrations, national and international wine competitions, fairs and other public events. In addition, the enthronement of wine queens is also a form of enactment of social rituals, visual codes, dress codes, use of make-up, forms of expression of competitiveness towards other candidates, submitting to the jury and the management of protocol behaviour.

After independence in 1991 Slovenian wine-growers and winemakers started to emphasize their identity by creating various honorary wine institutions, which in some other wine regions go back to the early 20th century. Most of the Slovene traditions associated with wine queens have been newly invented and had sprouted from a foreign seed following the concept of beauty pageants.

Rankie Shelton, Nancy, *University of Maryland, Baltimore County*

Duoethnography on Friendship

See McDermott, Morna

Rantala, Teija, *Helsinki University*

Decentred Becomings in Religious Women's Writings

To become woman is not to become a single female, but quite the opposite; becoming-woman might also require passage to all the ways to exist since womanhood is cultural landmark of inequality and oppression. In this presentation I am curious how to read decentred becomings, how to read them as becoming of knowledgeable and ethical subject. I focus reading one of the women's growing up processes in a religious conservative movement through the auto- and collective biographies. This reading produces the

growing up process as multiple, uneven and open ended, which is considered to be under constant transformation.

Rath, Courtney, *University of Oregon*

The Classroom as Assemblage: Rethinking Fieldnotes in Educational Spaces

In this paper, we take a teacher preparation course on curriculum theory as a space to develop a method that accounts for the classroom as assemblage, moving beyond the traditional focus of education research—the behavior of teachers and learners—to consider how teaching and learning emerge within a hodgepodge of bodies and objects, ideas and assessments, knowledge and discourse systems. While descriptions of teaching and learning are necessary for both teacher preparation and policy development, traditional fieldnotes in educational research typically produce a linear causal relationship between static concepts of teaching and learning. We approach fieldnotes as an iterative process. Starting from the learning goals of the course, we document learning as it emerges in various classroom activities. These notes, along with course materials and student work, will be our data. Describing field sites as assemblage has implications not only for qualitative research, but also for classroom practice.

Ratnabalasuriar, Sheruni D, *Saginaw Valley State University*

Meaningful Play: Qualitative Methods for large Studies of Games with small Budgets

See Rowlands, Timothy

Raven, Sara, *Kent State University*

A Cognitive/Metacognitive Coding Model for the Concurrent Think-Aloud Protocol

The think-aloud protocol is ideal for recording students' cognitive and metacognitive knowledge and processes. While the protocol itself is straightforward, analyzing the collected data represents a significant challenge. There are dozens of theoretical models that attempt to explain the relationship between cognition and metacognition, yet few provide methodological guidance for coding cognitive and metacognitive processes in think-aloud protocol interview transcripts. Using various components from previously developed models, while also drawing on my own experiences and research, I propose a model to analyze think-aloud interview data and categorically code students' cognitive and metacognitive knowledge and processes. The results of my analysis of data using the model showed that it was not only an effective coding tool, but could be applied in individual assessments to determine and solve student-learning issues, or on a classroom-wide scale for teachers to evaluate their instructional effectiveness in developing students' cognitive and metacognitive knowledge and processes.

Rawiszer, Hannah, *Tennessee Technological University*

Students' Perceptions of Critical Literacy as an Alternative Teaching Method of Literacy Instruction

The content of my paper is based upon evidence derived from the research I conducted to examine the literacy instruction of high school English students in one classroom and the students' perceptions of their literacy instruction. I will present research that expounds on the notions of traditional literacy instruction to include critical literacy pedagogy. Educational theorists such as Freire defined critical pedagogy and presented models for emancipatory, dialectical literacy instruction. My research is rooted in both the practice and theory of these and other educational theorists. The presentation will include: (1) a brief review of the evidence supporting how the implementation of critical literacy teach-

ing strategies improved students' engagement in the reading and discussion of text, (2) an overview of how critical literacy methods fit with the common core standards, and (3) a demonstration of applicable strategies that teachers can implement during literacy instruction to engage students in critical thinking.

Rawlins, Bill, *Ohio University*

Songs of My Aging Self: Performing A Musical Autoethnography

This performance proposes a musical autoethnography of aging. Songs dwell within us throughout life. Across our years, melodies and lyrics document lived experiences, personal relationships, and cultural moments. Songs are visceral reservoirs for keeping the past vivid _ while subject to new meanings when linked to emerging events. They embody autoethnography's concerns with connecting personal experiences to cultural conditions, which includes my own aging in a world saturated with music. This performance uses songs from the 1960s, original compositions -- including one inspired by my grandmother encouraging me to leave college to play music, and one written in his honor and shared with Bud Goodall -- to express and examine both music's and our bodies' susceptibility to the rhythms and contingencies of our mortality. I weave personal stories, analytical observations, and songs sung and accompanied by guitar. The session opens to dialogue about the prospects of musical autoethnography.

Read, Sofia, *Towson University*

Finding a Title: Exploring Women's Collegiate Athletics Now and in the 1990s

See Metz, Jennifer Lynn

Reaves, Janet, *Eastern Michigan University*

Growth Spurt: Analyzing Journals of Social Work Students while Volunteering in Jamaica

See Wedenoja, Marilyn

Rector-Aranda, Amy, *University of Cincinnati*

Utilizing Structured Ethical Reflection in Practitioner Community-Based and Action Research

See Stevens, Douglas

Redman-MacLaren, Michelle, *School of Medicine and Dentistry*

Weaving understanding: Use of secondary data to generate new understandings about HIV risk with women in Papua New Guinea

Until recently, researchers have been reticent to use secondary data to generate grounded theory. Secondary data (also known as retrospective data) is data collected by other researchers and used in a separate research project to understand the phenomena under question.

This presentation outlines the use of a secondary data set to inform the development of a grounded theory. Collected by researchers in a multi-site study in Papua New Guinea (PNG), the data set (qualitative and quantitative data) was theoretically sampled to explore the implications for women of male circumcision for HIV prevention. Researchers used chunks of data from the secondary data set to stimulate discussion in new focus groups and to generate new knowledge about the phenomena. The weaving of under-

standings from secondary and primary data has informed a grounded theory to inform HIV prevention policy and health promotion strategies in PNG.

REECE, JANE, *Graduate School of Education, University of Bristol*
Fictional Lenses: exploring narrative inquiry methods through fiction

Narrative researchers have been skilfully using storied accounts to present research data for some time to reach diverse audiences through engaging and accessible forms. In this paper I look at the use of fiction to present research methodologies in narrative inquiry and explore some of the issues facing the researcher/writer pitfalls in doing so.

Reese, Miriam, *University of Toronto*

Trickster myths in narratives of young adult cancer: Expressions of uncertainty, subversion, and possibility

See Hammond, Chad Nathan John

Remigio, GRACYELLE Alves, *UNIVERSIDADE DE FORTALEZA*

Surgical therapy of breast cancer, lymphedema and social behavioral alterations in post mastectomy women

See Pinheiro, Cleoneide Paulo Oliveira

Rennie, David, *York University*

Honour and Domestic Violence among South Asian Immigrant Communities: A Qualitative Inquiry.

See Zafar, Sadia

Renold, Emma, *Cardiff University*

Transformative potentialities through rhythmic becomings: playing with Guatarri's schizoanalysis in an experimental dance project with teen girls.

See Ivinson, Gabrielle

Renz, Heather Fowler, *University of Alabama*

A Standpoint Case Study: Girls' Exploring Earth Science in their Own Personal Space

The purpose of this interpretive study is to understand girls' approaches to earth science through interaction with earth science in their own personal space. Feminist Standpoint Theory provides a lens to highlight difficulties that girls encounter in and beyond the science classroom. Using a case study approach, photography and interview data were collected from two high school girls, in which they expressed their personal experiences with earth science in their backyards. The study insights were expressed as two themes through brief narratives. Theme 1: [Insert image - Smiley Face in the Dirt]. Theme 2: Pangaea's okay with me! The presentation will feature a laptop display of a photoessay participants can view on their own. The presenter will also be on hand to more formally discuss ideas presented on a poster display.

Rey, Gerardo, *Project Evaluator*

Using Evaluation for Innovation, Communication and Interaction to Change Traditional Evaluation Expectations and Generate Learning

See Guti rrez, Jaime Andr s

Reyes McGovern, Elexia, *UCLA*

Portraiture & Cultural Intuition: Painting Life Stories and Classroom Practices with Mexican Heritage Teachers

This paper explores the influence of my cultural intuition (Delgado Bernal, 1998) as a former classroom Chicana teacher in employing the methodology of portraiture (Lightfoot & Davis, 1997) with five Mexican heritage female teachers. The cultural intuition I developed due to my professional experiences as an 11th grade Humanities teacher and the cultural intuition that I am developing by listening for a story (Lightfoot & Davis, 1997, pg. 13) with Mexican heritage female teachers offers a distinct approach to educational research and dominant societal dialogue about teachers. Recent federal and state efforts have ushered in a high stakes testing culture to measure teacher effectiveness as a way to combat low educational achievement in students of color (Darling-Hammond, 2007). Numbers have become central in determining who is an effective educator. Such singular notions of good teaching, however, lack perspective about the context in which we live, ignore a structural analysis of poverty and racism, and suggest a scarcity of successful teachers (Rose, 2008). While it is true that teachers are an important factor in students' educational achievement, the work that teachers do in the classroom is not accurately summed up through a number. In employing portraiture, I combat pathological notions of teaching by asking Mexican heritage teachers about the connection between their lived experiences and the K-12 classroom. Portraiture is a phenomenological inquiry process that seeks to describe the richness, complexity, and dimensionality of human experience in social and cultural context (Lightfoot & Davis, 1997, pg. 3). This method interrogates the expression of goodness [while] documenting how the subjects or actors in the setting define goodness (pg. 9). This is not to say that the portraits are designed to be documents of idealization or celebration. In examining the dimensionality and complexity of goodness there will, of course, be ample evidence of vulnerability and weakness (Lightfoot & Davis, 1997, pg. 9). My own successes and failures in the classroom must be considered within the personal negotiations of my Chicana identity in an ethnically, nationally, and linguistically diverse Black student population with a white teacher majority. These professional experiences demand that I choose a methodology that portrays the life stories and classroom practices of female, Mexican heritage teachers in nuanced, contextual ways. An approach that truly listens for a story is the only way to depict the lives, teaching practices and pedagogies of Mexican

heritage female teachers and the intersection of their teaching lives with race, class, gender, immigration, migration, generational status, language, Catholicism, and phenotype (Delgado-Bernal, 1997; Johnson, 1998; Montoya, 1994; Perez Huber, 2010; Trucios-Haynes, 2000). Portraiture allows for such a nuanced, contextual understanding of teachers by expanding our knowledge of teaching from a single parameter and has emerged as a methodology from my cultural intuition.

Riahi, Sanaz, *Ontario Shores Centre for Mental Health Sciences*

Arts-Informed Narrative Inquiry in Mental Health: Constructing person-centred care in a Relationship-Based Care Approach

See Schwind, Jasna K.

Richardson, Laurel, *The Ohio State University*

What's a Foot? Traversing the Built Environment

An autoethnography of aging, disability, and impaired mobility.

Richardson, Laurel, *The Ohio State University*

Seven Minutes from Home: A Seven Year (and counting) Writing Project

Seven minutes from home by foot, bus or car sets the perimeter of my daily life. What experiences do I have, what relationship do I nurture, who do I become as I go about the dailiness of my life? Over the past seven years, I have written auto-ethnographic accounts relevant to those questions, filed them in a three-ring binder, and selectively cannibalized the binder for other projects, but I have not completed the one I set to do—Seven Minutes from Home. Why? In this presentation, I will share some of the writing and raise for discussion the surreptitious value/non-value of “unfinished” projects.

Richardson, Tobin, *Ball State University*

Navigating the Complexities of Preparing Research for Publication: Drawing from the Journaling of an Aspiring Scholar

As a doctoral student who is primarily interested in teaching, yet understands that publishing research is often necessary for a chance to obtain, and later to sustain a position within academia, I have recently become very dedicated to the ambition of preparing and submitting scholarly work for consideration for peer-reviewed publication. Because of the complexities of this excursion, and an often feeling of heaviness I experience when considering this endeavor, I was inclined to keep a digital journal about my experience preparing my first major manuscript for submission. This personal journal focused on the thoughts and feelings I had during the process of preparing and submitting this paper for publication. Some of the themes addressed within my journal include pressure, self-doubt, frustration, defeat, and triumph.

Richter, Nancy, *Bauhaus-Universitaet Weimar*

Organisation as process and management research: Appreciative inquiry in project-based work

See Trommershausen, Anke

Riddick, Shana Nicole, *University of Illinois at Urbana-Champaign*
The Mapping and Remapping of a City's Educational Landscape: Community Organizing Across Difference

Cities in the 21st century are central hubs in the movement of resources, people and capital in our globalized economy; creating spaces of both fortune and neglect for its diverse populations. Such is the case in Philadelphia, PA where, spurred by the private sector, the city's GDP ranks 4th in the nation, while its public institutions often remain neglected. The latter witnessed in the current dissolution of the city's financially bankrupt public school system. Within this context, local actors from communities across the city have come together to construct a community-based educational program centered on disrupting the uneven mapping prevalent in the city's schools. By engaging in community building across the city's fragmented landscape, border crossing on a city level, this paper will examine program participants' efforts to re-map constructions of both the resources and partnerships available in the city space to enrich the learning experiences of local black youth.

Rideaux, Kia S., *University of North Texas*
Making it Over: Reflections of an African American Teacher Making Space in the Unfamiliar Suburbs

In the United States, patriarchal, Western, Eurocentric epistemologies dominate what counts as institutional knowledge in higher education. Those ideals remain unchallenged in racialized and gendered spaces such as elementary education where teachers of color remain in the minority.

In this paper, the author will reveal the work of making space in white suburban educational environment and the challenges faced in dismantling the dominant discourse position of colorblindness as ideal. The author will examine the rhetoric of diversity and power structures present in suburban schools that silence the voice of Black educators. This paper will then propose ways in which we must rethink teacher preparation of African American pre-service educators and how marginalized feminist epistemologies can be used to equip all teachers with the language to challenge dominating colorblind practices.

Rieder, Stephanie, *Department of Sociology and College of Medicine, University of Illinois at Urbana-Champaign*
Missionaries of Medicine: Racializing Technoscapes in Global Health Projects

Medical personnel engage in global health opportunities, practicing their skills in hospitals across the global south, with the percent of American medical students completing international electives increasing from 6% in 1980 to 27% in 2006. Many participate in short-term projects, focused on specific medical conditions. Participants rely on mobility and flexible citizenship, while bringing with them expectations and equipment to practice a distinctly American biomedicine. Drawing from ethnography in Ethiopia, this paper postulates that many projects engage in new forms of colonialism, wherein medical sites and patients are exploited through discourses of charity. Though relying on discussions of partnerships and collaborations, most ignore power differentials founded on racial and national identities within medical practice. It is necessary to problematize concepts of transnational flows, such as technoscapes, resituating projects' deployment of technologies, epistemologies, and ethics in power-laden local spaces, exploring ways in which they entrench assumptions of white heteronormativity in biomedicine.

Riggs, Nicholas, *University of South Florida*

Improvising Autoethnography: A dialogue between reader and writer

Improvisation, like dialogue, brings people into close contact through moments of meeting. Autoethnography is a process of exploring layers of the self with the other as witness so that writers and readers experience the experience of life events together. These two kinds of performance—improvisational playing and autoethnographic writing—can be brought together in a single method. The result is an improvisational autoethnography that performs itself, moving readers and writers closer to narrative truths through interpretive practice, rendering an honest showing of personal experience that refuses to explain away the story.

Rinehart, Robert, *University of Waikato*

Emerging Paradigms of Embodiment and Their Influence on Ethnographic Methodology—A Roundtable Discussion

Although centuries of scientific thought have been influenced by Cartesian body-mind duality, the body is now an accepted part of qualitative research. Many ethnographers now include embodied and sensual experiences in their fieldwork to understand the effects of elements of culture. In addition, such experiences are increasingly represented through various writing genres including autoethnography and performance ethnography. Consequently, new paradigms of the body are emerging in ethnographic pursuits. Please join us as we discuss emerging paradigms of the body in scholarship and practice, and how these paradigms allow us to reconfigure the ways that we apprehend, in ethnographic process, everyday life.

Rinehart, Robert, *University of Waikato*

The new poetics: Research that touches the heart

I argue for a poetics-based research that experiments with form and attempts to expose all participants in the research process to a “poetic sensibility.” In this particular paper, I examine some “nuts and bolts” issues: 1) Point of view; 2) Content/issues; 3) Use of sensory elements; 4) Reader engagement in terms of experimental ethnographic writing. I also provide a short fictionalized exemplar that aids in fleshing out some of these key dissemination issues.

Ritchie, Jenny, *Te Whare Wananga o Wairaka, Unitec Institute of Technology, Auckland, New Zealand*

Committed Sapiential Circles Author: Jenny Ritchie

In her 1978 forward to a book written by my parents, Margaret Mead recognized the importance of a small nation such as New Zealand, in offering examples of hope for the future, derived from the illuminating of long lineages and committed sapiential circles; for new ways in which the peoples of this planet, lost in an unrealised over-mechanical immensity, can again feel their feet firmly planted on some piece of loved earth, washed by the seven seas and under an over-arching atmosphere which they share with all the peoples of the world. In three recent studies (Ritchie et al., 2010; Ritchie & Rau, 2006, 2008), Cheryl Rau and I, along with co-directors and educator co-researchers, have endeavored to facilitate, through long-standing, connected relationships, the illumination of the potentialities for Tiriti based pedagogies as signaled in Te Whāriki. He whāriki mō te taiao mō ngā mokopuna o Aotearoa: Early childhood curriculum (Ministry of Education, 1996). These are pedagogies which validate a dual epistemological approach, honoring the promise of Te Tiriti o Waitangi to protect Māori resources and aspirations, by enacting

Māori language, values and cultural practices in an integrated, holistic way throughout the early childhood care and education program.

Both children and Indigenous peoples have a long history of having been treated as the objects of research studies, that is, having been colonized by researchers for many years (Harwood, 2010; Smith, 1999). Central to our methodological approach has been a commitment to a counter-colonial approach, deeply committed to including the voices of children generally as well as those of Indigenous scholars, educators, families and children within the relational circles of relationality within our projects.

Ritchie, Jenny, *Te Whare Wananga o Wairaka, Unitec Institute of Technology, Auckland, New Zealand*

Counter-colonial Research Methodologies drawing upon Postcolonial Critique and Indigenous Onto-Epistemologies

Researchers have been challenged by Indigenous peoples regarding the ongoing re-inscription of colonialist paradigms inflicted through research methodologies and later perpetuated through published work (Smith, 1999/2012). Māori academics in Aotearoa New Zealand have been cautious about post-modern/structural/colonial paradigms, considering that more work is needed than mere re-linguaging of imperialism, which nevertheless perpetuates colonisation (Pihama, 1993; Smith, 1999/2012). In Aotearoa New Zealand, some Indigenous and Pākehā (European ancestry) educational researchers have worked collaboratively to illuminate decolonising possibilities (Bishop & Glynn, 1999; Jones & Jenkins, 2008). This methodology involves both indigenous and non-indigenous researchers working on a research project and shaping that project together (Smith, 1999, p. 178). This paper outlines some of the aspects, issues, and tensions arising from a series of research projects within the field of early childhood care and education which upheld a commitment to counter-colonial praxis (Ritchie & Rau, 2012).

Ritenburg, Heather, *University of Regina Faculty of Education*
Embodied Values and Pedagogical Relations

This arts-based research inquires into the meaning of the teacher's body in the pedagogy of female dance teachers. It explores how teachers experience their bodies, and considers the values which become embodied and normalized through the style of dance recognized as classical ballet and the international training institution known as the Royal Academy of Dance (RAD). This research reveals the political dynamics inherent in pedagogical relationships in dance

education establishing raced, gendered, ageist, sexed, and classed constructions present in embodied values. This study provides a theoretical and methodological understanding of how individual histories together with social and institutional histories become embodied, and constitutes our beings, as phenomenological, lived, or felt experience.

Rivas-Velez, Alfredo, *University of Puerto Rico, R'o Piedras Campus*

Exploring the benefits and meanings of educating with video-games in a Puerto Rican sixth grade public school classroom

See Velez-Agosto, Nicole

Rivera Santana, Carlos R, *The University of Queensland*

Archaeology of Colonisation: A Critical Voyage between Australia and Puerto Rico

This research aimed to critically analyse the mechanism of colonisation embodied by the Aboriginal Protection and Restriction of the Sale of Opium of 1897 (1897 Act)

cultural practices that led them to enter higher education with cultural toolkits. These first-year college women drew upon their cultural toolkits—motivation, aspirations, pride, positivity and work ethic—to cope with their family ties and commitments, the demands of school, and their individual circumstances (e.g., student-parent). It is vital for college retention centers and scholars to consider these students' strengths and assets when trying to understand student issues related to their well-being in higher education.

Roden, Kathryne, *University of Oklahoma*
Understanding the Use of Film in Online Curriculum

This qualitative study explored principles of utilizing film as an educational tool in higher education online courses. Specifically, the study explored how the use of film in online courses contributed to the process of the learning experience and contributed to teaching, social, and cognitive presence in the virtual learning environment. It also considered how instructors make the best use of films clips in an online learning environment, and how film can be integrated and combined with other instructional methods for a holistic virtual learning experience. The finding revealed four primary experiences with specific learning dimensions that are associated with teaching, social, and cognitive presence when film or film clips are integrated with the course content, assignments, and virtual discussions. Analysis of the data also revealed specific principles for the effective use of film when integrated virtually with the course curriculum.

Roden, Kathryne, *University of Oklahoma*
Integrating Film in Curriculum: Discovering Sense of Self While Learning Course Content

Through the lens of Interpretivism this qualitative study reveals how curriculum that integrates films provides opportunity for students to learn course content while discovering a sense of self. Students were asked to discuss course(s) in which film was integrated as part of the curriculum and discuss how it affected their learning. Students revealed that when film is used as part of curriculum, they gain insight into course content and into their own sense of self. Specifically, the data revealed that certain films reflect aspects of students' sense of identity and captured moments that provided insight into their lives. Students revealed that because of the personal connections they made to the film, the details of the course content were more vivid, application of content was more relevant, and retention of the course material occurred. This study provides a glimpse into how films can operate as a powerful part of curriculum.

Rodrigues, Vit—ria Olivier Ramos, *UFSC - Universidade Federal de Santa Catarina - Brasil*

A Light to The End of The Tunnel: The Senses Produced By Teenagers Infractors in a Project of Restorative Justice

This poster proposes to arouse discussions relevant to the legal and psychological bias to deal with new issues, breaking old paradigms of criminal justice. Bringing the knowledge produced by the senses of five teenagers, authors of these offenses in real life. Over a period of participation in a project linked with Mediation Restorative Justice Forum in a medium-sized city in Brazil. In a course conclusion project in psychology, classified as exploratory, qualitative study with adolescents. Elements of expression, restorative and production of new meanings based on principles that guide this model, seek justice through their promoting autonomy and dialogue between the people involved in the offense. The analysis of the data included in this project allowed us to understand with the

mediations, teenagers found a space to question themselves, not only to the offense committed, but reflective on building their project of life, his view and to society.

Rodríguez Navarro, Hénar, *Universidad de Valladolid*

From Body to the Paper: Losses and Adjustments of Information in a Self-study about the Embodied-Teaching-Experience

See Garc'a-Monge, Alfonso

Rodríguez, Sophia, *Loyola University Chicago*

ÖYou're white, right?Ö: Navigating ethics, race/ethnicity, and power in a critical ethnographic study of an urban community-school

Stich and colleagues (2012) examine researcher dilemmas in urban schools and ask: How do we engage in research while simultaneously working with and across varied groups of stakeholders and manage ethical and personal dilemmas? The paper addresses ethical dilemmas related to researcher identity in a critical ethnography of Latino immigrant youth in Chicago community-school. The researcher is deemed as one who Ögets it,Ö by school administration because she understands the needs of the community because of her shared Latina-ness. Yet, students ask the researcher, ÖYou're white, right?Ö The Latino students and community organization staff distance themselves from the researcher because they perceive her as white. Field notes and excerpts of dialogue will be performed to illustrate the perceptions of researcher whiteness and moments of uncertainty. The paper builds on literature on positionality in critical ethnography in urban schools (Dimitriadis, 2001, Madison, 2012; Noblit, Flores, & Murillo, 2004; Quantz, 1992; Villenas, 2012).

Rogers-de Jong, Marnie, *University of Calgary, Werklund School of Education*

Qualitative inquiry through the eyes of postmodern counselors: Creating a kinship between practice and research

As counselors, we situate ourselves in postmodern approaches, which challenge claims to objective truth, privilege clientsÖ preferred meanings, and emphasize relational responsiveness. Early encounters with research, steeped in modernist assumptions, led us to believe that conducting inquiries focused on neutrality and objectivity run the risk of opposing principles informing our counseling work. Upon exploring methods of qualitative inquiry, particularly approaches grounded in social constructionism, we recognized research traditions with a kinship to our preferred counseling postures. In this presentation, Sumerlee discusses how she discovered philosophical hermeneutics (Gadamer, 1975) as a meaningful way to examine mothersÖ experiences of embodied maternity. Marnie then presents on how she used narrative methods (Gubrium & Holstein, 2009) to investigate how couples create relational identities through storytelling. We hope to demonstrate how postmodern counselors can engage in qualitative inquiries aligning with their philosophical approaches, empowering them to conduct research informing their practice in meaningful ways.

Rogers, Amy Leigh, *Tennessee Technological University*

Teachable Moments: Incorporating Literacy into all Subjects

This qualitative research study examined the changes taking place in self-contained elementary school classrooms due to the implementation of the Common Core State Standards. Classroom teachers involved in this research, taught in rural low social economic status communities in the Upper Cumberland area of Tennessee. Early elementary

grades were the focal point of this study. An interpretivist framework was used to collect triangulated data through interviews, observations, and artifacts. This study describes the researchers methods from foundation to fruition.

Rogers, Tracie, *University of the West Indies*

In the Silence of their Skin: Youth-Centered Research into HIV and Young Adulthood in Trinidad and Tobago

In Trinidad and Tobago, the HIV epidemic thrives amidst structural vulnerability, gender-inequality, stigma and discrimination. Moreover, young people have been marginalized and largely silent in the national discourse on the HIV epidemic. This paper discusses the methodological approach of a study through which HIV positive and negative young people, explored HIV as a social construct as well as its psychosocial implications for young adulthood. It examines how this research design facilitated an unprecedented dialogue between the two groups, as they investigated each other's experience of HIV. With built-in safety mechanisms to protect their confidentiality and personal safety, what emerged was a dialogical and iterative process of reflecting, questioning, answering and challenging each other's perspectives. With subjectivity and evidence privileged equally, the research participants adopted a researcher-activist stance. They were able to derive personal yet substantive understandings of HIV and engage stakeholders in the public domain through photovoice and documentary video.

Rojas-Echeverri, Brayan Estiben, *Universidad Pontificia Bolivariana*
English Literacies and Video Game Communities: A Digital Ethnography

See Mora, Raquel Alberto

Rolling, Jr., James Haywood, *Syracuse University*

Swarm Intelligence as a Prosthetic Capacity for Self-Adaptation and Cultural Intervention

Swarm intelligence is the production of generative social space, the agency to create and open spaces into which existing knowledge can extend, interrelate, coexist, and where new ideas and relationships can emerge prosthetically (Garolan, 2013, p. 6). Swarm intelligence is argued to be a liminal, proximal, and distal zone of collective human development wherein memories and experience are made prosthetic in both the verb and noun sense of the word—that is, as a pedagogical capacitation enabling the adaptation of personal/social behavior, and as a flexible architecture for those motile and embodied archaeologies that constitute our identities while shaping the migration of our shared cultures.

Rombo, Dorothy Owino, *State University of New York SUNY Oneota*

Other mothering: What can Kenyan young adults tell us about house-helpers as mothers?

More Kenyan families engage house help to assist with the daily household chores and providing childcare. Yet, stories about house helps depict their sexual and economic exploitation. This empirical study attempts to fill the existing gap of how house helps contribute to family well-being. The study objectives are to: 1) establish the role of house helps in the lives of the young adults, 2) determine the young adults' perception of house helps as mothers, and, 3) determine the relationship between roles and perception. The respondents were selected from a university in Kenya. The sample was of individuals between ages 18 and 26 who as children had house helps. Data analysis was inductive using a mixed method approach. An analysis to determine association between roles and

perception by gender, age, education, socio-economic status and area of residence. Qualitative analysis was used to describe the variables by themes. Findings and recommendations are provided.

Rombo, Dorothy Owino, *State University of New York SUNY Oneota*

Examining and Contextualizing Kenya's Maendeleo ya Wanawake Organization through African feminist and Subaltern theory lenses

See Lutomia, Anne

Rosiek, Jerry Lee, *University of Oregon*

Semiotics Beyond Language: Exploring Alternatives to the ill-Advised Rejection of Semiotics in the New Materialisms

A growing number of social theorists have become frustrated with the lack of analytic resources within poststructuralism for acknowledging the obduracy of non-discursive phenomena. These scholars have turned to the emerging new materialism in science studies scholarship (e.g. Bruno Latour, Karen Barad, Vicky Kirby, etc.) to find ways to address this lack. This new materialist scholarship rejects semiotic conceptions of meaning, which are associated exclusively with Saussure's linguistic semiotics and are considered responsible for a linguistic reductionism in contemporary social analysis. This paper makes two arguments: 1) Some form of semiotic theory is necessary in order to retain the best features of poststructuralist social theory and avoid a slide back into naïve empiricism. 2) There are alternative semiotic theories to Saussure's, theories that do not make linguistic signs a synecdoche for all forms of meaning. The implications of one of these theories for social analysis are examined in detail.

Rosiek, Jerry Lee, *University of Oregon*

Indigenous Methodologies, New Materialisms, Arts Based Research and the Ontological Turn: Exploring the Intersections

Contemporary Indigenous Studies scholars such as Linda Tuhiwai Smith, Margaret Kovach, Eve Tuck, Sandy Grande, Shawn Wilson, and Begele Chilisa, and many others have produced some of the most provocative methodological theory published in recent years. This literature almost always explores connections with settler society methodologies (e.g. interpretivism, critical theory, post-structuralism, postcolonialism), but only insofar as this appropriation does not compromise a variety of ontological and/or political commitments considered central to the integrity and well-being of indigenous communities (e.g. recognition of sovereignty as an epistemic as well as juridical issue, place-based ontologies, non-human agency, the transformative efficacy of narrative and ceremony.) This paper examines an emerging 'ontological turn' in some areas of settler society methodologies—feminist materialism, revisionist pragmatism, and arts-based research methods—that seem to be moving closer to themes developed by indigenous methodologists. Similarities and differences are noted and possible new avenues for decolonizing collaboration are highlighted.

Ross, Erin C., *York University*

Honour and Domestic Violence among South Asian Immigrant Communities: A Qualitative Inquiry.

See Zafar, Sadia

Ross, Karen, *Indiana University Bloomington*

Methodological Reflections on Using Qualitative Data Analysis Software (QDA) in Collaborative Qualitative Projects

See Zhao, Pengfei

Rossholt, Nina, *Faculty of Education and International Studies Oslo and Akershus University College of Applied Sciences*

Event: the space in between

Affections are what happen to us, as smells, sounds and movements are liberated from organizing systems of representation (Colebrook, 2002). An affective entrance opens up the opportunity to move in new ways and think differently about the world. In this paper I discuss and analyze two events from a preschool setting in Norway. As a methodological approach, I follow the movements, as movements are not only situated in language, but create relationships, in particular, bodily relationships. Deleuze and Guattari's (1987) approach consists not in assessing bodily cause and effect, but in counting what they call the "affects" or "relations" of a body in an ontological sense. From here I explore the concept event, as the "in-between", the uncertainty in a continuous rhythm always changing, never the same (Sand, 2008).

Rossi, Lilian Cristina de Castro, *Departamento de Sade Pblica da Faculdade de Medicina de Botucatu, UNESP*

Incorporation of cocaine as a strategy to reduce the effects of alcohol abuse

Introduction: The drug devastates the lives of children and adolescents. Methods: with high schoolers public school in So Paulo State, Brazil, aiming to understand the interaction process with psychoactive substances. Theoretical Symbolic Interaction. Benchmark Methodology Grounded Theory. Results: Students defend the position that consuming alcohol and drugs is a social act permissible incorporated into everyday family and social life. Cocaine is used as a resource to stop the effects of alcohol abuse, enabling teens remain participatory during parties or as a strategy to prevent parents identify alcohol use. Students consider that cocaine poses as medicine or energy. Final Thoughts: We found no published studies that identify the onset of cocaine use in order to stop the effects of alcohol abuse, indicating the need for further studies related to the topic.

Rossi, Lilian Cristina de Castro, *Departamento de Sade Pblica da Faculdade de Medicina de Botucatu, UNESP*

Integrality: theoretical and practical focus

The aim in this integrative review was to elaborate a thematic analysis of knowledge production about integrality, presenting the theoretical and practical focus on this theme. The data were collected through a search in health databases. Nineteen papers comprised the study corpus. Content analysis was the methodological framework used to organize the knowledge. Two thematic foci emerged from the results: integrality - knowledge and meanings and integrality; practice of health professionals, emphasizing the role of nursing. The analysis of the articles revealed the plural interpretations of integrality. The theoretical focus demonstrates the need for investments in professional training based on the integrality dimension. There is a clear need to expand forms of executing health actions with a focus on users' needs. Teamwork is a fundamental strategy and the role of nurses as articulating members cooperates with the implementation of integrality.

Rossman, Kinton, *University of Louisville*

Societal Transphobia, Binary-Centrism & Oppressive Validation: Experiences of Privilege & Oppression in the Trans* Community

While all people experience challenges when navigating gender in their daily lives, trans* persons do so at risk to their own physical and emotional safety (Grant et al., 2011, Harrison, et al., 2012). Trans* individuals who identify on the gender binary (e.g. as either female and male), or who *pass* in cisnormative spaces, must quickly learn how to safely negotiate a new set of expectations, limitations, and rules (Myer, 2012) based on the gender that they are presenting. Individuals who identify between or beyond a dualistic gender system, or who do not *pass* must find a way to exist in a social context where they do not or cannot successfully integrate (Schilt, 2010). This paper will present unifying and differential themes in experiences of oppression and privilege trans* individuals face as they challenge the gender binary by their existence.

Rosteck, David Arthur, *Wayne State University*

Norm's Norms: Gossip's Role in Rural America

Even though humans spend more than 60% of their communication engaged in gossiping, gossip is an understudied method of discourse within communication study. Through the lens of social comparison theory, this research examines how gossiping is used to create norms at the micro-level and how gossip is used to enforce those norms at a macro-level. I will observe, interview, and record the happenings and communications at a local barber shop, which serves as a hub of rural activity. I illustrate how gossip may create in-groups and out-groups within a culture; and that pro-social gossip aids in accepting members of out-groups into the in-groups.

This informal communication likely marginalizes a feminine perspective and marginalizes a large sect of that population. While policy makers tend to be resistant to the ever changing world around them, this research explores how a small town resists modernity through interpersonal communication and gossip.

Rottenberg-Rosler, Biri, *University of Kansas*

Narratives of Israeli and Palestinian Mothers: Counter Transference in a Context of Conflict

A mother needs to give birth to her own identity while she is being surrounded by the dialectical voices of her inner world, her family and her social environment. In a time of continuous trauma created by a violent political conflict, the opportunity to think about the psychological aspects of motherhood is absent. The demanding price that mothers and children have to pay in both sides of the Israeli-Palestinian conflict is an unseen one. This lecture is an invitation to be a witness to the narratives of mothers in the context of conflict. I will present narratives of Israeli and Palestinian mothers as well as my counter transference as a researcher and as an Israeli mother.

Roulston, Kathryn, *University of Georgia*

Bias Interrupted

Teachers of qualitative research methods will be familiar with student questions that equate subjectivity with bias, which is viewed as both a problem to be managed and a threat to the credibility of a study. Perceived as a threat, any demonstrations of bias on the part of the researcher are frequently viewed as indicators of a poor quality study. This paper revisits the methodological literature in order to clarify how bias has been understood, and argues for interrupting applications of the concept of bias in relation to

qualitative inquiry, concluding with strategies that might be used to forward this work by teachers of qualitative inquiry. We illustrate these strategies with examples drawn from methodological reflections completed by a graduate student taking qualitative coursework.

Rowe, DesireŽ, *University of South Carolina, Upstate*

Roses and Grime: Tattoos, Texts, and Failure

My father Al is a large, imposing man whose laugh is loud, contagious, and a bit intimidating. Strangers often walk up and talk with him, giving him respect, space, and attention. While the story of our relationship is, like many others, difficult, we have shared one constant issue: his tattoo. This chapter seeks to explore the polysemic nature of a text within the framework of a strained father/daughter relationship. Through an autoethnographic analysis of my father_s tattoo, I explore the implications of failure and the constellations of meaning that emerge from a close reading of an unusual text.

Rowe, Gladys, *University of Manitoba*

Within Us, Among Us, Around Us: Negotiating the Tensions of Doing Anti-Colonial Research

See Straka, Silvia Madrisa

Rowlands, Timothy, *Saginaw Valley State University*

Meaningful Play: Qualitative Methods for large Studies of Games with small Budgets

The Meaningful Play Study explores how a wide variety of players experience popular, interactive media such as video games, collectible card games, board games, miniature war games, and roleplaying games. In doing so, our research team set out to develop a richly-contextualized understanding of the phenomenology of gaming. With little in the way of funding to support our research, and recognizing both the benefits and the drawbacks of broadly-focused surveys, narrowly-focused interviews, and time-intensive (auto)ethnographies, we have put together a longitudinal, qualitative design which will involve hundreds of participants over the next five years. We triangulate data generated through a Óplayer profileÓ survey, observation(s) of game play, and a semi-structured interview. With this approach, we are beginning to explore what meanings and interpretations about race, class, gender, sexuality, agency, power, violence, and justice players draw from a wide range of games.

Rubinstein, Robert, *University of Maryland, Baltimore Souty*

The Meaning of the Cancer; Disruptions in Time, Place, and Self

See Hannum, Susan M.

Rubinstein, Robert, *University of Maryland, Baltimore Souty*

Life Long Illness, Generativity, and Anguish in Later Life; A Case Study of a Childless Older Woman

See Hannum, Susan M.

Rudnick, Justin, *Ohio University*

Ethical Dilemmas in Collaborative Qualitative Research

See Munz, Stevie

Rudolph, Heather, *University of Georgia*

Is this It? An Autoethnography about Life with Chronic Illness while Striving for Independence

Allen-Collinson (2013) said "Autoethnography seeks to connect the personal to the cultural and to locate both 'self' and others within a social context" (p. 283). I have used autoethnography to create thick descriptions of cultural experiences to facilitate understanding. This autoethnography is a marginal narrative in which a lesser known portion of society is highlighted, young adults with rheumatoid arthritis. There is much less empirical research from the point of view of people with physical disabilities than research from medical and educational professionals' points of view. Gingrich-Philbrook (2013) said, "Censorship performs the harshest evaluation of a life story. It says, 'We would prefer it if you did not exist to tell your story, so we will create the artificial appearance that you have vanished'" (p. 13). I describe living with a disability, a life not terribly different from a life without a disability, in that we are all striving toward independence.

Ruggles, Krista, *University of Florida*

Quilting DATA or QUILTING Data: A Researcher's Journey Through the Data Collection Process

The purpose of this session is to share how a researcher utilized the art of quilting to trouble her journey through the data collection process when conducting research focused on examining preservice teachers' perceptions of using iPads in an afterschool tutoring program. A desire to creatively capture the process was spurred by an article comparing qualitative research to quilting (Ausband, 2006). This journey resulted in several iterations of the quilt design resulting from the shift in how data was collected to how the researcher felt it should be visually represented. The project evolved from 'pure' transcripts to textures, emotions, and colors. The quilt and a video documenting the researcher's journey will be displayed. Ausband, L. (2006). Qualitative research and quilting: Advice for novice researchers. *The Qualitative Report*, 11(4), 764-770.

Ruocco, Candace, *Saint Louis University*

Bosnian and Somali Refugee Resettlement in St. Louis, Missouri

See Matsuo, Hisako

Russell, LaToya Simone, *Georgia State University*

Research for a Liberating Urban Education

Theory, research and practice on African American students in education has long overlooked or disregarded the importance of cultural well-being. The forms of knowledge students hold and bring to school with them are often identified as deficits to be overcome through education. Research on education follows suit giving little credence to heritage or indigenous knowledge interpreting African American educational experiences through outside lenses. Thus, African American student's perspective is rarely recognized, resulting in research that is void of information needed to support African American student's positive identity development and academic orientation. The experiences and survival skills students maintain must first be recognized as knowledge, then research is needed on how the heritage knowledge of African American students can be used to improve academic outcomes affecting identity development, cultural subjectivities, academic engagement and also curriculum and pedagogy (King, Akua & Russell, 2013).

Russell, Laura Dawn, *Denison University*

Cooperative Inquiry as the Study and Practice of Human Inspiration

Inspiration. What does it mean and how does it spark novel inquiry? After developing an undergraduate seminar, *Communicating to Inspire*, I observed that the very act of investigating inspiration created conditions for asking novel questions and pursuing innovative methodologies. Exploring inspiration collectively, students constructed a cooperative inquiry design, thus situating themselves as co-participants and co-researchers instantaneously. This methodology embodied the phenomenon of study, such that the students discovered inspiration as co-constituted through their collaborative learning practices. In this presentation, I explain how cooperative inquiry transformed the classroom dynamic into a community of engaged, intrinsically motivated student researchers. I then discuss the possibilities and challenges encountered when facilitating a course with a methodology so contingent upon and ever-evolving through students' decision making. Lastly, I explore the potential impact cooperative inquiry can have on enhancing students' perceived agency in and level of commitment to creating a thriving learning environment.

Rust, Julie, *Indiana University Bloomington*

Reality TV: Adolescents and Digital Critical Literacy Practices

Bombarded with multimodal images and messages revolving around teenage identity in contemporary society, young people tasked with making sense of self must engage in critical literacy practices to emerge from the media-sphere empowered to help shape the message. Drawing from a semester-long school-based ethnographic study with an English 10 Honors class, I will detail the way that students are making sense of self in response to the portrayal of adolescents popular in a variety of reality television. During my teacher-researcher partnership, the classroom teacher and I employed the Critical Web Reader, a free tool online that enables educators to compile resources and ask students reflective questions, to ask students to explore photographs, articles, and reality television trailers in efforts to interrogate the messages being perpetuated. Themes that emerged in their written responses will be categorized and implications for the field of education and qualitative-virtual research will be presented.

Ryan, Natalie, *Monash University, Australia*

Imaging the Dead: Mapping the Cadaver, Dissecting the Anatomical Image

The human and animal cadaver has long been imaged throughout Western culture, ranging from museum displays to bereavement mementos. This imagery is typically located within strict paradigms that create a controlled viewing space for the cadaver to be received. Contemporary art subverts this imagery, borrowing from these established preservation and display techniques and re-introducing aspects that have been negated.

In this presentation I will focus on the anatomical body exploring historical and contemporary paradigms that use the cadaver as a teaching aid, and in turn dehumanize the body. Following this, I will discuss how contemporary artists Hans Denuser, John Issacs, Damien Hirst, Gunther von Hagens and Casper Berger have appropriated this imagery and re-humanised the anatomical cadaver in a manner that allows the deceased to maintain an existence outside the objectification of the body within the study of medicine.

Author: Dr Natalie Ryan, PhD (Fine Art), Monash University, Melbourne, Australia

Ryan, Natalie, *Monash University, Australia*

Death Caf : Artists Discuss their Approaches to Exploring Death through their Practice, over Coffee and Cake

See Mahoney, Paula

Ryen, Anne, *University of Agder, Norway*

Mzumbe is far from Chicago: What happened to Indigenous research?

After 20 years in both East-Africa and Europe, indigenous research is not the right answer to my question "How do we find out here?" Unfortunately, parts of indigenous research have developed into a problematic power-free zone that may feed unexpected forces. My errand here is to dig in the shadows simply by asking questions. First, I will look from a distance and ask if indigenous research is about methodology or about politics? If politics, then *qui bono* _ who benefits? I then turn my gaze at indigenous research itself. Some publications have a tilt towards "methodological romanticism" that feeds on an image of the past, others write about "a new methodology" though based on old ways and methods. So what then, is new about indigenous research? And more basic, what is indigenous research all about? I call for more nuanced inquiring frames, not new doctrines.

Sabella, Laura, *The University of South Florida*

Sharks, Wolves, and Baseball: Using Metaphors in Collaborative Data Analysis

What do Little Red Riding Hood, faulty math equations, and spinning dinner plates all have in common? Each was a descriptive metaphor used to explain a first-year teacher's experience after an accelerated MAT program. Researchers from diverse backgrounds initially experienced challenge as they collaboratively analyzed case study data through various lenses, but they eventually found agreement through metaphorical language. In this session, presenters describe how speaking through metaphors in a communal approach to data analysis brought about understanding and consensus.

Sabella, Laura, *The University of South Florida*

Not Seeing Eye to Eye: Mismatched Identities of First Year Teachers

See DiCicco, Michael

Sabinske, Spencer, *Ball State University*

Finding Vietnam: The Reactions of Millennials and 60's Veterans in 21st Century Vietnam

This ethnography is based in reflection. During our field study in Vietnam in May 2013 I received a firsthand view of modern Vietnam as well as the reactions of Vietnam War veterans to the cultural changes that have shaped Vietnam since the 1960s. My chapter summarizes our resulting collaboration with a focus on collective student observations with the veterans. These interactions provided us with the opportunity to analyze the emotions we faced while locating ourselves in a strange place. My study focuses on the reintroduction of the veterans to a country that most of them had not seen in decades, specifically addressing the differences between our first steps in Vietnam and those of our traveling companions. Additionally, my chapter exemplifies how the initially contrasting views of students and veterans evolved over the course of the trip.

Sackville, Patricia Ann, *British Columbia Institute of Technology*
Bottom-Up Educational Leadership and Policy-Making through Storytelling:
Language Policy in Practice at a Canadian Institute

This research examines language policy in practice at a Canadian post-secondary institute, following an institutional ethnographic approach and using discourse analysis tools. Stories about everyday experiences with English language policies are collected from students, faculty and administrators. The researcher's own identity negotiation as an insider at the institute is explored through discussion of tensions around the handling of people's stories and the role of reflexivity in shaping the research. The research links the personal to the institutional while exploring connections between everyday experiences and processes of administration and governance. Exploration of policy moments uncovers a discourse of control and homogeneity where difference is constructed negatively, several language myths operate as forms of domination, and storylines suppress conflict. Exercises highlighting dilemmas that people face at the institute are presented to enable dialogic politics and reconstruction of language practices that are more equitable and humane.

Sadik, Razia, *Beaconhouse National University, School of Visual Arts and Design*
The artist as public Intellectual: The political agency of research-based art practices emerging from Pakistan

In recent years there has been a boom in the production and global circulation of contemporary art from Pakistan. During this time there has also occurred a small shift in the art practices being generated towards more critical research-based work. Due to recent historical events in the region some of this work tends to be seen as having strong political messages for positive change towards 'lifting' Pakistan's image globally. Artists in Pakistan are influential entities not only associated with their practices but also the education of younger artist-teachers who they teach in the country's art schools. The author, an artist-teacher-researcher emerging from the same network of production, was however interested in more deeply investigating this phenomenon through the position of the artists and an engagement with their research processes. This paper presents investigations through narrative interviews of two such artists who work across borders and consider themselves as public intellectuals.

Sadik, Razia, *Beaconhouse National University, School of Visual Arts and Design*
Bridging inquiries: The political complexities of nurturing an ethos and ethic of research in art practice

This paper *Artographically* narrates the challenges, opportunities and improvisations encountered by an artist/teacher/researcher while mentoring arts-based research projects of mid-career artist-teachers enrolled in an MFA visual arts program in Pakistan. While these artists do in fact conduct studio-based research, they often fail to recognize it as such. They have been trained in ways that are counter-productive to becoming invested in the investigative and inquiry-generating nature of art practice. Their notions of research also convey a schism between the epistemologies of the art-world and qualitative inquiry and a reluctance to adopt the methods of the latter. To try to shift this mindset the author was challenged to re-envision, map and carry out with them research as a form of embodied resistance to superficial engagement with art materials, processes and theories, and instead offering it as a practice of transformation and emancipation deeply embedded in similar experiences in an artist's studio.

Sadik, Razia, *Beaconhouse National University, School of Visual Arts and Design*
From frying pan to fire: A university professor's overnight journey to policy-maker and all-purpose guru

This paper ethnodramatically presents a narrative of the author, an art education PhD graduate from the US. It follows her journey over 10 months when she lands in her native Pakistan as teacher-educator and artist-researcher and unexpectedly joins two national curriculum development teams for higher education in art. The drama documents the conceptual conundrums, curriculum paradigms, collaborative hitches and rewards, group dynamics, cultural adjustments and personal challenges of settling in as a researcher in a non-research environment while the author makes the best of her knowledge and expertise respectfully available and useful. The piece uses polyphony to juxtapose the ongoing narratives in the author's various engagements at her day job at a university and the policy-making projects she is involved in by virtue of being seen as the only available expert in her field, yet simultaneously within the confines of the traditional power hierarchies of senior colleagues and policy-making authorities.

Saia, Rebecca, *VEMEC*

Finding a Voice: Tales of Disaster Preparedness from Homeless Shelter Managers

See Gin, June L

Saia, Rebecca, *VEMEC*

Your love is my drug: Tales of Adolescent Empowerment

See Kranke, Derrick Alan

Saintrain, Maria Vieira de Lima, *University of Fortaleza*

Discourse of Elderly about Tooth Loss: Implications to Quality of Life

This study aimed to investigate the impact of tooth loss on the quality of life of elderly people. Qualitative investigation with descriptive features, with edentulous elderly people, who lived in an institution in Fortaleza, Brazil. From 250 residents screened, 72 completely edentulous elderly, with ages from 60 to 79 years were selected. A semi-structured questionnaire was used with closed and opened questions in which the last one was used for the free flow of the interviewee's responses. The content was analysed and codified according to Bardin. In total, 84.7% had attended the dentist to have exodontia. Of them, 81.9% reported difficulties after losing their teeth. Physical dimensions, characterised by the difficulties in eating and social dimensions, because of interference in communication with other people were obtained. In conclusion, tooth loss causes disorder in the individual's quality of life, mainly when it affects their wellbeing and appearance.

Saintrain, Maria Vieira de Lima, *University of Fortaleza*

A Interface da Violência com a Institucionalização do Idoso

See Moreira, Gracyelle Alves Remigio

Saintrain, Suzanne Vieira, *University of Fortaleza*

Discourse of Elderly about Tooth Loss: Implications to Quality of Life

See Saintrain, Maria Vieira de Lima

Saintrain, Suzanne Vieira, *University of Fortaleza*
A Interface da Violência com a Institucionalização do Idoso
See Moreira, Gracyelle Alves Remigio

Sakellariadis, Artemi I, *Centre for Studies on Inclusive Education (CSIE)*
Some Voices More Equal Than Others? Inquiring into Parental Choice of School for Disabled Children in England.

In this paper I discuss a recent inquiry into parental choice of school. The UK government has promised all parents a choice of school, including the choice between a “mainstream” or separate “special” school, but in many areas ordinary local schools do not feel sufficiently equipped to educate disabled children. This leaves some parents without a choice. My involvement in an inquiry into these issues prompted a deeper exploration into the politics of research, as this work straddled my roles as activist and as researcher. In this paper I present the story of this research and interrogate conventional and innovative research methodologies from a position of inhabiting both and neither of an activist’s and a researcher’s identity.

Salas, Flora, *Universidad Autónoma Metropolitana Xochimilco*
Healing CQI in university teaching processes
See Chapela, Consuelo

Saldanha, Ken, *Eastern Michigan University*
Tales of Negotiating Research Relationships and Protocols to Conduct Research with Students in High Schools

In qualitative research, relationships need to be developed and protocols established on multiple fronts. A different set of challenges are inherent in research studies when it comes to working with subjects enrolled in school. Initially the investigator must build relationships and navigate protocols with school authorities locally and at district levels as well as with guardians of participants. Other IRB requirements such as the age of consent also need to be adhered to before respondents can assent to participate in a study.

In this presentation I will share experiences gained and lessons learned from two different research studies related to the planning and setting up of ethics protocols and study methods to investigate high risk youth in the school system, those who had experienced transitional homelessness. Although a focus will be on design and setting up of the study, results from one of these studies will also be briefly highlighted.

Salinas-Urbina, Addis Abeba, *Universidad Autónoma Metropolitana-Xochimilco*
Interviews as a space to reflecting about Seamstresses’ sexual meanings

The biological aspect of sexuality, in public health field, is the most relevant because it is associated with reproductive life therefore the subjective aspect of sexuality is not considered. The aim of this document is to present the results of a research done with seamstresses. Along this work it was explored sexual meanings. An interview with women working in the field of sewing was coordinated. The main topics that emerged were: different sexual experiences by gender, social barriers for women to express their sexual desires, lack of information regarding women bodies’ changes and the impact of them in their sexual life, lack of care of health staff to address issues about sexual and reproductive health. Women also reported heavy domestic workloads, which impact their sexual

life. In summary the need to talk about sexuality and women's sexual and reproductive rights are relevant issues to work in future researches.

Salmons, Janet, *jesalmons@gmail.com*
Visual and Virtual Interviews

Not all interview questions have to be made with words...or answered with words. Research questions can be presented visually...and answered visually. Visual methods have long been used by social scientists to document people, events or artefacts, or to enrich the communication between researchers and participants. Now that information and communications technologies (ICTs) have made cameras, drawing software and other tools readily available, visual exchanges can be used to enhance online interviews. Online interviews using videoconferencing, shared whiteboards or applications offer unique visual research options. Researchers and research participants anywhere on the globe can show and discuss ideas and experiences related to the research phenomenon using pictures, media, artifacts or non-verbal signals. Such exchanges generate "thick" visual as well as verbal data. The Typology of Online Visual Interview Methods (J. Salmons, 2010, 2012) provides a framework for aligning online communication with data collection. In this interactive session, examples will be demonstrated.

Salmons, Janet, *jesalmons@gmail.com*
Politics and Ethics of Qualitative Research Online

Qualitative e-researchers, and those who supervise or publish their studies, face inter-related political and ethical dilemmas. Approval or acceptance often has a political dimension because gatekeepers have their own interests for retaining existing disciplinary practices and parameters. Online research allows researchers to use freely available tools to collect data across geographic and disciplinary boundaries, disrupting entrenched power dynamics. At the same time, online researchers face ethical quandaries that may make it difficult to create work with the merit and credibility needed to overcome political interests invested in the status quo. Rather than presenting a paper, this session will take the form of an interactive workshop aimed at fostering dialogue. After a short presentation about current thinking in the field in terms of ethical online research design and the E-Interview Research Framework (Salmons, 2012) participants will explore and discuss emerging research dilemmas through scenarios provided by the presenter.

Salmons, Janet, *jesalmons@gmail.com*
Madness to her Methods: Bridging the Big and Deep Data Divide

The ever-growing use of online communication and social media in professional and personal contexts means we have a chance to see evidence of attitudes and behaviors that were once private. People create posts, pages, blogs, comments and their online footprints create immense banks of data and there is a great deal of talk about scholarly use of this big data. There are exceptions, but most research conducted with big data is quantitative and while such research allows for unprecedented scale for the online and allows researchers to reveal and follow complex patterns, at some point we need to dig deeper. We need to ask "why?" and "tell me more..." in order to discern the motivations and significance of behaviors. In a recent article about digital humanities This paper draws examples of such research, including her recent study of women e-entrepreneurs that utilized Big Data from the Global Entrepreneurship Monitor databases and Deep Data from online interviews and observations

Salvaggio, Joseph, *Texas A&M University*

From Gilgamesh to Odysseus: What We Can Learn About Veterans through the Classics

See Phillips, Glenn Allen

Sampaio, Luis Rafael Leite, *Universidade de Fortaleza*

Influência do gênero profissional masculino na periodicidade do exame Papanicolaou

Objetivou-se conhecer a influência do gênero profissional na periodicidade do exame Papanicolaou. Estudo descritivo com abordagem qualitativa com 83 usuárias da Estratégia Saúde da Família do distrito de Caio Prado, Itapicena-Ceará. Os dados foram coletados através de entrevista semi-estruturada, contendo uma questão norteadora analisada de acordo com Bardin. Os relatos foram agrupados em duas temáticas: Gênero profissional e a periodicidade do Papanicolaou e Exame que causa dor e medo. A realização do exame Papanicolaou pode ser percebida pela mulher, que traz consigo suas bagagens sociais, culturais e religiosas, como processo agressivo, físico e psicológico. As usuárias referiram sentimento de vergonha pelo examinador do sexo masculino como motivo para irregularidade na periodicidade do Papanicolaou. Portanto, sugere-se melhor preparo profissional que trabalhe nos aspectos clínicos, como também as particularidades da comunidade local, valorizando cada sujeito, sua cultura, mitos e tabus em relação ao exame Papanicolaou.

Sampaio, Luis Rafael Leite, *Universidade de Fortaleza*

Percepção de homens sobre hipertensão arterial do sistema de saúde no Nordeste brasileiro

See Mendonça, Francisco Antonio da Cruz

Sampaio, Patricia Passos, *Universidade de Fortaleza*

Coping and Teaching at the University

Conditions of teaching in Brazil require constant updating of the educator and the use of new technologies, which associated with the devaluation of the teacher's image and the precarious conditions of work influences the teachers' relations with occupation. The teaching space, a place of autonomy and creation, has changed. Stress, depression, musculoskeletal disorders, psychological decompensation are frequently present in these professionals' lives. The effects of this context and the illness processes contribute to the physical and psychological wear, increased absenteeism and abandonment of the profession. How are teachers experiencing the changes and pressures in the specific context of the university? What are these teachers doing to cope with such changes and requirements? These conditions require from them ways to deal with adversity, stress and psychological distress. Such strategies, called coping, contribute to the teacher's performance optimization, to psychological well-being, improved quality of life and health promotion in the university context.

Sampaio, Patricia Passos, *Universidade de Fortaleza*

The Pain of Educating: considerations on teaching work

See Arruda, Raisa Pinheiro

Samuels, Sumerlee, *University of Calgary, Werklund School of Education*
Qualitative inquiry through the eyes of postmodern counselors: Creating a kinship between practice and research

See Rogers-de Jong, Marnie

Sánchez Garc'a, Ana, *USAL*
UTILITICÓ: an educative program to enhance the serviceable use of ICT

See Palacios Vicario, Beatriz

Sánchez G—mez, Maria Cruz, *Universidad de Salamanca*
UTILITICÓ: an educative program to enhance the serviceable use of ICT

See Palacios Vicario, Beatriz

Sánchez-Garc'a, M. F.Ž., *UNED*
Perceived barriers and opportunities in the development of guidance process of adults people: A qualitative approach.

See Suñez-Ortega, Magdalena

Sanders, Amanda, *University of Wyoming*
Linking Arts-Based Inquiry, Identity Work, and Disciplinary Practice

See Kamberelis, George

Santana, Jocelyn, *Northern Illinois University*
Exploring the “Coming Out” Experiences of Undocumented Latino/a College Students

The purpose of this study was to examine the lived experiences of undocumented Latino/a college students at one large, public Midwestern research university. The researchers collected data through individual qualitative interviews and document analysis of educational policies affecting undocumented students at the institution. A specific area of Critical Race Theory, LaCrit, which interrogates the overarching structures that oppress and disadvantage Latinos in our society, was used as a theoretical lens to examine the “coming out” process of individuals as they experienced their undocumented status in the often hostile educational environment. This study hopes to begin the process of articulating a theory of the “coming out” process for undocumented Latino/a students in higher education.

Santos, Alana Andrade Neiva, *Centro Universitário UniChristus*
Fui deixando, fui ficando e aconteceu a gravidez: experi_ncias em adolescentes na primeira gravidez

See COLLARES, PATRICIA MOREIRA

Santos, Alana Andrade Neiva, *Centro Universitário UniChristus*
E agora? Realidades e perspectivas da mãe adolescente no Nordeste brasileiro

See Santos, Rita de Cássia Andrade Neiva

Santos, Rita de Cássia Andrade Neiva, *Universidade Estadual do Ceará*
E agora? Realidades e perspectivas da mãe adolescente no Nordeste brasileiro

Maternidade na adolescência situa o(a) de vulnerabilidade com impactos na vida das adolescentes em saúde, no desempenho escolar, nas oportunidades de formação para o trabalho. Objetivou-se descrever as realidades e perspectivas de vida das adolescentes mães diante da sua vulnerabilidade social. Estudo narrativo, com entrevista e análise de Fritz Schütze, realizado com 15 adolescentes mães com 12 anos de idade, em maternidade de uma capital do Nordeste do Brasil, no período de janeiro a junho de 2013. A coleta dos dados ocorreu na primeira revisão do parto. As realidades destas adolescentes mães foram abstraídas dos relatos narrados, demonstrando abandono aos estudos, a incerteza do futuro e perspectivas com o futuro do próprio filho. Estas constatações nos remetem às dificuldades enfrentadas por parte de quem vivencia esse momento, bem como pelos envolvidos nesse processo de mudança e dificuldade em dar continuidade ao crescimento pessoal e socioeconômico.

Santos, Rita de Cássia Andrade Neiva, *Universidade Estadual do Ceará*
Fui deixando, fui ficando e aconteceu a gravidez: experiências em adolescentes na primeira gravidez

See COLLARES, PATRICIA MOREIRA

Santos, Rita de Cássia Andrade Neiva, *Universidade Estadual do Ceará*
Trajetória de adolescentes grávidas do Nordeste brasileiro

See Jorge, Herla Maria Furtado Jorge

Sanya, Brenda Nyandiko, *University of Illinois, Urbana-Champaign*
Feminism Unfinished: Kenya's feminist and women's rights movements

We examine Kenya's women's rights and feminist movements and examine the tensions between transnational and national agendas, which simultaneously disrupt and affirm perceptions of Kenyan womanhood. Foregrounding Nairobi Forum 85, we search for Kenyan feminisms in global academic discourses about female agency and self-determination, as well as knowledge and cultural production. We address the glaring absence of Kenyan feminism in academic dialogues and envision the future status of Kenyan women. We discuss how the championing of women's rights is often deemed as an attack against men and not the all-encompassing patriarchy. Finally, considering Kenyan men as feminists or allies, we interrogate future possibilities of Kenya's understanding that feminism is for everybody.

Sanya, Brenda Nyandiko, *University of Illinois, Urbana-Champaign*
“Uneventful, everyday existence”: Liberation politics across two continents and years

See McMillion, Desiree Y.

Sanya, Brenda Nyandiko, *University of Illinois, Urbana-Champaign*
Examining and Contextualizing Kenya's Maendeleo ya Wanawake Organization through African feminist and Subaltern theory lenses

See Lutomia, Anne

Sapelly, Laura Elizabeth, *The Pennsylvania State University*
Stitching and Shaping Twentieth Century Mother and Daughter

How does a sewing primer published in 1915 express vast transformations within the pre-Industrialized Euro-American family? Wilson (2012) suggests that capitalism and its political agenda continues to impact and frame intimate relationships and economies found in traditional kinship forms both inside and outside Euro-America. Applying Wilson's (2012) concept of intimate as my analytic, I explore how the sewing manual's images, text, and pedagogy reflect twentieth century household divisions between mother and daughter. Further, I relate this disruption as part of the historical breakdown, commodification and professionalization of sewing.

Saraiva, Tônia Maria Santos, *Serviço Social da Indústria - SESI/CE*
Implementation of an Unit Quality of Life in SESI Ceará: experience report

See Costa, Luciana Cavalcanti

Saraiva, Tônia Maria Santos, *Serviço Social da Indústria - SESI/CE*
The SESI Model of Health and Safety at Work: implementation of an integrated information system as consulting

See COLLARES, PATRICIA MOREIRA

Sarion, Arbain, *Universiti Sains Islam Malaysia*
Crafting Strategy towards Achieving the Shariah Compliant Quality Standard: A Qualitative Inquiry

See Ahmad Bustamam, Ummi Salwa

Sauder, Adrienne E, *Western University*
How Dare I? A Gifted Adult's Autoethnographic Exploration of Experiences of Stigma in Higher Education

Research shows that being labelled as gifted has both a positive and negative impact on how children perceive themselves and the attitudes of others towards them (Berlin, 2009). This study utilizes evocative autoethnography to explore the author's experiences of stigma surrounding giftedness throughout her higher education career – both her Master's and her doctoral programs. This methodology was chosen primarily because one of its aims is to cause the reader to empathize, to care, to connect with the sense-making involved in living through a particular experience (Ellis & Bochner, 2006). Examining one's own lived experiences using autoethnographic methods – with the intent of understanding self and its connection to others (Chang, 2008) within a sociocultural context helps shed light on how perceptions of giftedness and stigma influence personal perspectives of self and other and the assumptions that are made within that dynamic.

Saunders, Chelsey Lee, *Teachers College, Columbia University*
Death of the Teacher: A Deconstruction of the Teaching Apparatus

See Ulmer, Jasmine

Saur, Ellen, *Department of Education, Norwegian University of Science and Technol-*

ogy, Trondheim, Norway

Participants with Dementia in Research: How to Get Entry to Their Life World?

See Myren, Gunn Eva Solum

Sawyer, Richard, *Washington State University Vancouver*

Cross-Atlantic Discourses in Celebrity Coming Out Stories: The Cases of Ricky Martin and Tiziano Ferro

In 2010, Ricky Martin, a well-known Puerto Rican/American singer, published an online letter announcing his homosexuality to millions of fans. Then, six-months later, Tiziano Ferro, an Italian pop singer also popular throughout the world, published his own coming-out letter in an Italian daily. As celebrities, they are framed by the media and use it for personal advantage and fame. As such, their letters provide comparative analytical contexts on both sides of the Atlantic on the presentation of gay identity. In this presentation, we examine their coming out letters in order to (1) delineate discourses of potential normalization of gay identity and (2) map out emergent discourses of neoliberalism and homonormativity inherent in their messages on both sides of the Atlantic. We end our presentation by giving a short (and ideally disruptive and transformative) performance of Ferro and Martin meeting by chance in a Decatur restaurant where they discuss their letters.

Scagnoli, Norma I, *University of Illinois at Urbana-Champaign*

Editors' perspectives on qualitative visual displays.

Contrary with what occurs with the use of quantitative visual displays; research indicates that visual displays in qualitative research are under-utilized and under-developed. This qualitative study aimed at understanding qualitative journal editors' perspectives on what constitutes an appropriate and helpful use of visual displays. Additionally, editors were asked to comment on current practices and indicate recommended uses of visual displays. Data collection consisted of interviews to editors of renowned qualitative journals in the social sciences. Relevant features of visual displays and benefits of their use were identified.

Scheffels, Erin Lynn, *University of South Florida*

Taking Care of Depression: A Narrative Analysis

With narrative analysis (Ellis, 2004), I recount experiences of caring for my father, who suffered a stroke six years ago. One year ago, I was diagnosed with depression and anxiety. I question my understanding of the diagnoses in the context of my caregiving experience, and play with my understandings of depression phenomena. Journal entries, memories, and reflexivity are embodied in narrative to explore my reading of mental health literature in a course in social construction, taught by Dr. Art Bochner. Evocative life experiences create space for dialogue and self-reflection, and prompt the reader to join me in making meanings of mental health.

Schimek, Gwendolyn, *Cornell College*

Defining Citizenship and Ethical Behavior on a Small, Residential, Liberal Arts Campus: Photo Elicitation as an Understanding of Student Experience

Environment and action are often recognized as proponents of behavior on college campuses. Under a new strategic plan, the educational priorities of Cornell College, a Midwestern, small, residential, liberal campus were redefined. To better understand how

students are experiencing two of these priorities, citizenship and ethical behavior, the researchers invited participants to take photos over a 6-week period and later invited them to join in conversation about the photographs. The research questions focused on 1) to what extent do students collaborate with others and contribute to their communities and the larger world (citizenship, as defined by Cornell College); and, 2) to what extent do students recognize personal, academic, and professional standards and act with integrity (ethical behavior, as defined by Cornell College). The researchers seek to compile student definitions of these educational priorities to better determine how the College can address teaching and learning, as well as campus environment.

Schlemmer, Ross, *Edinboro University*

The Subject as a Materialization of Discourse

Discourse can be defined by the totality of interactions within a certain domain. A discursive analysis extends beyond language in use to explore the non-discursive practices (actions) and materializations (objects) associated with a particular discourse. Subject positions are limited by the conditions and the rules of their existence, and reinforced by an often-complex ensemble of regulating practices that shape identity. The underlying assumptions and ideologies that propel discourse reveal what kind of subjectivities they create. The purpose of this presentation is to explore a rationale and methodology to also consider the subject as a materialization of discourse. An analytical line of questioning emerges by which the roles occupied by speaking subjects and the interests they represent are exposed. Adding this reflective and critical component underscores the politics of research by revealing the structural relationships of dominance and discrimination that are legitimized through language as well as social practice.

Schlemmer, Ross, *Edinboro University*

Artist as Researcher: Understanding the Human Experience

This presentation considers the role of the artist-as-researcher through the artistic encounters of university students with inner-city schoolchildren. The reflective and participatory nature of Arts-Based Research reveals arts capacity to intensify and clarify the human experience, and provides a means to explore personally meaningful connections to the lives of the participants and their community. Art, in this sense, becomes a way of understanding that reflects the human need to experience an imagined, poetic version of life that transcends the facts of ordinary existence (Graham, 2009). As a mode of inquiry, ABR provides a more fluid integration of perspectives that cut across traditional disciplinary boundaries that resonate with the participants' experiences. These individual and collaborative artworks serve as a means of interacting with local communities and provide insight into how they conceptualize each others' circumstances through personal and collective narratives, thereby serving as a catalyst for social change.

Schmalenbach, Christine, *TU Dortmund University*

Learning Together and Discovering Capabilities: An Ethnography of Cooperation among Students in a Salvadoran School

Throughout one school year I spent time in a school in a high-risk area in El Salvador, conducting an ethnographic study on the presence and the potential of cooperation among students and the contextual factors that influence it. The research methods were mainly participant observation, interviews with teachers, students, parents and other stakeholders, *círculos de estudio* (a participative form of teacher training) and a survey at other schools in the same municipality. I chose the Transformative Paradigm according

to Mertens as theoretical framework for the study (2009) and drew upon the work of Chilisa and other authors from the area of Postcolonial Indigenous Research, emphasizing such values as the inclusion of voices that have not been taken into account sufficiently, “respect, connectivity, reciprocity and a desire to see research contribute to a better future” (Mertens, Cram & Chilisa, 2013). The paper presents the process, challenges encountered and first results.

Schmidt-Jones, Catherine Anne, UIUC

Online Interaction: Challenges and Opportunities for Qualitative Research

The differences between interactions mediated by the Internet and those conducted in person are many, and the combined effects of these differences on a qualitative study can be subtle and complex. I conducted a year long action research study in music education in which all contacts with participants occurred online. My choice to use the Internet was driven by my research interest in open online education, but the study also provided an opportunity to reflect on the effects of the technology on qualitative data and on the power relationship between researcher and participant.

Schmieder, Christian, UW Madison

Blurred through translation? Exploring a technique of masking qualitative online data.

Online communities and cultures have great potential as sites for qualitative research; they beg analyses of how contributors formulate norms for communication and how they negotiate conflict. To demonstrate the rigor of their work, researchers are committed to showing their data—the words used by their participants — and yet, that practice leads us unable to protect research participants in openly searchable online spaces. In this session, we propose a solution to this ambiguous methodological issue. To be able to use participant quotes in our writing, we pose to translate data to another language, and then re-translate it back to the original language. Using this “telephone” style process, we hope to blur the data so it cannot be easily located online. In this presentation, we report on the results of a trial run of this procedure, commenting on its potential as an effective and practical solution to this murky methodological problem.

Schoeneman, Andrew Charles, Virginia Commonwealth University, School of Social Work

Constructivist Grounded Theory and Social Work: Exploring Congruence, Rigor, and Purpose

Constructivist grounded theory (CGT) has been conceptualized as an alternative to more prescriptive and objectivist forms of grounded theory (Bryant & Charmaz, 2007; Charmaz, 2000; Hallberg, 2006). The original purpose of grounded theory was to bridge the “embarrassing gap” between theory and research, and to establish qualitative research as a legitimate and rigorous approach to knowledge creation rather than simply a precursor to quantitative data collection (Charmaz, 2006; Glaser & Strauss, 1967). Proponents of CGT, meanwhile, seek to liberate theorists and the act of theory construction from overly formulaic guidelines imposed by earlier grounded theory iterations. The question that remains is whether and how CGT methods support or conflict with the purpose, values, and standards of rigor associated with social work and social work research. This conceptual paper explores this question using a case example.

Schreiber, Jill Comerford, *Southern Illinois University at Edwardsville*
Teaching Clinical Skills Using Simulated Clients: Preparation for Field Placements

The development of practice skills is a critical component of social work education. Many social work programs utilize role plays as a way for students to integrate theory and practice prior to entering their field placement (Moss, 2000; Mooradian, 2008). Literature in social work has described the value of using trained actors as clients in order to increase realism and authenticity and to avoid dual relationships (Petracchi, 1999). In this mixed methods study, graduate and undergraduate students were surveyed after completion of a course where they worked with simulated clients. A sample of these students was invited to participate in focus groups during their field placements to discuss how their work with simulated clients impacted their experience in field. In particular, the qualitative aspect of this study investigated the extent to which these students felt the simulated lab prepared them for social work practice across varying practice settings.

Schulz, Heather M., *University of Nebraska at Kearney*
Naturalistic Research on Reference Group Dynamics in Consumer Behavior: A Mixed Methods Approach

Reference group influence has long been an important topic in consumer research. The current research project analyzed reference group narratives through role theory from social psychology. A naturalistic study design was created, with 20 face-to-face interviews that took place in each participant's home. Participants were asked to create five outfits for anticipated social interactions: their favorite outfit, an outfit for a typical workday, an outfit for going out with friends, an outfit for an evening meal with one's family, and an outfit for date night with one's significant other. The products and brands in each outfit were photographed and catalogued. In addition, participants were asked for their interpretations of each outfit. By mixing together visual and verbal data, and then adding the theoretical layer of role theory, a framework was generated describing consumer-reference group interfaces. Elements in the framework include role location, role expectations, role learning, and role skill.

Schumacher, Sandra Ruth, *William S. Middleton Veterans Memorial Hospital*
The historical influence of politics and society on women's experiences of abortion.

One out of every three women in the United States will experience abortion (Guttmacher Institute, 2013). This feminist qualitative research examined the historical impact of the sociopolitical climate on women's experiences of abortion. A purposive sampling of ten community dwelling women, recruited via snowballing techniques, participated in repeated in-depth interviews. A multi-stage narrative strategy was used to analyze textual data. Participants' narrative summaries emphasized dismay at being pregnant, telling others, and making the decision for abortion. Women thoughtfully made their decision for abortion based on the circumstances of their lives at the time of the unintended pregnancy. Participants recalled the ways religion, politics, and society have imposed shame, guilt, and judgment on them, constraining them from talking about their abortion experiences. Silenced, women only revealed their abortion when forced to do so by circumstances or to gain acceptance and understanding from others.

Schÿnemann, Wolf, *Institute for Political Science, Heidelberg University (Germany)*
Reading referenda _ a comparative discourse analysis of the three failed referenda on the EU Constitutional or Lisbon Treaty in France, the Netherlands and Ireland

Referendum research normally applies the quantitative research instruments developed in the context of election and/or political communication studies. These approaches mostly aim at ex post-rationalization of voting behavior relying on survey data and other social statistics. They look for universal explanatory models on electoral behavior and hence on why people voted as they did, how campaigns affected voting behavior and why referenda failed or succeeded. Thereby they often tend to neglect the diverging political and cultural contexts of the case studies observed. This paper which is the draft outline of a broader research project presents a particular and complementary, qualitative framework of analyzing referenda. Building upon the Sociology of Knowledge Approach to Discourse (SKAD) it does not focus on the outcomes of election acts or voting behavior, but on referendum debates regarding them as intensive social processes of text production through which the issue at question is integrated into specific sets of cultural knowledge. Given the huge amounts of texts produced during referendum campaigns comparative discourse analyses have to be done in a systematic manner exposing the underlying structures of different discursive formations. The primary aim of this paper is to propose such a systematic framework of how to read referenda.

Schwind, Jasna K., *Ryerson University*

Arts-Informed Narrative Inquiry in Mental Health: Constructing person-centred care in a Relationship-Based Care Approach

Being affiliated with patients, families and other healthcare team members in a Relationship Based Care Approach (RBCA) in a mental health setting requires nurses to cultivate multiple ways of being, knowing and doing; which includes the development of self-knowledge. This inside/out work can be accomplished through Arts Informed Narrative Inquiry (AINI). A group of nurses from two units that recently implemented RBCA engaged in AINI. This research illuminates how nurses' reconstruction of their experience is central to construction of person centred care relationships that are mutually informing. Change in practice through narrative inquiry is made visible: it demonstrates transformational change in the patient care practices of nurses. This inquiry process, supported by the development and evaluation of a hybrid arts informed narrative inquiry workbook, may be transferred to other caregivers and contexts.

Schwingel, Andiará, *Department of Kinesiology and Community Health, University of Illinois at Urbana Champaign*

Photovoice: A complement to obtaining qualitative information on determinants of eating behaviors

See Galvez, Patricia

Scopacasa, Ligia Fernandes, *UFC*

Promote Sexual Health: Circle of Culture as Strategy to Hiv/Aids Prevention among Catholic Adolescents in Brazil

See ferreira, Adriana Gomes Nogueira

Scopacasa, Ligia Fernandes, *UFC*

Street youth: knowledge and prevention of sexually transmitted diseases

See Pinheiro, Patricia Neyva da Costa

Scott Shields, Sara, *University of Georgia*

In Pursuit of Hermeneutic Visual Journaling: Visual Journals as a Mode and Method of Inquiry

As a practitioner researcher operating from a hermeneutic space I am interested in studying the visual journal as an artful pedagogical companion to both student and researcher engagement. My study is based in an undergraduate elementary education course where students are asked to participate in visual journaling as a way of developing their emerging teacher identities. Through a combination of art and writing I explore how the visual journal can be both a mode and method of inquiry. Specifically, I hope to present preliminary findings from my study and begin to create a case for the visual journal as a valuable classroom teaching resource, as a respected data source for research, and as a practitioner research tool for improving the teaching and learning experience.

Scott Shields, Sara, *University of Georgia*

Artful Pedagogy: Opportunities for Engagement in the Qualitative Curriculum

While the field of qualitative inquiry is ripe with arts based approaches to methodological pursuits, graduate courses in qualitative research are often based in the verbal realm relying on lectures and discussions as the primary forms of student engagement. With backgrounds in the visual arts, we are armed with a passion for visual thinking as a pedagogical approach and set out to explore and develop ways of teaching qualitative research that value knowledge acquired through artistic production. It is through artmaking that students can engage in reflection and inquiry of their research practices that moves beyond the verbal and students are awakened to new understandings. Aware of the significance of visual forms of communication in addition to more traditional communicative tools, this presentation explores artful pedagogy as an alternative way of exploring and experiencing qualitative research.

Scott, Penelope, *Munich University (LMU), Institute for Sociology, Germany*

Classification as *ÖPracticeÖ* in Public Health Discourses on Infectious Diseases and Migrants: A Sociology of Knowledge Approach

See Von Unger, Hella

Scotti, Victoria, *Drexel University*

Veiling and Unveiling: An Artistic Exploration of Self-Other Processes

Finding a way to explore transference and counter transference can be a challenging task because these phenomena exist intangibly. This elusiveness makes accessibility, comprehension and translation difficult. The purpose of this study was to engage in a collaborative, artistic inquiry to examine the researcher-participants' *Ö* self-other experiences of transference and counter transference using images, photography, journal entries, letter writing, dialogue and an art installation. The findings were communicated artistically and discursively using the hypermodal inclusion of video- and audio-recorded results. The hypermodal presentation of findings offered an integrative and interactive way for viewers to access the researcher-participants' *Ö* multisensory, lived experience of exploring transference and counter transference.

Searchrite, J.I., *John Marshall Law School*
An Autoethnographic Study of Cultural Roots

See Trostin, Vladimir F.

Secolsky, Charles, *Center for Instructional Research and Curriculum Evaluation*
The Clash of the Contexts in Rendering a New Mixed Methods Approach Problematic

Mixed methods research combines interpretive, qualitative and post-positivist, quantitative methods of inquiry. Bayesian statistics in contrast to traditional inferential statistics, by definition condition on quantitative variables and provide for quantitative contexts, which may differ from qualitative contexts, open new vistas for mixed methods designs using new conceptions. This paper cautions researchers about developing mixed methods approaches that include ideas behind Bayesian statistics. In interpretive, qualitative traditions, context may be a complex constellation of physical, material, socio-emotional, and influences, experienced differently by each member of that context. In post-positivist traditions, context is understood as a set of influences on the phenomenon of interest that is mostly controlled. The Bayesian approach tends to oversimplify context, breaking reality into components and rendering a substantive loss in understanding. Nevertheless, the clashing of contexts may be difficult to overcome, a new way of integrating methods will therefore be put forth in this study.

Secolsky, Charles, *Center for Instructional Research and Curriculum Evaluation*
The Most Direct Route to Reality: The Case of the Intrinsic Case Study Method

The paper aims to introduce a framework for the placement of different methods for representing reality for consideration of four criteria: (1) validation, which varies from face validity to construct validation; (2) interpretation, which includes widely shared meaning and misinterpretation (3) subjectivity as contrasted with objectivity; and (4) utility of the reporting whether in reader vicarious experience or shared codification. This framework can contribute to insight in understanding how and the extent each method is able to touch and articulate reality. Intrinsic case studies in comparison with other qualitative methods potentially provide the most direct routes to reality. The conduct of these studies emphasizes face valid evidence. They foster greater shared meaning across contexts and cultures. They are more subjective, yet by being more a-theoretical, leave greater unharmed freedom to observe and convey reality particularly on a micro-analytic level without methodological burdens that characterize other qualitative methodologies.

Segev, Einav, *School of Social work, Sapir College*
Journey to Identity: Autobiographical Memory and the Identity Development of Young Israelies Women

The research's purpose was to examine how the autobiographical memories, from backpacking trip period, are processed into the identity of young Israeli women.

A narrative phenomenological methodological approach was chosen. Data collection included a narrative life story interview with each participants, their personal trip diary, and semi-structured interview

The unfolding of the story and the investigation of the development of the autobiographical memory are presented through five central themes; viz. the body, drugs, faith and danger, being alone, and interpersonal relationships.

Each of these themes was reconstructed differently within the women's memories as narrated in their interviews years after the actual experiences. whether they were continued, changed, or

.silenced

Different strategies of autobiographical memory were employed to achieve both identity coherence and continuity

In addition, the research findings implicate to social silencing of parts of the women narrative in the backpacking trip autobiographical memories.

Selck, Michael, *Southern Illinois University - Carbondale*
Attention Deficit Ontology and the Rhizome

I am no stranger to the nuances and strategies of state science. Having Attention Deficit Disorder (ADD) and Anxiety Disorder is precarious because it involves a certain level of not having ADD or Anxiety Disorder. ADD medical discourse represents the most gleaning attempts by medical institutions to compartmentalize the incompartmentalizable. This essay vibrates via the use of narrative and thematic plateaus of my relationship with Attention Deficit Disorder to surmise a unique ontology; that, when put into conversation with Deleuze and Guattari's rhizome works with intensity to resist the norms of deficiency and disorder.

Sellner, Jr., Wilson, *University of Wyoming*
Angvils (Angles and Devils) at Risk: A Duo-Ethnography of Reawaking of Hope Over
Silent Killers

The purpose of this paper is to construct a broad framework of epistemology toward the loving global community. Wilson is an accomplished artist that won several art shows. His chronological diseases, including diabetes, have never stopped his art educational careers. Jeasik overcame his disease and try to see pain and hope as a same entity. One doesn't exist with the other. Lather's text ignited courage leading Wilson to reawake global social justice. This paper as a follow-up of Troubling the Angels 25 years later involves: 1) The Troubling Angels and experimental writing; 2) Art and artists with diabetes and the hope as pain and struggle; 3) comparing Angles with HIVs by Lather with devils with diabetes by Wilson; 4) globally checking on the current condition of both silent killers and audacious action projects. The effects of the crippling and deadly silent killers in school/life are explored from a global perspective.

Sellnow-Richmond, Deborah, *Wayne State University*
Reconnecting You to Your Soul: Exploring the Mind-Body Connection in Yoga-
Based Eating Disorder Treatment

Eating disorder treatment is often situated in a medical environment that separates the medicalized body and health from the emotional and psychological connections patients have with the body. Extant research suggest the utility of yoga on sufferers of disordered eating and substance abuse, a notion that resonates the Inner Door Center, an eating disorder treatment facility that incorporates yoga in the healing process. The incorporation of yoga in medical practice stems from the Ayurveda medical system, which is based on the purification of the essences, which occurs when the channels of flow remain open, clear, and free. This study seeks to better understand how the mind-body connection impacts eating disorder recovery by gathering patients' stories of recovery who have incorporated yoga in their healing process to understand the ways in which the mind-body connection contributes to the narratives they tell.

Semeneć, Paulina, *The University of British Columbia*

School Spaces: Exploring the ÖmundaneÖ in educational research with youth

This paper draws attention to the seemingly ÖmundaneÖ spaces in schools that often go ignored in educational qualitative research. I suggest that spaces outside of the classroom, such as hallways, stairwells, and bathrooms are rich sites for investigating the various ways in which young people make sense of their schooling experience. I draw on a short research project I conducted at a diverse, Vancouver elementary school where I became interested in the unique ways students were engaging in the space of the hallway. Specifically, I examine how the visuals in the space of the hallway (bulletin boards, art-work) as well as the overall design of the hallway are embedded in school ideologies about what it means to be a ÖgoodÖ student. Lastly, I explore different approaches to ÖdoingÖ qualitative research with youth that foregrounds the role of space.

Semeneć, Paulina, *The University of British Columbia*

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Semenic, Sonia, *School of Nursing, McGill University*

Comparing the Breastfeeding Experience of Canadian Mothers Using BFI and Non BFI Health Services.

See Groleau, Danielle

Sensoy Bahar, Ozge, *N/A*

ÖItÖs not easy to raise children hereÖ: The risks and coping strategies associated with raising children in an inner-city neighborhood of Istanbul

The neighborhood characteristics and social processes have been documented to impact various aspects of the lives of its residents, both adult and child alike. Research documents that inner-city neighborhoods constitute challenging environments especially for families with children as they often are associated with crime, violence, and lack of resources. This ethnographic study with 28 low-income Kurdish migrant mothers explores the difficulties they experience in child-raising in an inner-city neighborhood of Istanbul, Turkey. MothersÖ concerns about their childrenÖs safety due to criminal activities, negative peer influence, and lack of safe places to play for children led them to develop strategies to minimize risks. These include individual and collective monitoring, resource brokering, curfew on hours spent outside, and cautionary warnings to children. The findings build upon other inner-city neighbourhood studies in different cultural contexts and underline the active role and resourcefulness of Kurdish mothers in ensuring their childrenÖs safety in their community.

Sensoy Bahar, Ozge, *NA*

It has really helped to glue it together: Community gardens as spaces to recreate communities of memory in an inner-city neighborhood of south side Chicago

See Jarrett, Robin L.

Serrano, Eva, *Aurora University*

Interviewing Latino/a Undergraduate College Students: Their Perceptions of College Success

As the Latino population grows in the United States, there is a need to expand knowledge on the educational experiences of Latino undergraduate college students, especially in the context of their unique cultural capital and how this translates into college persistence and success. The purpose of this qualitative study was to explore the impact of cultural capital on the educational experiences of Latino undergraduate college students of Mexican and Mexican American origin and identify factors which they believe are necessary to be successful in college. Individual interviews were the data collection method. Data findings include descriptions of cultural capital acquired by students during their upbringing in the form of values, attitudes, and knowledge towards school and how they apply this cultural capital to their academic persistence, social integration, transition into college, and development of a sense of belonging in college as undergraduate students.

Servaty-Seib, Heather L., *Purdue University*

Grief and Coping in Bereaved Turkish and American Women: Phenomenological Study with Consensual Qualitative Research

See Ozmen, Onur

Sevilla, Teresita Maria, *Pontificia Universidad Javeriana Cali*

Using Virtual Discussion Forums to address reflexivity and positionality in psychology students

The paper addresses some of the challenges faced when teaching Psychology students the notions of reflexivity and positionality. As the tradition of approaching these concepts is fairly recent in our academic context, students find it difficult to acknowledge the role that their personal ideas and characteristics play in the research process. Based on what Bourdieu (1991) highlights as the critical factors that intervene our perception and construction of reality during the research process (personal and intellectual identity and the contemplative action of conducting research, itself), we present a case study that used virtual discussion forums to promote students individual and collective reflections on the topic. According to the students' written and visual productions and testimonies, the experience has proved to be successful not only for the construction of collaborative learning, but also for its potential in the promotion of writing skills and critical analysis.

Shahhosseini, Zohreh, *Mazandaran University of Medical Sciences*

Academic members' experiences of about their professional challenges

Background : This study aimed to explore the experiences of faculty members about their professional challenges.

Methods: In this qualitative study, which was conducted in 2013, fifteen faculty members in the departments of clinical and basic sciences of Mazandaran university of Medical Sciences in northern Iran were chosen for semi-structured in-depth interviews by purpo-

sive sampling method. All tape-recorded data were fully transcribed and content analysis was performed.

Results: After immersion and data analysis, three main themes were emerged including: "Imbalances in academic members' tasks in different areas", "Weakness of evaluation and promotion system" and "Failure to provide the infrastructure educational facilities". The main themes and sub-themes are explained by the help of participants' direct quotations.

Conclusion: This study suggested that it is better to take effective measures to improve the faculty members' situation and therefore increase their efficiency, effectiveness and productivity.

Shakuri-Rad, Whitney Ann, Marshall University

I am the Cohort: An Individual Becomes the Collective

Although graduate school is often framed as a highly individualizing experience, that has not been the case for those of us in the doctoral cohort. We may have arrived in the cohort as individuals, but we have since been redefined by each other, by non-cohort students, and by our professors as a collective. This has changed how we think of ourselves, but it has also changed how we are thought of and treated by others. Through a series of turning point narratives, this presentation explores pivotal cohort experiences that point the way from our former status as individuals to our current status as a collective.

Shamblin, Sherry R, Hopewell Health Centers, Inc.

Impact of Primary Care-Behavioral Health Integration on Provider Practices

Healthcare organizations in Appalachian Ohio unified through a community-university-state network, Integrating Professionals for Appalachian Children (IPAC), have successfully integrated behavioral health and primary care into multiple local healthcare settings ranging from facilitated referral, co-location of behavioral health in pediatric primary care settings, and a business merger between the local community mental health center (CMHC) and federally qualified health center (FQHC) to fully integrate care. The co-presenters have been leaders in these efforts since the beginning. Together, they will describe how qualitative inquiry has been used to understand the impact of these integration efforts on healthcare practices. Dr. Shamblin will explain evaluation outcomes from the FQHC/CMHC merger from a clinical and business perspective. Dr. Graham will share preliminary research efforts regarding the effects of integrated care on mental health and primary care providers.

Shannon-Baker, Peggy, University of Cincinnati

Conceptualizing Whiteness as a Palimpsest

Whiteness has been characterized as a racial identity, a meta-system, and a signifier and mediator of power, privilege and access. Building on this literature, which positions whiteness as influenced by in/visibility, lacking a cohesive essence, unending and traumatic to work through, this paper reconceptualizes whiteness as a palimpsest: something messy, layered, with some parts visible and others unseen, and connected to historical narratives that become written over but never completely erased. Approaching whiteness as a palimpsest emphasizes relational dis/connections, inter- and intrapersonal processes and historical, communal and individual narratives about whiteness and race in general. In addition to providing a conceptual framework, the palimpsest further offers a methodology for engaging with these interconnections on a more physical and literal level, inciting the building of an actual, layered palimpsest that represents the one already written on our bodies and the social fabric. Join me for an engaging and critical presentation.

Shargel, Rebecca, *Towson University*

Debating to Improve Writing: Freshmen Use Oral Discourse to Practice Argumentation That Provides Evidence

This collaborative action research study grows out of teaching a college freshman seminar where students are required to write a research paper on a controversial topic in education. It addresses the problem that students are unable to move beyond paraphrasing prior research and cannot construct an argument using data to back up an argument. To address this problem, I intervened with a new strategy: Students learned to debate their peers in order to practice talking about the evidence prior to writing. By merging forces with a university debate team, students witness "expert" debaters who serve as role models. In addition, students also engage each other's idea through classroom activities that required dialogical interactions where talking precedes writing. Data draws from classroom dialogues and debates, students' reflective blogs, interviews, and focus groups to determine ways to improve teaching college freshmen to think critically about current topics in education.

Shargel, Rebecca, *Towson University*

Challenging the Status Quo of Pre-determined Objectives: Expressive Outcomes in a High School Experiential Program

This qualitative case study examined a high school program, over three years that defied the status quo of pre-determined objectives. This occurred in an interdisciplinary theme week where students learned content without tests or grades. I investigated ways students engaged in experiential learning outside the traditional classroom where they responded to material through writing, acting, public speaking, and film-making. The program is examined in light of Eisner's expressive outcomes "what one ends up with, intended or not, after some form of engagement" (Eisner, 2002, p. 118) which is contrasted with pre-determined objectives, the norm in today's testing environment. Cases are compared and contrasted with each other to ask how educators can best construct learning environments and design activities that engage adolescents in actively exploring content utilizing social interaction, critical thinking, and creativity.

Sharma, Manisha, *School of Art, University of Arizona*

Research Pathways: Two Narratives of Space and Place.

In this presentation, two scholars map their arrival at current places of practice by reconstructing their research process through encounters with transdisciplinary theory.

We (re)construct a narrative of shared spatial-temporal experience by tracing our constructions of knowledge. We do this by clarifying our positionings of philosophies of space and place (Bhabha, Massey, Rogoff, De Certeau) in our individual journeys into, and our visions of, the field of art education.

In doing so, we do two things: Firstly, we reflect upon the ontological implications of looking at knowledge spatially and examine what happens when we, as students, teachers and researchers move from a congruent academic place into divergent pedagogical spaces; Secondly, we examine how this tracing reflects on our clarification of the process of building qualitative research studies.

Our presentation advocates the value of understanding shared learning experiences spatially as a meaningful meta-narrative of our individual trajectories as research scholars.

Sharma, Manisha, *School of Art, University of Arizona*

Composite Characters and Fictive Tales: Rhizomatic Analysis and Interpretation in Narrative Inquiry.

This presentation describes a strategy to present data through creating composite characters representing data categories in a narrative inquiry study. The author shares her employment of a rhizomatic practice of analyzing and interpreting data to present her research. This study presents a narrative of the Identity of Indian art educators as an Assemblage as described by Deleuze and Guattari.

Sharp, Elizabeth, *Texas Tech University*

Spotlighting the Audience in a Transdisciplinary Dance/Social Science Project

Transdisciplinary work highlights disrupting, blurring, and transforming (false) boundaries, raising provocative questions and creating new knowledge. Our transdisciplinary project is based on the choreographer's (second author) analysis of two qualitative datasets, which are part of the social scientist's (first author) research examining women's relational lives. The project is anchored by a fully-realized dance concert, titled *Ordinary Wars*. Using professional dancers and actors, *Ordinary Wars* features six distinct dances interspersed with performed dialogues taken directly from transcripts. One aspect of transdisciplinary work receiving minimal attention is audience responses to the "products" of collaborations such as ours. In this paper, we will focus on the tensions, challenges, and insights gained from "collecting" (making) data from audiences in five separate performances of *Ordinary Wars*.

Shava, Soul, *UNISA*

Perceptions on causes of indiscipline among learners in KwaZulu -Natal: An explorative study

See Mohapi, Soane Joyce

Shaw Glaser, Becca, *Creative Writing Department, Syracuse University*

Designing Critical Curriculum for Holistic Emotional Health: Inviting the Hard Places, Helping Heal the Wounds

An inquisitive, critical look at standard suicide prevention curriculum in use for high schools today, along with proposals for other types of more radical, creative, engaging, and holistic approaches to suicide prevention and wellness in learning settings. I discuss my own experiences with depression along with my experience designing and teaching a curriculum for an Introduction to Academic Research class for undergraduate students which focused on how popular representations and conceptions of mental health and mental illness function, and the ways in which they overlap with our own lives. Some amazing creative questions and deeply personal/political projects came out of these classes. I'm also interested in how we attempt to create a healthy environment to teach/learn in, while at the same time being participants in enormous institutions which require grades, reward a voice of "authority" and a critical eye, which can lead to yet more despair.

Shea, Leticia, *Regis University School of Pharmacy*

Digital Storytelling: A medium for the act of reflection for health care students and beyond

The first year in a professional healthcare program is important for providing a strong foundational understanding of the immense responsibility a student is accepting as they

enter the world of healthcare. The recognition and respect of human spirit is imperative as a healthcare provider, and the act of reflection is assigned throughout the curriculum to promote a thorough analysis of experiences and resulting emotions to better understand oneself and those they work with and care for. The act of reflection is difficult. Digital storytelling was assigned for select students in place of a written paper as a new form of reflection. The digital stories created have been described as a tool for healing, a medium to share what has been too difficult to discuss, and overall as a format that drives the act of reflection in the creation process.

Shea, Leticia, *Regis University School of Pharmacy*

Critical pedagogy in the context of healthcare education: *Caring-with-others-in-the-world*

See Lourenco de Freitas, Erika

Shearer, Heather, *University of Ontario Institute of Technology*

Vehicle Collision Experiences: "I'm Not in Pieces, But Need Help to Get My Life Back"

See Lindsay, Gail Margaret

Sheffield, Rebecca Marie, *Texas Tech University*

Searching for Non-Visual Access in a Sighted World

What does access to visual information look like for someone who is blind or visually impaired? Why is this access important, how is access obtained, and how is access shaped by national and international policies? Drawing from transcribed interviews focused on quality of life experiences, this presentation considers the words chosen by young adults who are blind to describe their experiences gaining access (or being denied access) to visual information. These young adults' voices are combined with the language of the UN Convention on the Rights of Persons with Disabilities and national reports about the Convention's implementation with respect to persons with visual impairments. Together, these sources yield a poetic reflection on modern accessibility and provide a new perspective on access issues, promoting the involvement of persons who are blind in the search for meaningful, practical solutions to accessibility.

Shelby-Caffey, Crystal, *Southern Illinois University Carbondale*

Teachers' Conflation of Race and Ethnicity with Language Proficiency: Implications for Classroom Discourse

See Byfield, Lavern G.

Shelton, Marcia, *Prairie View A&M University*

Reflections on Changes to the IRB at an HBCU: A Grounded Study Exploration

See Collins, Donald R

Shelton, Stephanie Anne, *The University of Georgia*

Queering the Classroom: An Autoethnography of a Lesbian Educator

Autoethnography and queer theory together open definitional boundaries and make the politics of knowledge and experience central to what autoethnography is and does (Jones & Adams, 2010, p. 199). The two work to refuse received notions of scholarship (p. 197) and to challenge norms as they relate to personal and cultural under-

standings involving gender and sexuality. I struggled against imposed silence for much of my career as a student and then as a teacher. It is through autoethnography that I find the means of exploring how my experiences contribute to a broader conversation about the ways that schools often silence lesbian, gay, bisexual, transgender, and queer (LGBTQ) people (Blackburn, 2012), and the possibilities of breaking those silences through queer pedagogy (Britzman, 1998). This paper will present, through tableaux of my experiences, what research suggests is typical and oppressive for LGBTQ students, followed by teaching experiences that queer classroom spaces and allow for curriculum and collegiality that embrace diversity.

Shelton, Stephanie Anne, *The University of Georgia*
Bias Interrupted

See Roulston, Kathryn

Shen, Yunhua, *Mr.*

An Exploration of Minority Textual Discourses about Japanese American Internment History: A Critical Discourse Analysis of Farewell to Manzanar and Snow Falling on Cedars

The mass internment camp of Japanese Americans during World War II reflects war hysteria and political discrimination against ethnical minorities in American history. This study is to re/visit the specific incident of Japanese Americans' relocation and further dismantle the veil of relocation by critically scrutinizing two relevant discourses, Farewell to Manzanar and Snow Falling on Cedars, and exploring the intertextuality of them as well. Through the analysis, this study finds that David Guterson's narrative and Jeanne Wakatsuki's self-accounting mirrors the War time detention of Americans of Japanese ancestry, which lends a unique perspective on the postcolonial study of Asian Minorities in U.S. And this study also points out that the mono-ethnic (Whiteness) discourse in the U.S. will eventually lose its voice with the challenges from cultural pluralism and minority textual discourses.

Sherwood, Patrick, *University of Louisville*

Societal Transphobia, Binary-Centrism & Oppressive Validation: Experiences of Privilege & Oppression in the Trans* Community

See Rossman, Kinton

Sheteon, Tamara, *Texas State University*

Autoethnography

Our Autoethnographies of our first year as doctoral students.

Shin, Dong il, *Chung-Ang University*

Critical Discourse Analysis of Media on National English Ability Test: through Newspaper Articles and Advertisement

The purpose of this study is to analyze newspapers' (Chosun Ilbo, Donga Ilbo, Jungang Ilbo) articles and printed advertisement on a newly developed high-stakes test in Korea, National English Ability Test (NEAT) from the viewpoints of critical discourse analysis. All of them, which appeared mostly between 2007 and 2012, were collected over the Internet newspaper and advertisement archives. The events of the newly developed test (administration) were discursively discussed from three dimensions of textual, discourse,

and social practice (Fairclough, 2005). It was found that the media discourse was formulated in terms of technocracy orientation, private expenditure for test-prep, and social utilities for a Korean test. The discursive events were implicitly connected to technology and teach-to-the-test culture, those of which would possibly silence voices of diverse and different groups in the communities of second language teaching and learning.

Shin, Dong il, *Chung-Ang University*

The perceptions on the relationship between conventional testing requirement and actual language performance in academic contexts: The case of international students in Korea

See Park, Sung-won

Shin, Dong il, *Chung-Ang University*

High-Stakes Test Preparation and its Impact on Test takers' Possible Selves as (Un) successful L2 Learners

See Yoo, Jungwon

Shin, Hyangkeun, *Sunchon National University*

Portrait of a math teacher's deep aspects concerning her students' inner capabilities

See Jun, Youngcook

Shin, Hyesun, *The Ohio State University*

The Arts as Vehicle for Social Cohesion

Looking at unification on the Korean peninsula _ after the over 60 years of division, this research seeks to identify how trust building through engaging with the arts can stimulate social cohesion, while acknowledging it as an essential part of the unification process. In the discourse of unification, a chasm in culture and social values between South and North Korean societies must be at the center of discussion. What should be sought out is building trust through bridging people's divided minds and forging a national identity which can embrace the difference and diversity for a unified Korea. Within the horizontal focus, an autonomous process in trust building, identity construction, and social cohesion must be emphasized. For discussion, this research also adopts the idea that the arts can facilitate communications between the people holding different social and cultural values and employs theories related to trust and public purposes of the arts.

Shine, Jacqui, *Department of U.S. History, University of California Berkeley*

On Depression, and the Toll Academia Exact

Over the last few years, mental health among graduate students has become a more public subject, sparking heightened discussion about the ways that graduate education can erode resilience and confidence and impair mental health. While the increased visibility of mental health in graduate school opens up possibilities for bettering resources, the discourse assumes the graduate student an otherwise healthy person worn down by stress, giving rise to initiatives that work to destigmatize the use of counseling and psychiatry services, and encourage students to try tools like yoga, meditation, and cognitive behavioral therapy, but treat depression as a side effect of graduate school, rather than an illness. In response, I argue we need less _ imagine what need exist for those struggling with mental illness to gain access to an academic career.

Shinew, Dawn M, *Bowling Green State University*

Making place a participant in the scholarship of community-university engagement

See Moore, Tami L

shor, shlomit, *Bar ilan university*

Narratives of loss and discovery from the life of a “non immigrant” “temporary resident”

Moving is not just a matter of geography. When a person moves from one country to another, inevitably if the move is from the Middle East to the United States there are many changes that take place, many adjustments to make and many losses to endure, these could be in the form of language, culture, religion or even professional identity.

Alongside these losses there are discoveries, ones that can only be made due to a movement to/from or by making some new space for them through loss.

In this talk I am going to share narratives and vignettes from my own experience of a “non- immigrant”, “temporary” living in the United States and through them discuss some of these “lost and founds” for me.

Siegesmund, Richard, *Northern Illinois University*

On Materiality in Visual Arts-Based Research

In the literature around visual arts based research, the visual is often framed as a picture: a semiotic representation with a negotiable variance of meaning. The spread of variance in interpretation that the initial shaper of the image invites is variable. The visual investigator may desire a narrow or broad interpretive range of the created research images. A critical element contributing to interpretation is the physical manipulation of visual materials. The visual arts engage an open set of physical substances. Artists develop nuanced exploitation of the qualitative physical characteristics of physical matter for emotive purposes. For example, this may involve the fluid elegance of a calligraphic brush mark or the radiance achieved through the transparent layering of oil paint. The inscription of sensory data into inert materials is a critical component for the assessment of visual arts based research by both the maker and viewer of the image.

Silber-Furman, Dorota, *Tennessee Technological University*

Hide and seek curricula: An uneven playing field for bilingual students

See Chitiyo, Rufaro A

Silman, Fatos, *CIU*

A Review of Saadi Shirazi’s Work Titled *ÒBostan (The Orchard)Ó* in Terms of Managerial Issues

See Kayhan, Hatice

Silva, Juliana Guimarães, *Escola Nacional de Saæde Pæblica Sergio Arouca da Funda çõ Oswaldo Cruz*

A Interface da Viol ência com a Institucionaliza çõ do Idoso

See Moreira, Gracyelle Alves Remigio

Simonis, Jana, *Southern Illinois University Carbondale*

Hybridity and Identity: International Students and the Building of Bridges across Cultures

International students, through a process of cross-cultural adaptation and acculturation, create a hybridized identity that helps them in their negotiation between different cultural membership roles. Hybrid cultural identity roles were detected in the international research participants to varying degrees. Hybridization can pose potential struggles for the students, which include but are not limited to, identity confusion, displacement, and not knowing where one belongs. However, hybridization is also regarded as a possibility of bridging different cultures and thus, as a means to raise more awareness and mindfulness about different cultures, its peoples and values, and to bring them closer together in a mutual dialogue. My research does not merely emphasize the struggles associated with hybridity but, moreover, it highlights that hybridized identities may be able to function as bridges between different cultures and foster intercultural dialogue.

Simonis, Jana, *Southern Illinois University Carbondale*

Bridging Cultures through Community-Building: An Autoethnographic Account Exploring Home, Belonging, and Border Crossing

This autoethnographic piece explores the notions of hybridity, home, and belonging. Hybridity can be a site of struggle; however, I focus particularly on how moving to a liminal space—a space of the in-between—can create a productive approach to hybrid identity negotiation. Furthermore, I argue that community-building across cultural differences can serve as a way to blur, or even break down, cultural boundaries. By tracing my personal experiences as an international student in the United States, I outline how embracing one's hybrid identity and forming intercultural communities can move us towards a space where we can celebrate our differences as well as similarities and come together in mutually respectful dialogue.

Simonis, Jana, *Southern Illinois University Carbondale*

Our experiences as International Students are not just all the same! Deconstructing Essentialism at the Intersections of Race, Gender, and Nationality in the U.S. Classroom.

This research project looks at the concepts of voice and silence, as well as absence and presence in the university classroom at the intersections of race, gender, and nationality. The focus of this study are female, Black, international students and their experiences with voice and silence in U.S. American higher education. Using Black Feminist Thought (BFT) and international students' epistemologies in regards to classroom experiences, this project brings into dialogue these two theoretical frameworks in order to enhance both of them at the intersections of race, gender, and nationality. Furthermore, an analysis of two academic exemplars will offer insights on how an under-representation of experiences of international women of color can add to feelings of voicelessness and absence in the U.S. American classroom. Finally, I argue that a dialogic approach to BFT and international students' epistemologies can create a space for voice and presence for female, Black, international students.

Simons, Arno, *Technical University Berlin, Germany*

The discursive construction of emissions trading in documents

Policy makers around the world tend to refer to emissions trading as a given political reality — a policy instrument — at the disposal of governments. Employing a sociology

of knowledge approach to discourse (SKAD, Keller 2011), I inquire into the discursive construction of emissions trading as a taken-for-granted policy option by taking a look at documentary communication between 1966 and 2003.

With this paper I seek to contribute to the development of SKAD in two ways. On the one hand, I discuss the specific role of academic and policy documents in the discursive construction of political realities. Mobilizing concepts from the media studies, science and technology studies, and organizational ethnography literatures, I argue that, as a result of their particular materiality and genre-specific use, interrelated documentary utterances at the science-policy interface can be very effective in constituting authoritative and factive knowledge orders.

On the other hand, I propose a novel way of analyzing the emergence and development of documentary discourses at the science-policy interface. I want take seriously the claim that documentary discourses are specific configurations, or networks, of interrelated individual documentary utterances. Therefore I trace and explain the emergence and development of the documentary emissions trading discourse as an emergent network effect, whereby the network in this case is made up of individual documentary utterances (nodes) and their relations to one another (links). I analyze a set of 180 interrelated academic and policy documents in a relational discourse analysis, which combines a qualitative discourse analysis with quantitative bibliometric methods.

A specific case finding is that emissions trading emerged as a taken-for-granted policy option in a documentary discourse that rendered the interaction between emissions trading theory and implementation as an ongoing transnational policy experiment by establishing and exploiting specific relations (mainly citations) between different types and genres of documents. Keller, Reiner. 2011. "The Sociology of Knowledge Approach to Discourse (SKAD)." *Human Studies* 34:1_23.

Simpson, Joanna D, *Kennesaw State University*

Crossing Theories _ The Intersection of Identity Theory and Social Identity Theory in Marginalized Gifted Youth

People hold certain expectations of gifted youth when they hear that they are "gifted." What happens when these expectations, the expectations that align with the privileged gifted elite, are put upon marginalized gifted youth? The social and emotional problems often faced by the gifted may be exacerbated in gifted youth who are marginalized. In a system that is set up to reward gifted youth with elitism, the voices of gifted youth who are marginalized offered insight into the injustices experienced in an inner-city public high school. A thematic analysis of the case study interview data illuminated the possibility of social identity theory and identity theory intersecting in order for these gifted youth to form an identity that "is between the lines" because of the conflicting expectations of their peers, teachers, families, community, and advocates.

Simpson, Sheryl-Ann, *University of California, Davis*

But I'm not Good at Drawing': Mapping in Narrative Interviews

Sitting in the sun towards the end of an extensive interview session with three participants I asked if they would be willing to draw maps of their homes. Two demurred, and one eventually refused, claiming they were not good at drawing. The third participant, who had been quieter throughout the interview, took happily to paper. Soon we were looking over an illustrated map of their neighborhood, as the now animated participant helped me understand what they had drawn. This presentation examines the process and outcomes of incorporating mapping into a set of interviews with new migrant residents

in Denmark and Canada. The maps provided additional opportunities for participants to organize their 'biographical particulars' (Chase, 2005), with visual narratives presenting relationships in space, alongside the temporal and social. However, there are challenges in eliciting and analyzing this information, and the presentation incorporates ideas for addressing these challenges through a hands-on mapping exercise.

SINGH, REETESH KUMAR, *Shri Ram College of Commerce, University of Delhi*
Dialectic and diversity in spiritual practices: A narrative inquiry from Indian cultural context

Indian culture is prominently known for its diversity in its spiritual practices and methods. The present paper examines the dialectical relationship between two schools of spirituality i.e. ÓSahaja YogaÓ and ÓArt of LivingÓ which also have the presence across the globe. An attempt was made to understand the complex of discursive practices metaphors and rules of method were considered in the form of dialogue by engaging 20 practitioners equally drawn from these two schools of spirituality. These dialogues were recorded using paradigm of discourses and narrative analysis. Data thus obtained were subjected to thematic analysis using grounded theory approach. The emergent themes around the notion of meaning of human life, body, self and universe, development versus inclusion, preferred versus destiny (Karma/ Prarabdh) were exemplified within the grand cultural narrative of India. Implications of these themes for the contemporary relevance have been discussed in the present paper.

Skerrett, Mary Eileen, *Canterbury University*
Deterritorializing Space

Abstract: This chapter explores some discourses shaping colonial thinking in Aotearoa. Implicit in Deleuze and Guattari's (2004) notions of deterritorialization is the restructuring of colonized space. Unmasking the power hierarchies (Cannella, 2011) of colonization serves to dismantle them. Alternative discourses speak to the conditions within which colonized peoples find themselves. It is argued that the re-generation of the Māori language in education is transformative. It repositions Māori knowledge/s at the core of curriculum. Transformative praxis (Freire, 1972) resists archaic teaching pedagogies, dismantles fixed truths, challenges knowledge monopolies, and troubles the hierarchical power structures that disadvantage indigenous children. Exposing the harmful effects of ÓlinguafactionÓ (a toxic byproduct of colonization) through discourse analysis strengthens the counter-colonial efforts of Māori language education in the early years.

Skerrett, Mary Eileen, *Canterbury University*
Indigenous Early Childhood Education in Aotearoa

Abstract: This chapter overviews bilingual/immersion education, Crown breaches and offers a radical pedagogy through Māori immersion early childhood care and education (ECCE). It asserts that in order for the Māori language to be a working living language in communities across Aotearoa then it needs to be fully incorporated into the education system. It presents an extended analysis of recent and relevant Waitangi Tribunal Reports

demonstrating how the Crown and its administration (the Ministry of Education) has reneged on its fiduciary responsibilities and duties under the Treaty of Waitangi through its policies and procedures. This has led to a weakened Māori immersion ECCE infrastructure and decreasing options for Māori parents and children. It is an imperative that the Māori language supports in ECCE are strengthened.

Skong, Rickard Johan, *Sør-Trøndelag University College*

Interactions among Therapists in Team based Treatment of Substance users

This study explores the teamwork in two organizations, and uncovers team processes facilitating good treatment quality for patients suffering from substance use issues. A qualitative method was applied, using guidelines from grounded theory. Six experienced therapists working in teams were interviewed about their working experience. An explanatory model was developed: The Milieu Teamwork Model, comprising four categories. The model illustrates the influence on treatment quality and the psycho-social work environment in teams. These findings differ from established theories of teamwork, in that social support claims a more central role in explaining the output of the teams studied. These results imply that the role of social support should be further explored in terms of team performance and efficiency. Research is especially needed for teams working under stressful conditions, perhaps also in more general analysis of teamwork.

Sloane, Heather Murphy, *University of Toledo*

The Ethics of Provocation: Reconsidering Empathy and Action in Feminist Qualitative Method

Feminist research methods have called into question the ethical relationship between the researcher and subject. These questions have led to the conclusion that observation is always partial and complicated by power and politics. Autoethnography and feminist participatory action research methods were developed as ways to create a more ethical space for cultural observation. In this paper Concrete and Dust (2013, Minge and Zimmerman), and Digital Dead End (2011, Virginia Eubanks) will be explored as helpful examples of contemporary feminist qualitative projects that involve autoethnographic and action research methods. Through these two examples, the importance of the subject's experience to provoking empathy in hopes of inspiring large-scale political action will be examined as an ethical challenge. This paper will reconsider ethical pitfalls of politically motivated research and imagine a combining of autoethnographic and action research techniques as a possible ethical solution.

Sloat, Jody, *Columbus State University*

Student and Educator Perceptions about the Transition to Ninth Grade

This session addresses the transition to ninth grade, which can be a difficult time for adolescents. The purpose of this qualitative case study was to describe and compare student and educator perceptions about the transition to high school using stage-environment fit theory in one Southeastern school district. According to stage-environment fit theory, negative transition issues result from schools not meeting ninth-graders' developmental needs. New students confront the unknown on the first day, and their anxieties combine with new surroundings, teachers, and older students, to make for a stressful experience. The presenter will share comparisons of perceptions between students and educators participating in a ninth-grade academy and those in a traditional high school. Constant comparative analysis was used to inductively code the data, by examining, comparing, and categorizing participant responses by participant type, administrator, teacher

and student, and by school type, traditional high schools and the school with a ninth-grade academy.

smit, brigitte, *University of South Africa*

Narratives for understanding the disadvantaged educational landscape in South Africa

Educational leadership in rural settings in South African schools relies on relational leadership and an ethics of care. This inquiry draws on 5 years of in-depth conversations that speak to leadership experiences of hope and anticipation, and later to despair and disillusionment. I worked with two school principals, one black male and one black female from two rural and disadvantaged schools in South Africa. Over time the narratives changed, from hope of the challenges the school principals experienced to the point of resignation. The relatedness and care were overcome by the educational challenges, such as severe hunger and poverty, orphaned learners, girl pregnancy, boy initiation, rape, corrupt teachers and Satanism. Both principals began their principalship with hope, care and passion and resigned from their positions for a spiritual calling as pastors. Theoretically, this inquiry draws on feminist theory of relational leadership and methodologically on narrative inquiry.

Smith-Shank, Deborah, *The Ohio State University*

Encounters, Epiphanies, and Reflections: Traveling Tales

Children and adults absorb culture through stories including those that have been told within indigenous cultures for generations are personal, transparent, and effective vehicles for teaching and learning. They teach us how we (mis)fit in families, cultures, hopes and dreams. From classic tales of the First Nations and Australian Aboriginal peoples that are narrated and/or visualized in ways that are similar to how they were communicated generations ago, to contemporary, we learn how strength and weakness, courage and fear, tenacity and laziness define girls and women, boys and men. It is through stories that we learn what it is to transgress and the punishments meted out for making bad choices. Through stories, we learn to be who we are. In this paper I explore my own encounters with indigenous communities through stories and memories of material culture as pedagogical strategies.

Smith, Ashley, *University of Michigan*

Critical Qualitative Inquiry in Higher Education: Narratives from First Year Student Researchers

See Nguyen, Huong

Smith, Erin Lee, *Tennessee Technological University*

The Voice of an Unrecognized Reader

This presentation tells the story of one adolescent reader which emerged during a larger interpretivist study seeking to understand student perceptions of themselves as readers. This student, Carla (pseudonym), hears voices. Not the kind of voices one might see a psychiatrist for, but rather the voices she encounters in her high school English classrooms. These voices tell her she is not a good reader and because she cannot read ÓwellÓ that she is less intelligent than her peers. CarlaÓs voice, however, says she does read pretty much like others do, just not in a context accepted in her school. This is the story of an unrecognized reader and how her voice can inform instructional pedagogy at the secondary level.

Smith, Philip, *Eastern Michigan University*

Dangerous Work: The Self as Data

Its tough to negotiate the boundaries between and among the terrains of scholarship and activism in disability studies work. They are both always already political. A danger in disability studies research is in all research is the ways in which we Other people even when our intent is liberatory. Speaking for or with those who continue to be oppressed and marginalized can result in falling into unavoidable colonialist traps. One way to bypass these traps is to rely on the self as data. Autoethnographic and duoethnographic approaches can be legitimate and useful ways for exploring cultural and social constructs related to disability, education, and inclusion. They can help researchers unpack their own subjectivities in ways that are more explicit and revealing than "traditional" qualitative and ethnographic approaches. Sharing these strategies and techniques with disabled people, and using duoethnographic approaches, can open new discourses, new understandings, that avoid colonialist pitfalls.

Smith, Ruth, *The Ohio State University*

Interrupting perceptions and practices with artmaking

This presentation explores the way that arts-based research functions as interruption. Drawing from Jean-Luc Nancy's community theory, we will examine the images and stories of Dumarka Soomaaliyeed Voices Unveiled, a participatory action research engaging young Somali women in photography and storytelling. The women of the project told and wrote stories and took photographs exploring their experiences and perceptions of community in order to interrupt perceptions of what it means to be a Somali woman in the diaspora. Likewise, this presentation will explore insights researchers and practitioners can draw from using arts-based methods of inquiry in order to interrupt dominant perceptions and practices.

Snyder, Karrie, *Northwestern*

Teaching Qualitative Research Methods: Balancing Developing Skills and Assessment

A challenge for qualitative methods courses is often providing timely feedback for students as they do their independent research projects over the course of the term. For most students, an undergraduate methods course is their first research experience with the end product usually being a comprehensive research paper of their results. Traditional assessments that emphasize grading the final project at the end of the term can be less useful for students because they do not have the opportunity to incorporate suggestions or critiques into their project. But having graded assignments or feedback throughout the course can also be demoralizing if a student is struggling. This paper explores what are the best strategies for guiding students as they learn qualitative skills and helping students to incorporate feedback; and thinking about what kinds of assessments and interventions are most helpful for beginning qualitative researchers.

Soares, Ana Cristina, *UNESP - Brasil*

Ethics and Construction of Knowledge.

See Oliveira, Josiani

Soares, Nanci, *Unesp campus de Franca*
Work and Retirement : limits and possibilities

his research has an objective to reflect on the condition of life of the retired people, while this group still continuous in work while, considering it as part of a complex and contradictory totality. A bibliographical, documentary and field research was conducted. We used a qualitative approach. The study subjects were old people (60+ years). Data were collected through semi - structured interviews. To analyze we used the method "content analysis". The results showed that society is contradictory, because while considering retirement a right of the worker, she considers the elder like as unproductive and useless retired. Still prevails a view that appreciates opportunities to be offered to younger instead of channeling resources to older .

soares, susana, *Florianopolis Federal University*
Psychosocial Matrix Approach and the Pedagogical Technical Actions

The matrix approach is used in psychosocial care in the context of the Brazilian psychiatric reform and of the Brazilian National Health System. It consists in a set of health promotion and protection, diagnosis, treatment, rehabilitation, harm reduction, and health maintenance actions, operated at the primary care level, and are expected to impact on the health status and autonomy of individuals and on determinants of health. We are conducting a qualitative study, for the purpose of a Master's of Public Health dissertation, using interviews and direct observation, aiming to investigate how professionals working in mental health matrix teams understand the technical and pedagogical actions utilized in the matrix approach. The research problematizes dialogue, listening, and bonds between and among the matrix team and the service patients and how, in turn, these experiences influence the professionals' understanding of theoretical and methodological frameworks applied in their daily practices.

Sobre-Denton, Miriam Shoshana, *Southern Illinois University Carbondale*
Virtual Qualitative Bridgework: Social Media, Virtual Cosmopolitanism, and Community-Building

Social media such as Facebook, Twitter, Skype, and online community groups, facilitates a global-local orientation to the world that allows individuals to engage in virtual community-building and participate in communication to build global citizenship. This research examines how to conduct research virtually across national and cultural divides, specifically through participant/observation of social media like Facebook, Twitter and chat-rooms, in three different case studies: a social justice movement in Guatemala; a set of Turkish diasporic Facebook groups in Sweden; and virtual intercultural adolescent literary program called Space2Cre8. This paper situates virtual cosmopolitanism as a means for translocal and transnational community-building for social justice activism, including community liaison-building across corporeal cultural borders and boundaries. Questions of the processes and ethical of virtual qualitative data collection and analysis will be considered. The essay will conclude with a set of criteria for quality in virtual qualitative research-as-advocacy for social justice consciousness-raising across cultural boundaries.

Soling, Matthew, *AIDS Foundation of Chicago*
Benefits and Barriers of Providing In-Home Behavioral Health Services to Chronically Homeless Adults

See Nowicki, Kelly

Sommerfeld, Kelsie, *NC State University*

A Paranormal State of Mind; Students Finding Belonging Among Communities of Believers

Students enroll in college ostensibly to receive a higher education. However, studies show that during this time it is important for students to meet new people, develop a plan for the future, and join new clubs (Stevic & Ward, 2008, p.523). According to Osterman (2000), students need to find a sense of belonging within their school community. The purpose of this study was to understand how students with a belief in the paranormal find support and sense of belonging within student organizations. The researcher chose a qualitative approach using interviews to craft case studies of 5 members of student paranormal organizations with varying levels of paranormal beliefs. Analysis was conducted using the constant comparative method. Findings include that these students develop a sense of belonging via their membership in the paranormal organizations and further, that in this belonging these students develop of life skills.

Son, Sujin, *The University of Georgia*

Conducting Narrative Interviews: A Research Note

Narrative studies have proliferated as narrative interviews have become the main method for collecting stories. Approaching the nature of narrative inquiry, I invited study participants to share their experiences by prompting them to tell me their stories. However, I found that narrative interviewing can be somewhat daunting as not all people are used to or comfortable with sharing their personal stories. This study describes a particular incident during an interview with a participant who mumbled throughout the interview and the use of a personal essay to clarify his story. Reflecting on this experience, I discuss how researchers can adopt different approaches for conducting narrative interviews and verifying data that might initially be difficult for participants to relay confidently. Finally, I argue that the configuration of narrative interviews should be flexible and adaptable to affirm participants' comfort when being asked to reveal their confidential stories.

Sore, Inviolata Lunani, *Syracuse University*

Down Memory Lane: Insights from a Narrative Inquiry on Influences of Schooling on Deaf Youth

As recently as 2012, Teachman and Gibson reported that there is a paucity of explicit literature that focuses on single-subject interview inquiries with children with very few focusing on children/youth with disabilities. This paper sets out to share insights from the field on a qualitative inquiry into the influences of schooling on the social participation of young persons who are deaf in Nyeri County, Kenya. Unlike most researchers who focus on institutions when carrying out research, in this research, we have focused on young persons who are deaf within the communities they live. This is a group whose disability is invisible as compared to physical and/or visual disabilities. This poses a challenge to locate them within the communities they live. The objective was to find out whether education helps them weave their way in society. Reflections on the research process highlight challenges encountered in undertaking research on disability issues.

Sotirin, Patty, *Michigan Technological University*

Silence, Disability, and Feminist Vacuoles of NonCommunication

I have been silent for almost three decades about how disability has affected my life. In this layered account, I rethink the politics of my own silence as I revisit several incidents in which my bipolar, sometimes psychotic husband threatened our seemingly functional

family and professional lives. In reflecting on these vignettes, I question the methodological ethics and politics of parsing these layered silences by giving voice to lived oppressions or by care-full feminist listening. While these approaches have value, I argue for rethinking the ambiguities of silence and experimenting with the methodological ethics of what philosopher G. Deleuze has called vacuoles of noncommunication (Deleuze, 1992). Framing my own silences as noncommunicative allows me to more creatively (dis)connect my experiences with the gendered politics of disability.

Deleuze, G. (1992). Postscript on the Societies of Control. October 59, 3-7.

Souza, Yara Teresinha Correa Silva, *University of Ribeirão Preto*

Evaluation of Courses at an Institution of Higher Education in Brazil through the Qualitative Inquiry

See Leheld, Neide Aparecida de Souza

Spagnuolo, Regina Stella, *Faculdade de Medicina de Botucatu/UNESP/Departamento de Enfermagem*

Integrality: theoretical and practical focus

See Rossi, Lilian Cristina de Castro

Spalink, Angenette, *Bowling Green State University*

Dirty Dancing: Memory, History, and Ecology in Las Mariposas

Evoke Dance Theatre Las Mariposas uses a thirteen-member company and four large bins of Dominican dirt to tell the true story of the Mirabal sisters who led an underground resistance in the 1950s against Dominican dictator Rafael Trujillo. In this paper I explore how the dirt creates an intersection between the physical land and the performer's bodies and how it functions as a container for memory. I argue that the dirt, containing a rich biodiversity and full of decaying matter, accumulates on the stage and the dancer's bodies, not only creating the landscape of the play, but a living, embodied history of the plants, animals, microscopic organisms, people, and places that reside in it. Ultimately, I assert that the dirt inscribes on the bodies of the dancers a geopathologic rupture between people and place (Chaudhuri 55).

Chaudhuri, Una. *Staging Place: The Geography of Modern Drama*. Ann Arbor: The University of Michigan Press, 1995. Print.

Spears, Amber, *Tennessee Technological University*

Meeting Needs of Pre-service Teachers: Outcomes of a Flipped Classroom Approach to Teaching and Learning

Although flipped classrooms are not a new concept, classroom teachers, PK-12, have hesitations regarding the implementation of such an approach. In this poster presentation, participants will learn the basics of the flipped classroom approach to teaching and learning, understand how to design and implement the flipped classroom, and review how I implemented this strategy in my college classroom. It is crucial that teachers PK12 become aware of strategies that are effectively meeting the ever-evolving needs of today's students. Students in a course at TN Tech University were interviewed about their experiences in a flipped classroom. These interviews were transcribed, coded, and evaluated to find themes common amongst their experiences. Results revealed that student achievement was increased, students were more engaged, and attitudes regarding coursework were more positive.

Spears, Amber, *Tennessee Technological University*

Mothers' Perceptions of Emergent Literacy: Results of a Pilot Study

In this phenomenological research study, observations and interviews were used to investigate the perceptions of emergent literacy practices of three mothers from a rural area in the South. The purpose of this study was to understand what literacy practices mothers were implementing with their preschool aged children, to determine how their home environment reflected that of the school environment, and to reveal what supports were available to the mothers. Participants were recruited using purposive sampling. Use of inductive analysis allowed for initial analysis of the data. Findings of the research revealed four themes: various stances regarding literacy practices in the home existed, maternal grandmothers had a significant impact on mothering practices, reading came naturally and easily to all participants, and the Imagination Library was the primary source of literature acquisition in the home. Conversation analysis will be used to further examine the data.

Spencer, Callie, *Eastern Washington University*

"Working the Ruins" of Collaborative Feminist Qualitative Research

In this paper, I enact an inquiry among the ruins (St. Pierre & Pillow, 2000, p.1) of a collaborative feminist duoethnography. Despite my best intentions to create a leveling collaborative feminist research scenario in a non-high risk environment (we were studying ourselves watching reality TV), we (myself and my fellow duoethnographers) all left with some level of iatrogenic harm. Through the process of exploring instances of failure, I aim to (re)think collaborative research, feminist goals for collaborative research, and a space for such research in the academy. As I work the ruins of a duoethnography, I read failures as a series of paradoxical betrayals (Visweswaran, 1994) in hopes of being accountable to complexity (Lather, 2007) so to open up spaces for new ways of theorizing and practicing collaborative feminist research.

Spencer, Mindi, *University of South Carolina*

Qualitative Methodologies in Understanding Intergenerational Transfer of Historical Trauma

See Cayir, Ebru

Spencer, Nancy E., *Bowling Green State University*

The Match Maker: Circulating Truths Through Satire

On August 25, 2013, ESPN published an article entitled "The Match maker," alleging that Bobby Riggs may have "fixed" the celebrated "Battle of the Sexes" forty years earlier (Van Natta, 2013). Van Natta's argument centered on the testimony of an 80-year old former golf pro who claimed to have heard members of the mafia discussing the potential match-up. Supposedly Riggs was willing to throw the match if \$100,000 in gambling debts were forgiven. The ESPN story threatened to undermine the positive impacts of a match that had propelled Billie Jean King to legendary status. In response, I wrote a satire, entitled "The real hoax behind the Battle of the Sexes," suggesting that King and Margaret Court were really the instigators behind the "fix." Van Natta wrote that he found my account to be a "hilarious parody." In this paper, I examine how "truth" circulates through parody and/or satire.

Spinazola, Lisa Pia Zonni, *Department of Communication, University of South*

Florida

Pieces of The Self: When Remembering and Reliving Collide

This paper provides autoethnographic reflections on the intersections between remembering events for academic writing and physically revisiting with the people involved the places where these traumatic life events occurred. I include excerpts of the memories I wrote for a paper, entitled "The Social Construction of Me as Mother." Then, I incorporate the experience of revisiting my childhood home and spending time with those who played parts in how I became the person (mother) I am today. Finally, I address the impact of moving between the present and the past, of moving between myself as adult and myself as child, and being surrounded by traces of all the pieces that make up myself, now and then.

Spiri, Wilza Carla, *Faculdade de Medicina de Botucatu/UNESP/Departamento de Enfermagem*

Integrality: theoretical and practical focus

See Rossi, Lilian Cristina de Castro

St. Pierre, Elizabeth A., *University of Georgia*

Language and Representation in Post Qualitative Inquiry

What happens to language in the flattened ontology of the new empiricisms that refuse binaries such as subject/object, human/nonhuman, and appearance/reality? What happens to language's so-called representational property as described in humanist ontologies? The capacity of language to be separate from the real? To mirror, represent, to stand back from and to stand in for the material? Is language thus separate from the world? Where and how does language exist in a flattened ontology? What are its capacities? How does it function? This paper will engage questions such as these.

Stallings, Lynn, *Kennesaw State University*

Place and passion: Exploring my journey through places in the university

My academic journey has taken me on a through a variety of "places": positions as faculty, as chair of two departments, and as associate dean; a move from one college to another on the same campus; and a move from one university to another. Autobiographical narrative inquiry provides a method for understanding the meaning in my lived and told stories and the talk about the stories (Clandinin & Rosiek, 2007). My involvement with two faculty learning communities, one of first-year chairs and another of a group of faculty with similar research interests, has provided the means to "enlist one another's assistance in building lives and communities" (Clandinin & Rosiek, 2007).

Stanley, Erik, *University of Virginia*

Demystification and Enchantment among the Mopan Maya

My presentation explores the complicated relationship between scientific inquiry and magic among the Belizean Maya. For many traditional Maya, the world is a magical place filled with a menagerie of powerful spiritual beings (piixan). Magically gifted shamans interacted with these spirits through ritual offerings and prayers. Both shamans and spirits were capable of magic with beneficial and destructive potential.

Despite the time depth of these beliefs, they have become destabilized by a wave of Protestant conversion which began in the 1970s. In an effort to combat fetishism and superstition, Protestantism has reframed the shamans as "witch doctors" and the piixan

as “evil spirits.” Similarly, development projects replace spiritual understandings of nature with scientific principles. Despite the demystifying mission of these modernizing institutions, the magical world has not been completely replaced by the technical. Outside technologies and practices can take on a magical character when recontextualized within the Maya cultural imagination.

Stapleton, C. Matthew, *University of Memphis*

A Longitudinal Thematic Analysis of Children’s Narratives about Conflict and Children’s Stability of Aggression

Research shows some children are stably aggressive across time, some are never aggressive, some quit being aggressive, and others become aggressive. This study further examined these longitudinal patterns by assessing children’s conflict narratives. During two years, we asked children (8-12) to write stories about a conflict with a classmate and to complete peer-report measures of overt and relational aggression. We performed a longitudinal thematic analysis of the conflict narratives. Based upon the peer-report measures, children were assigned to four stability of aggression groups for both overt and relational aggression: Stable, Never, Discontinued, and Became Aggressors. Among other findings, we found that blame and poor conflict management were themes for the Stability and Became groups, and good conflict management was a theme for the Discontinued and Never groups. This study provides implications for how qualitative longitudinal data analysis can help in the understanding of patterns of change derived from quantitative data.

Stapleton, C. Matthew, *University of Memphis*

A Visual Critical Analysis of Upper-Elementary School Children’s Unprompted Drawings

See Zhang, Hui

Staroselsky, Marianna, *University of Chicago, Department of Comparative Human Development*

If the World Is Really a Stage: Qualitative Explorations of Self-Understanding Through the Arts

This paper couples psychological and anthropological lenses with the researcher’s own creative writing and dramaturgical practices to shed light on the (expressive) self. Tropes used to imagine and convey identities and selves are explored through the excavation of the researcher’s poems, stories, and plays, as well as emotional experiences of writing and theatrical performance. In particular, tropes for the expressive self are examined in relation to both social scientific theories of the self and creative methodologies behind acting, writing, and embodying or producing characters or voices. Theoretical and empirical implications are discussed for our understanding of self and identity, not taking for granted that “self” and “identity” are themselves academic and cultural devices.

Staton, Mary Kathryn, *Eastern Michigan University*

Parent Perspectives on Inclusive Education: Examining Outcomes for Individual Students

In 1954, the United States Supreme Court ruled in *Brown v. Board of Education*, finding that the right to an education is necessary for succeeding in life. This ruling opened the opportunity for students with disabilities to receive public education. Advocates fought for student’s rights to attend schools, including among them parents of children with disabilities. Today, inclusive education provides students with disabilities educational

experiences alongside same-aged peers in the regular education classroom. While inclusive education gained popularity in the 1990s, few schools in the United States have successfully implemented its practice. Inclusive education requires commitment from students, parents, school administrators, regular and special education teachers, and support service staff to be successful. This study examines the perspectives of parents of students with disabilities and their experiences of inclusive education. Analysis of common themes regarding inclusive education will provide insight into the benefits and burdens for students with disabilities.

Statz-Hill, Melisande, *University of Kansas, School of Social Welfare, Center of Mental Health Research and Training*

Adults with Schizophrenia and their Active Participation in Mental Health Treatment

See Koenig, Terry Lea

Stacey, Chad Newbrough, *University of Georgia, Departments of Geography and Engineering Education*

Where do the words come from? Discourse analysis and the neglected subject.

Three decades into social science's discursive turn, the use of discourse/narrative analysis has swelled. Geography specifically has seen discursive methodologies become mainstream, growing in a particularly dialectical fashion, with practice spurring theoretical reflection and reflection developing greater and more sophisticated practice. Despite ample attention to the nature of discourse, however, and its function in the (re) production of socio-spatial relations, the question of just who is speaking (and why this even matters) remains largely unaddressed. This paper reflects on what it perceives as an underutilization of subject formation theory in discursive methodologies, using four general types of subject — Cartesian, poststructural, Bakhtinian, and psychoanalytic — as a heuristic to explore the connection between subjectivity and analysis of discourse itself. One's image of the subject, I argue, creates a unique (and limited) set of analytical paths, a proposition this paper illustrates using examples inspired by my research into disciplinary identity formation.

Stephens, Jessica Nichole, *Tennessee Technological University*

A Close-Up of Co-Teaching: Zooming in on Teacher Candidates' Co-Teaching Experiences

See Landis, Nancy Diana

Stephenson Jr., Max, *Virginia Tech Institute for Policy and Governance*

Arts-Based approaches and their implications for researchers in other fields

See Kirakosyan, Lyusyena

Stevens, Douglas, *University of Cincinnati*

Utilizing Structured Ethical Reflection in Practitioner Community-Based and Action Research

Structured ethical reflection (SER) offers a systematic approach for integrating the values of practitioner/researcher, research participants, and research site or organization into a reflective process to guide research. The collaborative and emancipatory values of action research inform the involvement of all stakeholders to create this ethical reflective guide which assists all research collaborators at any point in the research to engage in critical

reflection and to assess ways in which a particular stage of a research project may or may not be representative of the mutually agreed-upon values initially set forth.

Although deceptively simple to do, the development of the guide requires a serious time commitment and takes participants deep into thought and discussion of shared values. The creation of the guide deepens awareness of ethical issues and concerns, and utilization works to empower all participants in the research by vesting them in the ongoing ethical oversight of a project.

Stevenson, Carolyn N., *Kaplan University*
Building Stories of Lived Experience with New Technologies

See Janesick, Valerie J.

Stewart, Alicia, *Tennessee Technological University*
New Literacies in the Second Life: A Qualitative Media Analysis

See Howard, Martha

Stewart, Heather, *Griffith University*
From Little Things Big Things Grow: Exploring Small to Medium Enterprise Innovations Through Continual and Collaborative Learning of Sustainable Management Practices

The foundation of this research is that the comprehensive understanding of continual learning behaviours of sustainable management practices (SMP) produces actions at the individual and organisational levels. Small to medium enterprise (SME) activities combined with the need to adopt SMP can positively transform the organisation. Based on this premise this research proposal argues the significant contribution of SMEs in effectively building sustainable strategies through collaboration and continual learning. Subsequently, this research explores the opportunities for SME managers to adopt SMP and understanding the business possibilities. This qualitative research will contribute to the body of business literature on sustainable management by investigating the generation and sharing of SMP actions and behaviours across a group of Australian SMEs.

Stewart, Heather, *Griffith University*
How has the crystal been growing: Understanding the development of crystallisation through its use in the journal *Qualitative Inquiry*?

See Gapp, Rod

Stewart, Shelley, *University of South Florida*
Working collaboratively in virtual researcher teams

Virtual research teams are relatively new to the qualitative researcher arena. However, by working together through blogging, researchers may work simultaneously on any given set of data such as transcripts from interviews, selected site documents, the researcher reflective electronic journal and photographs or video clips. Here researchers have a ready made space, that of the virtual world to allow for creative ways to meet and reconstruct data presentation. By working in teams, researchers have build in peer reviewers. Likewise, by individual blogs with participants in a study the platform allows for ready made member checking opportunities.

Stiegler, Sam, *The University of British Columbia*

Privacy for All Students? Or, who gets to tell trans students where to pee?

This paper interrupts the manner in which anti-trans activists utilize dominant notions of "public" and "private" to infringe upon protections for trans students. I examine the online, marketing, and campaign materials of the coalition of various anti-trans and anti-LGBT groups working to overturn California's Assembly Bill 1266, Privacy for All Students (PFAS), while thinking with Foucault (1972; 1977; 1978) and Warner (2002). Passed in the summer of 2013 by the California State Legislature, the law allows trans students in schools to participate in sex-segregated school programs and activities in accordance with their gender identity. The first measure of its kind in the US, AB 1266 extends existing legal protections for trans students from discrimination and affords them the legal protections to join sports teams and use restrooms and other gendered school facilities that affirm their gender identity. While widely celebrated and signed into law by Governor Jerry Brown, almost immediately PFAS began collecting signatures on a state-wide petition to repeal the law. By centering their argument on "privacy", I argue the group labels the "trans body" as a threat to the privacy of other (non-trans) students. By being allowed into bathrooms, locker rooms, sport teams, and other spaces, the "trans body" would witness actions that are supposedly deemed to be "private". Furthermore, I argue the publicness afforded to trans students by this bill opens them to attack specifically because their presence in the public sphere upends dominant understandings of the divide between public and private. I utilize Warner's (2002) theorizing of the normative constructions of that which comes to be understood as "public" and "private" to assist in my troubling of PFAS's tactics to impede upon the legal protections for trans students. Furthermore, I think through these constructions with Foucault's (1972; 1977; 1978) theorizing of power structures that discipline discursively produced ideas about bodies and schools. Through these lenses, I examine how the conceptualizations of "public" and "private" reflect normative heterosexist and gender-binaried understandings not just of gender, sex, and sexuality but also of bodies, in general, and how they are expected to move through the social world.

STINIESKI, MARIANA, *NETSI/PUCRS*

Intersectorality, Social Networks and Citizen Participation: Challenges of Social Work

See BELLINI, MARIA ISABEL BARROS

STINIESKI, MARIANA, *NETSI/PUCRS*

Intersectorality, Social Networks and Citizen Participation: Challenges of Social Work

See BELLINI, MARIA ISABEL BARROS

Stitt, Nichole, *Ohio Northern University*

Black Mothers' Identity Construction of an Involved Parent within Spaces of Whiteness: A Case Study

Designed as an instrumental case study, this qualitative inquiry was an effort to seek understanding of how single working Black mothers in one community construct their identities and meaning of an involved parent in their children's education. Through the use of semi-structured open-ended interviews and nonparticipant observations, the study revealed the mothers' construction and meaning of their identities were influenced by prior personal experiences with and school officials' expectations of the ideal "involved parent" as well as strongly affected by the interactions that took place within spaces of whiteness in the public schools. The consideration of such factors could possibly serve a

significant role in the reconceptualization of parental involvement, which can ultimately be examined in relation to educational policies.

Storm, Rachel Lauren, *rstorm2@illinois.edu*

Living in the Margins: Trauma, Violence, and Straddling the Support Line

The success of the women's movement has heavily relied upon a strict bifurcation between victim and perpetrator, violated and violator. Those of us supporting survivors of violence are often expected to ensure our commitment to the victim. However, activists and community members often straddle the disparate spaces of caretaker, ally and agent in relation to both victim and perpetrator. Reflecting on my position as educator, activist and artist this presentation will draw upon my experiences living in the liminal spaces of support on either end of structural violence through small town work with incarcerated students, survivors of sexual violence, and youth simultaneously.

Straka, Silvia Madrisa, *Algoma University*

Within Us, Among Us, Around Us: Negotiating the Tensions of Doing Anti-Colonial Research

The growing methodological literature on Indigenous research has yet to address the practical experiences and inherent tensions of doing Indigenous, anti-colonial research. The tensions are evident on several levels including within researchers, amongst research teams of Indigenous and non-Indigenous researchers, and throughout research contexts. These tensions are readily evident in movements that serve to "Indigenize the Academy" where colonial, Eurocentric foundations are challenged by researchers working to create space for Indigenous research projects. As three researchers, Indigenous and non-Indigenous, working together on such a project, we experienced ongoing tensions throughout all aspects of the research process that existed within us, among us, between us and the Academy, and between us and the community. We will present our critical reflections on the nature of these tensions, how they varied depending on our respective social locations, and our lessons learned in translating the principles of Indigenous research into practice.

Straka, Silvia Madrisa, *Algoma University*

Indigenous Research as a Strategy for Surviving and Thriving in the Academy

See Cameron, Rose Ella

Stronach, Ian, *Liverpool John Moores University*

Confronting Ministries of Education

As with so many Ministries of Education, the British Home Office held the position that its

formulation of educational evaluation was a protection of the public well being. Being Lawrence Stenhouse's program evaluator, MacDonald recognized that the social studies that teachers wanted to teach and that the Home Office supported poorly engaged young people in the social issues of the day, issues such as race, marriage, disability, and war. In UNCAL, MacDonald recognized that government support of computerized instruction in higher education was primarily a subsidy of British technology industries. MacDonald recognized that social protest and riots in London and elsewhere were poorly handled by the power orientation of British police, and worked ten years toward a policy of public conflict resolution. When the Home Office threatened to close Sommerhill Academy, a free instruction school, for allowing students a majority vote on running the school,

the team of MacDonald associates led by Ian Stronach exposed the indefensibility of the Inspectorate.

Stuij, Mirjam. *VUmc/EMGO+ and Mulier Institute*

Beyond the Restitution Narrative: Storylines About Sport, Health and Illness of People with Diabetes

Our study focuses on different storylines about sport, health and illness of people with diabetes. In the dominant storyline, i.e. the restitution narrative, sport and physical activity can have a positive meaning, both as a means and a marker. A diagnosis like diabetes, however, may also signify a confrontation with formerly taken-for-granted life and bodily ability. Consequently, people negotiate and possibly reconstruct (integrated) meanings of illness and sport in their daily life. The acceptance or resistance of the restitution narrative and construction of possible counter-narratives is not a solely individual process, but a cultural and socio-political one. Following Sparkes, we are interested in expanding the cultural repertoire of illness stories in sport beyond the restitution narrative. In our ongoing study based on narrative inquiry, we collect and analyze sport-illness life histories of people with diabetes. We will present the first results and indicate which narrative tensions occur in these stories.

Su-Russell, Chang. *University of Missouri - Columbia*

Chinese Scholars' Experiences Acculturating in the U.S. as Parents and Academics

Grounded in Berry's acculturation strategies (1997) framework I explored how Chinese parent-scholars working in the U.S maintained their Chinese culture heritage and to what degree they engaged in American culture. I utilized Seidman's (2006) interview series and inductive analysis procedures (Giorgi, 1985; Hatch, 2002) to explore participants' acculturation processes while they negotiated the social roles of academic and parent. Results showed that participants adjusted to new cultures with a variety of strategies including: getting involved in a community, building relationships with coworkers and friends, and receiving support from family members. Participants also showed interest in using mixed (Chinese & American) styles of parenting. Strategies that participants used to balance these two social roles included time management, sharing responsibility for taking care of children, and planning for the future. The acculturation strategies participants used could be helpful and insightful for other international scholars who are in similar situations.

Suárez-Ortega, Magdalena. *Universidad de Sevilla*

Perceived barriers and opportunities in the development of guidance process of adults people: A qualitative approach.

Authors: Magdalena Suárez-Ortega & M. Teresa Padilla-Carmona (Universidad de Sevilla, Spain) & M. F. Sánchez-García (UNED, Spain)

In this paper we present the partial results of ORIEM Project (Guidance and professional/life Project in adulthood: needs assessment, valuation of employment services and identification of best practices, I+D+I Project 2008-2011).

The European and International institutions advise to review the resources and guidance systems, in order to develop more functional and updated strategies to respond to the new career guidance needs of adult people. Consistently, we analyzed the factors involved in the progress of good practices in guidance processes (barriers as well as opportunities). To explore this question we have used the qualitative methodology representing both the voices of professionals and users. The factors identified as good practices could

improve the counselors' work and help adult people to build their own professional projects in an enhanced way.

Suarez, Cecilia Elizabeth, *University of Illinois at Urbana Champaign*
"Colored People": Affirmative Action, and White Privilege: From Critical Race Theory to Praxis in Classrooms

Critical Race Theory (CRT) posits that race pervades every aspect of society, and while it is deemed a theory on paper, for people of color, CRT is very real. In theory, the tenants of CRT can be memorized, utilized, and argued against. However, in praxis, particularly in a classroom, CRT can and does manifest itself in daily student discussions, questions, and assignments. Particularly for the authors as academics of color, Critical Race Theory has been a daily lived experience in their classrooms. CRT uses counter-storytelling to name racism in its many forms, and thereby bring to light the successes as well as the oppression of people of color both within and outside of the academy. This paper examines the counter narratives of the authors and illustrates how as educators of color, CRT has never been a theory, but a daily practice to combat racism in the classroom.

Suarez, Cecilia Elizabeth, *University of Illinois at Urbana Champaign*
"Healing in the Academy to Heal the Academy": Women of Color Teaching Self Love to Survive & Thrive in Academia

This paper will embrace counter storytelling, dialogue, and creative performance to unmask the personal experiences of the authors as they pertain to societal expectations or myths of how to police the self while in the academy as a woman of color. The authors will unpack the intersection of gender and emotion, as they relate to survival of cultural and societal responsibilities imposed on women students of color and women of color academics. Additionally this paper will explore ways that the academy has created a notion that self-care has no place in academic goals and highlight avenues in which to claim power and agency for expression and care of self via community building and identity development to heal the self and ultimately the academy.

Suárez, Juan Pedro, *Universidad Panamericana*
El Alcohol y el Desempeño Escolar

See Gómez Michel, Rocío

Sudibyo, Leonardus, *University of Illinois Urbana Champaign, Department of Curriculum and Instruction*
Coming to know theory

See Johnson-Mardones, Daniel F

Sughrua, William, *Universidad Autónoma Benito Juárez de Oaxaca*
Defending and promoting alternative academic research writing

This paper reports on a qualitative investigation involving interviews with writers/researchers in different academic disciplines such as language education, sociology, rhetoric studies, and philosophy. The investigation focuses on creative writing-oriented and fictionalized repertoires of academic research writing (hereinafter "alternative" academic writing) and the extent to which this writing seems perceived by academic communities such as the aforementioned. As emergent from the data, a seemingly shared perception of the writers/researchers is skepticism toward "alternative" academic writing. This skepti-

cal perception seems to mainly involve two issues: Òempirical knowledgeÓ versus Ònarrative knowledgeÓ; and Òsocial constructionismÓ versus ÒexpressivismÓ. This paper considers these two issues from a sincerely felt perspective of pro-ÒalternativeÓ writing. From this emerge key conclusions. These conclusions, as the paper suggests, can embolden the proponents of ÒalternativeÓ academic writing and provide a platform upon which to effectively defend and further promote this ÒalternativeÓ writing within the academy.

Sullivan, Rachael E, *The University of British Columbia*

Making Room for a Spatial Analysis: Queering the campus map as a research tool

In this paper, I discuss the process of translating a static artifact (map) into a subjective process within a research project about queer studentsÓ experiences at the University of British Columbia. As part of a larger research project, I created a mapping method to capture queer studentsÓ perceptions of the campus and their navigation through this space. Within the in-depth semi-structured interviews, queer students were asked to annotate a standard campus map, which then illustrated their personal engagement with the campus, noting spaces of safety and risk. Together, these personal maps created patterns in movement and revealed the discourses students used to navigate and negotiate their presence on campus. This method, and making room for spatial analysis more broadly, has provided insights into the process of reasoning and self-management queer students used to limit their encounter with homophobic hostility on campus, which could be used to understand other sites.

Summers, EJ, *Texas State University*

Autoethnography-- Year One

The peer review selected autoethnography from the spring 2014 class.

Summers, EJ, *Texas State University*

My Pygmalion Cybercation: Finding an academic home for the (my) radicalized (female) other

This study provides an autoethnographic examination of a journey to find a third space hybridity among the hyper-male confines of academia.

Summers, EJ, *Texas State University*

El Poder de Lengua: Language, Life, Schooling, & Methodology

See Martinez, Mary Helen

Sutherland, Jodi, *University of the West Indies*

The Psychosocial Determinants of Diabetes Management for Adolescents living with Diabetes

Aim: This study examines the lived experiences of Jamaican adolescents diagnosed with diabetes while providing an understanding of their mental health while coping with the disease.

Method: This multi- method research employs both quantitative and qualitative methods to examine the subjective experiences of these adolescents while getting quantitative data on psychological factors surrounding their treatment regimens. Adolescents from both rural and urban areas are asked to explore their coping mechanisms in living with diabetes, the emotional reactions to the disease as well as its impact on their social lives. Given the understandably tumultuous years of adolescence, care is taken to examine the

social and personal factors of each participant and how it impacts their diabetes management. Additionally, psychological factors explored include depression, anxiety and self-esteem.

Results/Discussion: All this data is analysed to give insight into the full picture of what adolescents face in living with diabetes.

Sutherland, Pierre, *University of Georgia*
Losing a Little Control in Mathematics Education

Recent technologies like the internet, mobile phones, and accompanying functions like open source, crowdsourcing, and folksonomy are not simply entering into the mathematics classroom—they are transforming its fundamental assumptions and routines. This paper looks at existing strata and territories of the physical classroom along with existing variances and leakages in classroom interactions and assessment. Do emerging technologies allow for deterritorializing or decoding by reconceptualizing the classroom in a digital-physical environment? Specifically, in what ways might a student-smartphone assemblage loosen the limits of a human body and reterritorialize in a fuzzier learning environment? In this paper, Deleuze-Gauntarian concepts are employed to consider what might happen when the Education Cathedral meets the Digital Bazaar.

Sutters, Justin Peter, *Southern Illinois University Edwardsville*
Mapping Foreign Spaces: A Critical, Ethnographic Approach to Field Practices in Pre-Service Education

Enacting an ethnographic approach to pre-service education field practices, the researcher will present outcomes from studies employed at two Midwestern universities over the past three years. One method involves School Local Codes, which are designations (urban, suburban, rural) given to every school district in the country. The participants compare the numeric designations to visual data (GPS, photos, videos) collected via handheld media during their field placements. The participants load this data into Map Mashups through an Open Source Software (OSS) such as Google Maps. Participants are encouraged to collect narratives in various formats to upload into their visual bricolage. This multi-modal representation of their field experience advances an ontological positioning of the participant in relation to the teaching site so as to provide a criticality of not only the placement, but also the means by which they come to know and represent that which is foreign.

Sutters, Justin Peter, *Southern Illinois University Edwardsville*
(ar)TED Talks, but Who is Really Listening?

TED Talks are often used in educational settings because they are accessible, relevant, short and engaging. While I do incorporate them into my pedagogy, I am concerned about their propensity to reify normative stereotypes, specifically those of artists and/or art educators. Over the past year I collected undergraduate student responses to inquiries posed after viewing various TED Talks. Positioning the discourse as narrative, I challenge the subjective nature of both the intent (presenter) and the interpretation (viewer). Enacting a grounded theory approach, I analyze the data to isolate emergent themes, specifically those that speak to metanarratives pertaining to the issues of race and class. Fortunately, there are numerous talks by contemporary artists that reveal rigorous art-making practices heavily steeped in research and inquiry. The presenter will share findings from the study while also suggesting practical methods of a critical viewing of TED Talks with students in varied educational contexts.

Sutters, Justin Peter, *Southern Illinois University Edwardsville*
Research Pathways: Two Narratives of Space and Place.

See Sharma, Manisha

Svistova, Juliana, *jsvistova@albany.edu*
Communities of discourse and recovery in post-earthquake Haiti

Discourses affect immediate attitudes and action orientations, but also through policy and practice inception, influence long-term post-disaster recovery (e.g. Cox et al, 2008; Garfield, 2007). Disaster recovery may be facilitated or impeded by the discourses put forth by different actors involved in recovery, also known as communities of discourse (Yanow, 2000). Given the power of discourses, it is imperative to explore whose and which discourses find their ways into recovery policies and practices, and what are their implications for recovery. Therefore, seeking to identify the discourses of post-earthquake recovery in Haiti, I conducted critical discourse analysis of the Miami Herald, USAID, Haitian government, Oxfam America and American Red Cross. I present the identified discourses of disaster, disaster recovery and recovery actors. Additionally, I compare and contrast these discourses. The implications of these findings on the individual and societal levels of disaster recovery are discussed.

Svynarenko, Rodion, *University of Kentucky*
Informants' Subjectness and Qualitative Research Politics

See Podshyvalkina, Valentyna

Swadener, Beth, *Arizona State University*
Envisioning a Politically Activist Critical Qualitative Social Science

This paper is concerned with the past/present and future in policy critique and raises issues reflecting the complexities, possibilities and unintended consequences of global, neoliberal policies and traveling discourses championed by donors, loan-makers and international bodies that have material consequences for communities, families and children. More specifically, we draw from studies in two national contexts (Kenya and the U.S., particularly Arizona) to illustrate the (un)intended consequences of international and U.S. policy, on broad early childhood systems and practices through an analysis aided by adapting Antonio Gramsci's idea of common and good sense. This is a first step in highlighting spaces of possibility and hope within what is often seen as a totalizing discourse. Drawing from the work of Ruth Gilmore and others, we further discuss what politically activist critical social science research may entail, including ethical issues and persistent power relations using examples from communities marginalized by state policy.

Swan, Karrie, *Kansas State University*
My brother or sister has Autism: How do I feel about that?

See Kaff, Marilyn S.

Swanke, Jayme, *Southern Illinois University at Edwardsville*
Blogging Towards Recovery: An Introduction to Virtual Recovery Support

An essential part of recovery for an individual abstaining from substance use is social support (Bishop, Rump, Hapke, Meyer, & John, 2000). Social support encompasses formal and informal relationships between individuals and groups through which a person receives the emotional, cognitive, and material supports that are necessary to master

a stressful experience (Caplan, 1974). Virtual social networking is one way for people to establish a recovery support system. This study utilized a qualitative analysis to examine the social support aspect of social networks maintained by persons who blog about their experience recovering from a substance use disorder. The findings indicate that recovery bloggers find the process of blogging helps them develop and maintain social networks. Furthermore, these social networks provide support around matters related to recovery. Practice implications for treatment professionals, recovery coaches, and treatment consumers will be presented as they relate to the study findings.

Swanke, Jayme, *Southern Illinois University at Edwardsville*

Teaching Clinical Skills Using Simulated Clients: Preparation for Field Placements

See Schreiber, Jill Comerford

Swearer, Susan M., *University of Nebraska-Lincoln*

Like a Brick: Lessons Learned in Team Analysis from a Study of Kindness and Bravery

See McKinney, Theresa

Sydnor, Synthia, *University of Illinois at Urbana-Champaign*

Female Weightlifters in China: Physical Empowerment and Self-Identity

See yang, xue

Syrette, Judy, *Algoma University*

Indigenous Research as a Strategy for Surviving and Thriving in the Academy

See Cameron, Rose Ella

Taaffe, Claudine, *taaffe@illinois.edu*

“Our Photos Are For Us First”: The Framing of a Black Girl’s Truth

Saving Our Lives, Hear Our Truths (SOLHOT) is a space where the life experiences of middle school-aged Black girls are shared and documented. The author positions herself within SOLHOT, as a site of praxis, where she conducted research in both of her roles of Afro-Latina woman researcher and Black girl participant. In SOLHOT, participants share their life stories, using the camera as a tool for interrogating notions of power, voice and representation as articulated within the images and stereotypes of Black girls. In this paper, the author discusses the data collection and analysis as a disruptive method of visual ethnography, exploring how photography is used to document the counter-narratives of Black girls, where value is placed on a collective voice rather than the individual.

Taaffe, Claudine Candy, *taaffe@illinois.edu*

Black Girl Justice: Love(spirit), Labor(homeGiRLing) and Photography(memory)

In Saving Our Lives, Hear Our Truths (SOLHOT), Black girls share their life stories using photography as a tool for interrogating notions of power, voice and representation as articulated within the stereotypes of Black girls. From the taking of the photo to the public photo exhibit, SOLHOT’s work is a reclaiming of the traditions of Black women’s self-determination work. This modern-day Black Girl Gaze is a concerted effort on the part of Black girls to use photography to document their lives, capture aspects of their communities and leverage the sharing of those images and text publicly to ignite social change. The hope is that the photography created in SOLHOT- and the process by which

collective meaning of the photos is documented by the girls- can contribute to the visual social justice work of pioneering Black women activist-artists such as, Ida B. Wells and Deborah Willis.

Tachinni, Eugene, *University of Utah*
Art Starters, Look Books, Pinterest, and Pedagogy

See Thompson, Audrey

Talbot, Elizabeth B., *University of South Dakota*
Historical Research Demonstrates the Power of Social Work Advocacy

The paper discusses the process of conducting historical research methods to tell the story of how NASW-SD utilized the Social Work Reinvestment Initiative to advocate for the establishment of an MSW program in the only state without MSW programming. Research involved reviewing documents from various archives and interviews with key informants. The discussion will outline the multiple campaigns conducted over a period of three years, overcoming barriers, and the building of multiple coalitions across the state. The discussion will include strategic planning, the political campaign, and the mobilization of an army of social workers who relentlessly moved their agenda forward to the state legislature. Discussion includes research issues including sensitive/political information that emerged, protecting informants, discussing details of sensitive issues without revealing the source who preferred to remain anonymous, and selecting data and reducing of massive details into a document of limited size in order to meet standards for publication.

Talun Ince, Ayalp, *Mugla Sitki Kocman University*
Qualitative Research in Media Literacy in Turkey: Chances, Possibilities and Difficulties

In this study there will be given a portrait of media research and qualitative media research in Turkey. The main goal is to show the difficulties in practicing the methods of qualitative research at Turkish universities. With this aim, information gathered in three ways: Reading, interviews with researchers who use qualitative research methods and the researchers own experience. Then, the results will be discussed under the aspects of chances, possibilities and difficulties of qualitative research in the field of media literacy research in Turkey.

Tamas, Sophie, *Carleton University*
Mapping Memory: Scrapbooks, vestiges, cyberatlases, and the everyday art of surviving abuse

Atrocities that occur all at once are (sometimes) readily recognized and memorialized, so the burden of remembrance is not bourn only by their survivors, but losses that occur every day in bedrooms and kitchens, to victims who are likely to blame themselves for their suffering, are not so easily recognized. This paper describes an ongoing arts-based critical qualitative inquiry that builds spaces and practices of remembrance for survivors of domestic abuse. Leaning on Walter Benjamin's collage methods and geographic perspectives on objects, waste, and the everyday, Postscrap.org invites survivors to create and share spatially located images of places and things lost and changed by leaving abuse. The resulting dynamic atlas of the impact of abuse serves as both a support intervention and a collaborative action research project. This paper describes the theory and methods used to create Postscrap.org, at the intersection of art, activism, and the academy, and its preliminary outcomes.

Tamas, Sophie, *Carleton University*

Bedtime Stories

Family is everyday and exceptional, built from banal earth-shattering moments and gestures of enormous (in)significance. It is not a place I can write from anywhere but inside, feeling close up, like trying to see by touch. Family does not live in the kingdom of exegesis; it begat begetting. Writing its absence and presence, its loves and losses, is something I can only approach through evocative scraps, small moments strung on the thread of my subjectivity. Handling these family stories is like working with thin sheets of glass, held carefully by the edges. In this piece, we look through the panes into scenes with my parents, my sibling, my grandparents, my partner, and my children. The part of me that writes can't tell you what these pictures mean, or why they matter; just that they point toward something I need to remember.

Tamas, Sophie, *Carleton University*

Picture this: (Un)making sense with visual methods

In 2012, I was hired as an arts-based methodology consultant by a project examining the impact of new managerialism on progressive schools of social work in Canada. The resulting picture and ersatz poems were unsettling. As a poststructural feminist, I can readily defend the merits of indeterminate, layered, stammering, embodied, evocative accounts, but it turns out that they are much more satisfying in theory. In practice, I still want to know what the picture means - and, worse yet, if it's pretty. I feel both guilt and glee at being paid to play with Photoshop, and cannot internally reframe this as academic work. Now, on the cusp of my own ambitious visual inquiry, I revisit this picture, and reflect on what I see happening in the small blurry space between art and research.

Tapu, Christine, *Pittsburgh Public Schools*

Being Genuinely Collaborative in Collaborative Inquiry

See Marx, Sherry

Tavares Rodriguez, Berenice, *Public Health Laboratory, University Center for Health Sciences, University of Guadalajara*

Afrontamiento de la Mujer Ante la Migración de su Pareja y Repercusiones en su Salud

See López Hernández, Rebeca

Tavares, Carmem Cintra de Oliveira, *Universidade de Fortaleza*

Teachers« Perceptions about the voice

See Brasil, Christina Cesar Pra_a

Tavares, Carmem Cintra de Oliveira, *Universidade de Fortaleza*

Teachers« vocal health: the interfaces between the popular and the scientific knowledge

See Brasil, Christina Cesar Pra_a

Tavares, Carmem Cintra de Oliveira, *Universidade de Fortaleza*

Daily life vocal demand of teachers« in modern times

See Brasil, Christina Cesar Pra_a

Taverner, Ellen, *Alliant International University - California School for Professional Psychology*

Entrepreneurs and Design Thinking: An Ethnography

Given the proliferation of business start-ups and the drive for discontinuous change in Silicon Valley, Design Thinking has grown in relevance. Design Thinking is (a) a set of tools designers and architects use, and (b) the methodologies used (e.g., prototyping, pivoting, sourcing and co-creation), for solving 'wicked' hard problems. The current study presents a case study of the creation of a start-up business by two serial entrepreneurs who utilized Design Thinking methodologies. Using an ethnographic approach consisting of observation, in-depth interviewing and artifact review contributes (a) a critique of human-centered design methodologies in business and (b) lessons learned for ethnographers working in entrepreneurial cultures. I reveal that although 'wicked' problems routinely present themselves to entrepreneurs, the creation of a start-up business is as much about leadership as it is about technique.

Taylor Jaffee, Ashley, *James Madison University*

ReThinking Research Entry through RePlaying

See Bodle, Aaron

Taylor, Carol, *Sheffield Hallam University*

Diffracting the Curriculum: Intra-active Entanglements in the Dynamics of Knowledge-Making

This paper offers a diffractive exploration of the conceptual frictions and potential for rapprochement between feminist materialist philosophies and speculative realism as a means for re-thinking how the curriculum is produced in higher education. To this end, the paper engages Barad's (2007) concepts of intra-activity, entanglement, apparatus and phenomena with Harman's (2011) object-oriented ontology to propose the concept and practice of 'the multiple curriculum'. The paper draws on empirical evidence from two undergraduate modules in a UK university which enacted the multiple curriculum as a post-human practice of relations between bodies, objects and things of various kinds. The pedagogic context for the paper derives from recent moves to involve students as co-producers of curriculum, to give students greater voice (Bovill et al., 2011), promote student engagement (Taylor, 2012), and make higher education a more democratic process (Apple, 2011). The paper's argument is that such curriculum moves often unintentionally remain caught within stable, linear and bounded practices of knowledge production, institutional practices which do not radically shift staff-student power relations, and humanistic notions which do not account for the intra-active force of non-human objects and things. The multiple curriculum, in questioning human exceptionalism, offers a way to re-think the curriculum as an emergent, material intra-connection of post-human agencies, and thereby open up new ways of conceptualizing knowledge production.

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Harman, G. (2011). *The Quadruple Object*, Hampshire, Zero Books.

Taylor, C. (2012). Student engagement, practice architectures and phronesis in the student transitions and experiences project, *Journal of Applied Research in Higher Education*, 4: 2, pp. 109 – 125.

Taylor, Carol, *Sheffield Hallam University*

Weird drifting as research method: Affective encounters with/in a learning space

See Bennett, Luke

Taylor, Marshall, *University of Memphis*

Shame, Pride, and the Social Bond: Exploring Emotion Cultures in White Supremacist Music

Though social movement scholars and civil rights organizations alike to continue to study the structural and ideational dimensions of the various subcultures that comprise the white supremacist movement, little attention has been given explicitly to the emotional dynamics of these collectivities. The objective of this paper, then, is to inductively explore how frames, themes, and discourses are used within white power music to explicate emotional norms and foundations and in turn link these affective structures to particular cognitive understandings of the social environment. Using a purposive sample of music lyrics and both interpretive coding and computer modeling, this study draws from Thomas Scheff's work on emotions and the social bond and Steven Gordon's emotion culture framework to suggest that two particular genre-specific frames are prevalent throughout the data: the victimized/oppressed frame and the warrior/aggressor frame. These large, abstract frames in turn facilitate more specific discursive strategies and their cognitive and emotive dimensions. Despite the thematic differences inherent in each frame, it is posited here that many of the grievances and resistances share a common impetus: a perceived threat to the actors' social bonds to nation, race, and culture, which manifests as an attack on white masculinity, traditionalism, and natural superiority. White supremacist music lyrics therefore function in large part to downplay feelings of shame and highlight feelings of pride for in-group members while simultaneously projecting expectations of shame and low levels of pride onto out-group members in an increasingly non-patriarchal and progressivist society. In addition to its more specific contributions, this study highlights the importance of foregrounding emotions in the sociological study of ideology as it relates to social movement cognitive processes.

Ter Molen, Sherri Lynn, *Wayne State University*

Jurassic Juche: Paradisiacal Parallels between the *Dinotopia* Book Series and North Korea

On the lost continent of Dinotopia, dinosaurs and humans live together in an idealistic communal society where attempting to leave the island is as perilous as crossing the Tumen River to escape the communist utopia of North Korea. There are also other parallels between the purely imagined world of Dinotopia and the Democratic People's Republic of Korea, a nation that exists in a liminal space between the imagined and the real. I examine American James Gurney's *Dinotopia* children's book series to unravel the meanings of symbols embedded in these cultural artifacts and to make visible the concurrent themes of self-reliance, internal cooperation, and societal isolation that exist between the narratives of the Codes of Dinotopia and North Korean Juche ideology. I find that these dreams of paradise allow us to imagine a more idyllic U.S.-North Korea relationship because they reflect the bonds of humanity that span cultural and political chasms.

Terry, Miranda Sue, *Stephen F. Austin State University*

Qualitative Inquiry into the Intersections among Abuse, Disability, and Health

This research project examined the intersections among abuse, disability, and health. Semi-structured, qualitative interviews were conducted with women with disabilities who were willing to share their stories, discuss the resources they utilized when leaving their abuser, resources they wished were accessible or were missing when they were trying to leave their abuser, what, if any, health symptoms they experienced while in the abusive relationship, and if they still have these health issues now that they are no longer in the abusive relationship. Open-coding was used to look for themes of the interviews. One of the outcomes of this study was a needs assessment from the women with disabilities to ensure they had access to all necessary resources or if the collaborating organization needs to add additional resources to better assist their clients with disabilities in abusive relationships.

Teshome, Yalem, *Iowa State University*

Coffee Ceremony and Cultural Identity: An Interview with Ethiopian Women

See Arnold, Ashley Marie

Teucher, Ulrich, *University of Saskatchewan*

Trickster myths in narratives of young adult cancer: Expressions of uncertainty, subversion, and possibility

See Hammond, Chad Nathan John

Thaller, Jonel, *Arizona State University*

Use of Narrative Analysis to Explore Justifications of Reproductive Coercion in Intimate Relationships

The presenter will discuss her use of in-depth interviewing and narrative analysis to explore differences in male- and female-perpetrated reproductive coercion in intimate relationships, with a focus on how gendered, raced, and classed American cultural mythologies around parenthood are used to justify these acts. Five criteria for exemplary narrative analysis were met: 1) generation of detailed transcripts, 2) preservation of personal narratives in length and structure, 3) focus on use of language and rhetoric, 4) acknowledgment of the dialogic nature of the data, and 5) consideration of historical and cultural context in interpretation (Riessman & Quinney, 2005). Personal narratives revealed ways in which participants resisted, disrupted, or took up cultural assumptions about motherhood/fatherhood, femininity/masculinity, and the need for power and control in intimate relationships. Although context-specific findings are not generalizable to a larger population, they inform theoretical propositions that may become a starting point for future research and intervention.

Themane, Mahlapahlapana Johannes, *University of Limpopo*

Challenges Experienced by Teenage Mothers in Secondary Schools: The Case of Hlanganani South Circuit, South Africa

The purpose of this study was to explore challenges experienced by teenage mothers who are still in secondary schools in the Vhembe District in Limpopo, South Africa. The study used qualitative methodology where, a case study design was adopted. Twelve teenage mothers, three teachers and three School Management Team members from three secondary schools were selected for the study through a purposive sampling strategy. Data

were constructed through two methods, interviews and document analysis. Data were analyzed through three methods: organizing the data from field notes; description of various aspects of data obtained and interpretation of the findings. The key findings indicated that teenage mothers had difficulty in balancing schooling and taking care of their children, because they lacked support from their educators, peers, parents and the community. The findings have implications for the promotion of inclusive education and creating safe and secure environment especially for the girl child.

Therriault, Daniel, *North Carolina State University*
Principles for the Applications of Intersectionality to Qualitative Inquiry

Intersectionality has emerged as an important methodological tool to sensitize qualitative data collection, analysis, and reporting to the complexities of identity. However, the lack of propositions to guide intersectional praxis has led to various misuses of intersectionality, such as framing participants as multiply marginalized through reporting, rather than as persons with identities which are internally diverse and intersecting. Through a review of the social science literature, we share principles to guide intersectional inquiry at each stage of the research process to overcome such challenges. For example, journaling throughout data collection can facilitate understanding of how the privileges and limits associated with researcher identities might be deployed to build rapport with participants. Continued discussion of the merits and challenges of intersectionality as a methodological tool can make qualitative inquiry more sensitive to lived experiences of identity and in so doing enhance our collective capacity to advance social justice.

Therriault, David J., *University of Florida*
Challenges of interdisciplinary research across ideological and methodological contexts

See Koro-Ljungberg, Mirka

Thiel, Jaye Johnson, *jathiel@uga.edu*
Rhizomatic Becoming of Aesthetic Material Biographies As Methodology

This paper maps the rhizomatic becoming of Aesthetic Material Biography (A:M:B) as a methodological possibility in qualitative research. Incited by the work of collective biography, this inquiry process invites the exploration of an assemblage in which affects, bodies, and sensations move through visual and verbal creative processes evoking memories, embodiment, and stories. Employing Deleuzoguattarian and feminist new materialism perspectives, our experimentation resisted linear and sequential approaches in the conceptualization of this inquiry process, emphasizing instead interchangeable and movable provocations. In our envisioning of A:M:B as a flexible methodology, we will discuss four provocations that we exercised together with emerging teachers and teacher educators: listening to materials/objects as memories, as visual art making, as diffractive practice, as well as listening to the materials/objects of others. This exploratory inquiry process evokes new ways of thinking about and doing qualitative work.

Thiel, Jaye Johnson, *jathiel@uga.edu*
Aesthetic-Material Encounters in Qualitative Analysis

See Hofsess, Brooke Anne

Thiel, Jaye Johnson, *jathiel@uga.edu*

Using Deleuze and Collaborative Writing to Inform Research Inquiry in the Field of Literacy

See Bogdanich, Jennifer L

Thomas, Joel, *University of Illinois at Urbana-Champaign*

Critical Psychiatry: Cultural Syndromes of Suicide, Dysautonomia, and Dissociation

See McLawhorn, Donald

Thomas, Louise Mary, *Australian Catholic University*

Challenging normative constructions of leadership identity: Multiplicities of performances (Butler) and assemblages (Deleuze).

This paper works to critique taken-for-granted assumptions and discourses that construct normative practices of leadership and the material object of leader in early education contexts. It challenges assumptions of doing leadership and being leader by thinking these constructions as multiplicities of performances (Butler) and assemblages (Deleuze). This involves both working with and refusing notions of self-as-leader dictated by legislation, policy or role descriptions. Looking through lenses informed by the work of Butler and Deleuze, multiple possibilities of doing leadership and being leader may emerge. Such possibilities are enabled by thinking of leadership as becoming processes and leader as constantly evolving states of being. This works to resist familiar, fixed representations of being leader and doing leadership and engages with uncertainty presented by less familiar, fluid notions of doing leadership and becoming leadership - what Butler might refer to as performativity of leader/leadership or Deleuze might represent as assemblage of becomings.

Thomas, Margaret, *The UP Center of Champaign County*

Arts and Social Justice Advocacy as Social Work Practice with Gender and Sexual Minority Youth: Process Evaluation of a Youth Theater Program

Gender and sexual minority youth (GSMY) are at increased risk of mental and physical health problems compared to non-GSMY (D'Augelli et al., 2002). Arts-based social justice programs, such as GSMY theater groups, can provide GSMY with opportunities to engage in social justice activism while also supporting them in developing positive sexual and gender identities (Halverson, 2010), yet little research has examined these programs. This participatory observation study examines the process of a community-based GSMY theater program that provides GSMY an artistic outlet to address their own experiences of being sexual and gender minorities and opportunities to engage in arts-based social justice activism. Participants are between the ages of 13 and 18 and from nonmetropolitan geographical areas. Researchers are engaged as volunteers with the program alongside participants while also documenting observations of interactions among youth participants, staff, volunteers, and the community. Field notes are coded and analyzed using thematic analysis. Researchers have completed phase one of the study: participant observations and coding of field notes from initial planning meetings, program meetings and rehearsals, and one public performance. They are currently completing phase two of observations: continued program meetings and youth engagement in the community through theater performances and dialogue. Preliminary findings indicate several process-oriented themes and short-term impacts on youth participants. Process-oriented themes include program organization and structure; youth engagement in the program; the process of script development through community performance; and the ways in which adult leaders engage

youth to encourage them to make their voices heard, engage in leadership roles, and take responsibility for the success of the group. Challenges to the process of the group include the community size and limited funding. Short-term impacts on youth participants include increased empowerment, comfort with engaging in social justice activism, social support and access to supportive adults, and confidence and self-affirmation through creative expression. Findings highlight active ingredients of successful innovative arts-based programs in LGBTQ-serving community organizations, and suggest that the arts can be effective tools to enhance the well-being, confidence, and empowerment of LGBTQ youth.

Thomas, Natasha, *University of Edinburgh*

Floating In and Out of Me: Mind-Body Dissociation and the Challenge of Existence

Dissociative phenomena has diverse understandings and definitions in psychological and psychotherapeutic literature, as an experience in which people feel disconnected from their sensory experience, sense of self or personal history. It has been explained as having a protective function and falling along a continuum of experiences such as day-dreaming to more severe fragmentations of the self, such as dissociated identity, and has been documented in response to trauma, particularly sexual abuse. In this paper, I explore dissociation as a disconnect from the body and the truth of the body's existence. I base my inquiry within my own difficulties in staying present in my body, my internalisation of the conditions of worth surrounding my female body and my psychological attempts to flee from it, and my practice as a psychotherapist with clients. Within the context of humanistic/existential, psychodynamic and feminist ideologies, I view the body in relationship as a symbol and a communication of existence and dissociation as a denial of and separation from physical existence in favour of a disembodied, intellectualised 'mind' existence. I propose that this shame-induced separation is in response to one's existence being denied, attacked, belittled or resented and the body being held responsible as it symbolises this existence to the other. I challenge the predominance of Cartesian dualistic rationality maintaining a mind-body split reducing the body to a machine or a productive unit and the power systems now based on this assumption that function by pathologising what may be viewed as non-production and deny us rights to our own bodies. I further explore the possibility of integration, empowerment and creating new wholeness drawing from my own continuing process of challenging the idea that my existence has conditional worth and the search for presence that followed.

Thomas, Quincy, *Bowling Green State University*

Performing White and Fine: The Ruin of a Racial Identity at Bob Jones University

In this paper, I will explore the ways geographical space evokes memory, and the ways that such spaces shape being. I will examine my time at Bob Jones University in Greenville, South Carolina. Bob Jones has been praised for its fundamentalist Christian education. Instead of the university bringing me to a closer relationship with God, it was a space where I experienced racism, dishonesty, and threats from authority figures. Drawing upon works such as The Journal of Black Higher Educators' article "Bob Jones University; A Boot Camp for Bigots" and Daniel L. Turner's "Standing Without Apology: The History of Bob Jones University," I will speak of my experience within the space of Bob Jones, and of the ways in which memories brought on by space can trigger a myriad of feelings, both painful and poignant.

Thompson, Audrey, *University of Utah*
Art Starters, Look Books, Pinterest, and Pedagogy

At the 2013 QI Congress, Aaron Hess gave an inspiring demonstration of how Pinterest can be used for classroom inquiry and conversation. Although we see much promise in the use of Pinterest, we also suggest some of the pedagogical limitations of electronic boards.

Progressive education can be opened up to surprise through a blend of structured and unstructured activities. Among the practices we examine are art starters, including collages, sketches, fabric work, or any visual creation made to be handed off to someone who will alter it substantially. We also consider how attentiveness may be shaped by Look Books, scrapbooks filled with the often-unnoticed textured scraps of everyday life—knotted threads, a found list, a peculiar photo. Finally, we look at the pedagogical possibilities of Pinterest when used not to collect glossy inspiration but as a way to attend to absences and make new associations.

Thompson, Audrey, *University of Utah*
Loosening a Few Marbles: Collaborating on Disrupting Discourses of Dominance

Playing both with the Enlightenment metaphor of billiard balls or marbles as mirroring the supposedly natural arrangement of free, atomic human agency, and with the association of a lost few marbles as indicating that someone is not quite rational, we explore some of the ways in which a deliberate loosening of the marbles may yield insights into how pre-organized discursive channels may pre-arrange inquiry.

We focus specifically on collaborations between students or between student and teacher that play with (im)possibility—we are interested less in how teachers may show students how to interrupt dominant discourses than in how teachers may create the conditions for students to surprise one another, their teachers, and themselves with insights into absences and uncertainties. Specifically, we explore the roles of open-ended yet politically inflected inquiry in teacher education programs, including math, history, and language arts.

Thompson, Christine MarmŽ, *Penn State University*
Personal, Cultural, Something In-Between: Prosthetic Pedagogies of Early Childhood Art

As soon as they can produce images that they recognize as stand-ins for people and objects in their environment, children begin to appropriate images provided by popular culture, sampling and collaging characters, accessories, and landscapes in narrative drawings redolent with prosthetic memories (Landsberg, 2004). Garoian (2013) proposes that the possibilities of connection and slippage between children's personal/lived and cultural/prosthetic memories emerge in pedagogical contexts where children's choices are encouraged and expanded in dialogue with adults and peers. My own research with preschool and kindergarten children invited to pursue self-initiated projects through playful art making affirms Garoian's faith in the potency of teaching art in the "third pedagogical space" (Wilson & Wilson, 2009). In the contexts described, drawing events constitute complex assemblages where children's lived experiences, prosthetic memories, and immediate conversations produce dynamic performances and provisional images that capture only traces of the artists' process.

Thompson, Daniel K., *Penn State University*

Easily Distracted: Young Children Negotiating Contemporary Pedagogy Practice

People, after all, like looking at people. Alex Kotlowitz, *Never a City So Real* In my role as a director of field experiences for teaching candidates from my university, I, at times, enter elementary school classrooms for upwards of a school day at a time. Ostensibly I am there to observe and assess the teaching performance of student teachers. In the classroom, however, my attention strays to the lived lives of the children negotiating the well intentioned, but often perverse, pedagogical climate where these students find themselves. Often unknown and unsuspected by their teachers, the children, unsure of why in this strange man in their classroom, watch me as I watch them. Often engaging in non-verbal, theatrical, attention-seeking signals, they pull me into their personal learning space. This paper explores how these interactions illustrate the influence of pedagogical practice differently than with traditional classroom observation protocols.

Thompson, John B., *St. Ambrose University, Social Work Department*

Adults with Schizophrenia and their Active Participation in Mental Health Treatment

See Koenig, Terry Lea

Tilley-Lubbs, Gresilda Anne, *Virginia Tech*

Reconciling Two Selves in the Same Body

While participating in an institute with other critical pedagogues, the author became aware of her two Selves: the United States Self and the Spanish-speaking Self. With startling clarity, she realized why people had been telling her that she exhibits totally different personalities based on the language she is speaking. More surprisingly, she realized that her epistemologies and ontologies were diametrically opposed depending on the dominant Self. Using the lens of autoethnography, she examines how power and privilege determine her actions and her words depending on whether she is thinking in English or in Spanish.

Todd, Sarah, *Carleton University*

Picture this: (Un)making sense with visual methods

See Tamas, Sophie

Togay, Zerrin, *Ministry of Justice*

Opinions of Family Court Judges about the Reflection of Domestic Violence on Children

Various studies introduced that domestic violence may effect cognitive, social, emotional, psychomotor developments of children and children subjected to violence may have certain behavioral disorders or emotional problems. Issue of domestic violence is analyzed by various people or institutions in our county and suggestions towards recovering this negativity have been developed. One of the authorities carrying important roles through their decisions and having the opportunity to analyze reasons of domestic violence are family court judges. The aim of this study is to determine opinions of family court judges regarding the reflection of domestic violence on the child. Working group of the study is composed of 20 judges serving in Family Courts connected to the Ministry of Justice. Data related to the study is obtained through the half-structured interview forms developed oriented to family court judges. Data analyses are still in progress. Findings and interpretation section will be provided later.

Togel, Akif, *Faculty of Law, University of Yildirim Beyazit, Ankara, Turkey*
The Significance of Qualitative Research in Legal Theory and Practice of Law

This paper aims to argue the qualitative research fields and prospective techniques of qualitative inquiry in law. Legal theories can be defined as the basic roots and the norms as the outputs of theoretical factory of law. The perfect law, which brings justice to people, is the best mixture of theory and practice. It is strongly recommended in paper that law scholars have to hear the requirements of public via qualitative research. Unless the doctrine is close to practice, the law factory may not able to produce the ideal norms. Article concludes that, qualitative inquiry methods are applicable to criminal law and sociology of law which are the two specific areas of law. Criminal law includes various areas of qualitative research that gives outputs for lawyers and judges. Sociology of law also has many topics of qualitative study for practice friendly legislators.

Torrance, Harry, *Manchester Metropolitan University*
Imagining Critical Qualitative Futures Researching Networks, Systems and Other Power Assemblages in the 21st Century

Qualitative research, internationally, has been under attack for fifteen year or more. Pressure derives in large part from an increased government focus on value-for-money in research and how social research might better serve policy. The trend is toward social research becoming corporatized and nationalised. The imperative is toward larger scale, inter-disciplinary and inter-institutional networked research teams. This may bring benefits but is largely construed in terms of producing policy-relevant solutions to policy-determined problems. It places agency in the hands of centralised policy intervention, rather than local democratic structures and community development. Could networked qualitative research look otherwise? The paper will treat research activity as a Ôpower assemblage and think through current trends and possible alternatives. It will review the move toward large scale assemblages of Ôresearch power and explore ways in which more local and critical networks of research activity might develop, linking to similar local and critical networks elsewhere.

Torres L—pez, Teresa Margarita, *Public Health Laboratory, University Center for Health Sciences, University of Guadalajara*
Concepciones Culturales Sobre La Migracion En Adolescentes Residentes De Una Comunidad Del Estado De Jalisco

See Becerra Moscoso, Mitzi Rub

Torres L—pez, Teresa Margarita, *Public Health Laboratory, University Center for Health Sciences, University of Guadalajara*
Vivencias de Migrantes Mexicanos en Torno a Estados Emocionales y Consumo de Alcohol y Drogas

See Cervantes Minjares, Juan Pablo

Torres, Carlos, *University of Memphis*
Storying Prison Stories: A Narrative Inquiry into Women Prisoners and an Arts-Based Prison Course

This study explores how arts-based prison programs facilitate self-exploration and the assimilation of new meaning and identity reconstruction for prisoners. This study recruited five women who participated in Prison Stories, which through its programmatic

curriculum has female prisoners explore and share life stories via various reading, journaling, life-mapping, and other creative assignments. Data was collected via artifact-elicited semi-structured interviews. The research questions that guided this study were: What are the experiences of female prisoners engaging in an arts-based prison program?; How do the prisoners make use of the expressive art activities to explore and share their lives?; How do the prisoners assimilate new meaning and identity reconstruction into their life stories?; How are those new meanings negotiated in a group context with other prisoners and non-prisoners?

Toyosaki, Satoshi, *Southern Illinois University Carbondale*
Living in Layers: Nuanced Complex Analysis of Border-Crossing

I was born into post WWII, industrial Japan, where US-Americanization was prevalent. Now I find myself living and teaching in U.S. America. My border-crossing is complex as multiple psychological, relational, social, cultural, historical, economic, political, and ideological factors simultaneously influence the process. In this performative/autoethnographic analysis, I investigate several turning points of my border-crossing, particularly paying close attention to the multiple layers of factors that influence those turning points, when and where my national identity is becoming as I cross the national (physical and cultural) border back and forth. Further, this presentation calls for a living-in-layers approach in studying cultural identity.

Toyosaki, Satoshi, *Southern Illinois University Carbondale*
Duoethnography: Embodied Collaborative Pedagogy of Culture

See Hummel, Gregory Sean

Tracy, Sarah, *Arizona State University*
Meaning or mess? Pragmatic practices for moving from coding, to interpretation, to claim-making in qualitative research

See Huffman, Timothy Paul

Traf*Prats, Laura, *University of Wisconsin-Milwaukee*
Resingularizing the existential territories of childhood through prosthetic visuality and the art of Ahlam Shibli

Contemporary socially-engaged photography functions as a manifestation of prosthetic visuality (Garoian, 2010), where territorializations and deterritorializations of childhood take place. Ahlam Shibli's work centers on the experiences of loss and absence of subaltern populations, including children growing up in highly conflicted geo-political situations. Her strategies of visual rearrangement offer possibilities for new understandings of the role of visual documentation in education with a focus on the decolonization of childhood ontologies through the use of documentary as a minoritarian language centering on the liminal aspects of existence. This will lead into a discussion on the concept of Citizenry of Photography (Azoulay, 2008, 2012), and how photographs function as events that can create civic discourse, plurality of gazes, critical imagination and resistance within the highly domesticated existential territories of childhood in Integrated World Capitalism (Guattari, 2008).

Traf-Prats, Laura, *University of Wisconsin-Milwaukee*
The Representational Spaces of Address and Time in ARTIUM'S Collection

In 2011 and after a decade of acquisitions and institutionalization, ARTIUM, the public museum in Spain with the most recent collection of international contemporary art, brought to the table independent cultural critics and curators to lead the project STANZAS. This project consisted in a number of invited curatorial exercises, whose central goals were to use critical theory to reactivate the knowledge of art, and to disarticulate the homogeneity in which the narrative of ARTIUM'S collection publicly presented the spaces of art and visibility to the local community. For my paper, the ideas and practices developed for and through this project will be reexamined under the light of Garoian'S (2013), *The Prosthetic Pedagogy of Art: Embodied Research and Practice*, with the aim of focusing on the lived, emergent, ambiguous, and vulnerable spaces of representation that occurred through the STANZAS process.

Trommershausen, Anke, *Bauhaus-Universitaet Weimar*
Organisation as process and management research: Appreciative inquiry in project-based work

This paper focuses on a question which is challenging organizations and management in a growing fluid and incoherent world: How can people, interactions and (mediated) processes be managed when organizational contexts are in flux?

Mainstream management discourses offer little insights into organizational contexts, that are characterized by the logic of project-based work (Boltanski and Chiapello 2005) and quickly changing working environments (virtual teams, cloud working) in a networked information ecology (Benkler 2007). Understanding the organization as a constant process of becoming (Tsoukas/Chia 2002), many of these processes are mediated by media technologies such as social software, influencing management processes and fostering uncertainty (Hofman/Orlikowski 1997).

Data will be discussed from a qualitative study of a project team within the academic context as part of an appreciative inquiry approach (Cooperrider and Srivastra 1987), pointing to the potential of this approach to add to a process organization and management research.

Trostin, Cyndi P., *John Marshall Law School*
An Autoethnographic Study of Cultural Roots

See Trostin, Vladimir F.

Trostin, Vladimir F., *John Marshall Law School*
An Autoethnographic Study of Cultural Roots

This paper demonstrates the potential of autoethnography to exemplify existentialism and phenomenology as leading philosophical and methodological perspectives to conduct successful educational leadership research. The study is about an educator whose life has unfolded on three continents—Europe, Far East, and North America. The purpose is to explore the complexities, nuances, and meanings of life experiences shaped by different historical and socio-cultural contexts. It shows how, through intense and deliberate self-inquiry, educational leaders can find a renewed sense of self and purpose of their personal and professional lives. The paper deliberates on autoethnography as art, science, and the way of knowing. It addresses complex notions of self and culture, dynamics of their relations, and writing as a method of inquiry. Through an in-depth introspective analysis, it

confronts the ambiguities of a path towards self-understanding and growth and presents incredible stories of resilience, the author's own and those of his family.

Trujillo, Daniela, *Researcher*

Attitudes and Theft Dynamics in an Upper-Middle Socioeconomic Status School in Colombia

See Chaux, Enrique

Tseng, Rayuan, *University of Taipei*

Shuttling between past and present with constraints: A dancer's self-narrative

See Chu, Kuan-yu

Tuomi, Margaret Trotta, *University of Jyväskylä, Finland*

Qualitative Research Methodologies as Partners of Quantitative Educational Development Benchmarks

Education is pivotal to the improvement of quality of life, the reduction of poverty and gender equity worldwide. To this end, international benchmarks, such as the global Education For All targets, have been established to measure the educational progress of students and teachers. While both qualitative and quantitative goals have been set, national institutions, such as Ministries of Education, provide quantitative data to prove their nations' progress.

The inclusion of the voices of people on the ground, via appropriate and culturally sensitive qualitative data, can add valuable insights and contextualize educational development so that essential local questions can be addressed from planning to evaluation. In this presentation, a variety of actor-centered methods and, especially, participatory action research methodologies are examined for their potential to partner with quantitative results by putting a face on the numbers and showing the direction needed for educational development targets in the future.

Turcotte, Danelle, *University of Georgia*

The Cyber Disciplining of Educators Through Pinterest

The purpose of this paper is to examine how Pinterest, a social media outlet, disciplines teacher work habits. Acknowledging that Pinterest is an extensive outlet both for information and as a network, this paper uses Foucault, Deleuze, and Haraway to study the material and immaterial entanglement in which Pinterest functions as teachers work.

TURKYILMAZ, Fatma, *student*

Turkish Language Teaching Elementary Reading Comprehension Skills Programme for the Development of Visual Literacy Outcomes on the Effectiveness of Teachers' Opinions

Purpose of this study, Primary Turkish Course (1-5. Classes) Curriculum and Guide located in the reading and visual presentation of learning in the field of visual literacy gains, reading comprehension skills development in the effectiveness of teachers based on feedback to determine.

In the PISA 2003 and 2006 in Turkey "reading comprehension skills with respect to" take the consequences of failing to have twice as these skills are thought to be a solution in gain will increase the importance of visual literacy. According to the relevant literature, using visual learning in education has a positive effect on.

This study of Ankara, Ankara district at the public schools are working 7 with the classroom teacher in Ankara different districts in the private school officials 5th grade teacher for a total of 12 teachers will be conducted with. Key Words: Visual reading, teachers' opinions, reading comprehension.

Tuzzo, Rosario, *Universidad de la República, Uruguay*
Narrative inquiry in the study of generative behavior.

Generativity includes a wide range of constructive behavior ranging from a volunteer work in their communities to high levels of social, spiritual and civic engagement. Objective: this study aimed to analyze different factors of generativity in old people. Methods: this is an exploratory descriptive study with a qualitative approach, which uses narrative inquiry as a technique for collecting data. It was conducted in a primary health service. 15 old people participated and revealed peak experiences, turning points, important decisions in their lives and the goals for the future.

Tynysbayeva, Ane A., *L. M. Gumilov Eurasian National University, Programme of Psychology and Social Work, Astana, Kazakhstan*
The Current and Future Role of Social Work in Kazakhstan

See Koenig, Terry Lea

TZINERIS, ANDREAS, *University of Massachusetts Amherst*
Emerging methods in qualitative case study research: Multimodal critical discourse analysis

Considering how the discourses that need the scrutiny of a critical eye are now overwhelmingly multimodal and mediated by digital systems (van Leeuwen, 2012, p. 1420), I (re)visit existing discourses that dichotomize the English language teachers into native and non-native English speakers and explore how such discourses are enacted and mediated within the range of online virtual spaces and practices. By using the Internet as a means and a space to conduct qualitative research, I examine how the online identity of the English language teacher is constructed, mediated, and performed during asynchronous communication and interaction in online virtual spaces via the use of multimodal technologies such as Virtual Reality (VR). Emerging qualitative methods such as multimodal critical discourse analysis (MCDA) are used to unpack the power and status of English language teachers whose professional identity continues to be (de)valued on the basis of a conceptually constructed and discursively mediated dichotomy.

Ugalde, Regina, *Universidad Panamericana*
El Impacto del Libro Fifty Shades of Grey en Lectores J—venes

See Palacios, Lorena Gabriela

Uhlig, Susan, *The Pennsylvania State University*
Corresponding Voices: Visualizing Research through Rhizomatic Dialogue

In this paper, we aim to rediscover the interconnectivity and meaning making of beauty, lived experience, place, and research informed by the philosophies of Elaine Scarry (1999) and Gilles Deleuze and Felix Guattari (1987). We investigate how research can be developed and reshaped by exploring the relationality of visual research and collaborative dialogue using our own works of art as a basis to discuss theory and praxis, through both performative and pluralistic practice. Open to our musings as two doctoral candidates in

art education, we dialogued with, Jennifer Pazienza, an art education scholar through a series of conversational emails. The resulting discourse was emergent and created an assemblage, which rhizomatically grew and shifted with three different voices interjecting new connections, concepts, and questions.

Ukwuoma, Dr. Uju C. *Paris & Drina Academy Nigeria*

Nigerian Creole in Classroom Instruction: Power, Prior Knowledge and Perceptions

This study investigated the philosophical teaching perspectives of professors in some Nigerian teacher preparatory colleges as it relates to their choice of language for classroom instruction, and the role of Nigerian Creole in teacher education. The study linked the theory of critical literacy and cultural hegemony to sociocultural theory, and used a multiple case study design with participants who were purposely selected. Data were drawn from multiple participant interviews, researcher field notes and reflexive journal whereas analysis was linked to three sub processes, which included data reduction, data display, verification and conclusion drawing. All of the participants described their teaching philosophy regarding language of instruction as student centered. Conversely, some participants classified students who speak languages other than English as academic low achievers. As a result, some professors measure academic performance through English. Indeed, other languages such as Nigerian Creole are perceived as incapable of assuming any role of significance

Ulmer, Jasmine. *University of Florida*

Death of the Teacher: A Deconstruction of the Teaching Apparatus

Death of the teacher, like Barthes' *Death of the Author* (1977), implies the removal of the teacher as the origin or the single creator of education. Though the teacher as we know her died long ago, we still live inside the myth that she exists. Thus, within the tenuously understood context of public education:

we question the persona and apparatus of the teacher;

we examine the entanglements and intra-actions that have created and sustained a monolithic assumption of who a teacher is and what she does; and

we challenge the outdated models of teaching that appear to confine her. We draw methodologically from Derrida (1967) in a deconstruction of the teaching apparatus and perform a diffractive analysis alongside Barad (2003). In seeming stillness, we find oscillations, fluctuations, impalpable movements. As Barad writes, *Boundaries do not sit still* (2003, p. 817). As rigidity disappears, what are the meanings of teacher?

Ulmer, Jasmine. *University of Florida*

Vital illusions of discipline and critical (re)productions of docile teacher body images

See Koro-Ljungberg, Mirka

Ulmer, Jasmine. *University of Florida*

Repetitions

See Hendricks, Justin

uludag, gonca. *Hacettepe University*

A study on the perceptions all preschool teachers, school administrators and parents on parent involvement

See erkan, semra

Ulusoy, Mustafa, *Gazi University, Faculty of Education, Department of Elementary Education*

Teacher Candidates' Responses to Picture Books

The main purpose of this study is to investigate teacher candidates' responses to the picture books that are selected by their peers. The teacher candidates were requested to find and suggest a quality picture book to their peers in the Turkish Instruction course in the spring 2012. Ninety-two teacher candidates suggested 32 different picture books. They are allowed to select and read as many picture books as they desired. The participants provided their thoughts and reactions as written responses. The participants' reading range of the books was between 1 to 6. All of the written responses (n = 115) were analyzed to determine the main themes and issues. The participants' written responses were examined under the following themes: peritexts, topic, genre, structure, story elements, illustrations, number of pages and words, and comprehension.

Upadhyay, Dr. Ishita, *University of Delhi, India*

Body images in the context of grand narratives of contemporary indian context

Body Images in the context of grand narratives of contemporary Indian context Grand narratives are cultural schemas representing codified wisdom transmitted across generations for understanding and interpreting the world around.

The study aimed at exploring through personal narrative around the notion of body images among women. Twenty three participants having professional career in modelling. The data was collected with the objective of understanding their notion of beauty and sense of aesthetics in the making of the self and its various shades. It also aims at understanding the meaning of relationships with self and others, the embodied engagements with their own body in relation to their profession.

Data thus obtained were subjected to narrative analysis using Grounded theory method framework for identifying the emergent themes. Themes like anger and depression, loss and split, recovery and repair, empowerment vs. disempowerment were located in the narratives. Paper discusses its implications in contemporary context.

Uribe Hincapiž, Richard Alonso, *Universidad Pontificia Bolivariana*

The classroom Project: the civic education strategy through the teaching of Spanish: a contrastive study

See Mar'n, Juan Eliseo Montoya

Uribe, Claudia Patricia, *Universidad Casa Grande*

Gesti—n Educativa y Formaci—n Docente Continua en Contextos de Pobreza: Caso Escuela Generaci—n Nuevo Milenio

El estudio de caso natural'stico intr'nseco recoge las acciones pedag—gicas, docentes e institucionales, que por una d'zcada configuran la gesti—n educativa de una escuela ubicada en un contexto de pobreza. Con base en testimonios, documentos, observaci—n de eventos educativos y sociales, se indagan los qu'z, c—mo y por qu'z de las acciones educativas orientadas a motivar aprendizajes.

El caso revela las manifestaciones del contexto de pobreza en las aulas y lo articula a las capacidades que emergen en la gesti—n educativa. La convicci—n institucional de las posibilidades de aprendizaje de los escolares pobres, es el fundamento de las decisiones pedag—gicas, docentes y organizacionales.

El estudio identifica acciones Oclaves del caso: la conformaci—n de equipos de trabajo, la formaci—n docente continua, la lectura como pr'ctica medular, la calidad de las

interacciones entre pares con el equipo docente y la comunidad, y la capacidad de gestión y liderazgo de la dirección.

Usher, Kim, *University of New England*

Conducting a Grounded Theory Study in a Language Other Than English: Procedures for Ensuring the Integrity of Translation

See Nurjannah, Intansari

†ST†N, **Koray**, *Hacettepe University*

A Qualitative Research on Employment Concerns of First and Fourth grade Students of Turkish Language and Literature at Hacettepe University

See DO_AN, Abide

†ST†N, **Koray**, *Hacettepe University*

A Qualitative Research on Employment Concerns of First and Fourth grade Students of Turkish Language and Literature at Hacettepe University

See DO_AN, Abide

†ST†N, **Koray**, *Hacettepe University*

A Qualitative Research on Employment Concerns of First and Fourth grade Students of Turkish Language and Literature at Hacettepe University

See DO_AN, Abide

Uysal, Hatice, *Hacettepe University*

Opinions of Preschool Teachers and Families regarding School Adoption Periods of Children

See Ozen Altónkaynak, Senay

Uysal, Hatice, *Hacettepe University*

Opinions of Preschool Teachers and Families Related to Primary School Readiness Period

See Ozen Altónkaynak, Senay

Vagle, Mark, *University of Minnesota*

Deconstructing What We Build and Think We Know

I argue (Vagle, forthcoming) that in post-intentional phenomenological analysis, much like in descriptive and hermeneutic phenomenology, it is important to work through one's data in a whole-part-whole process. However, unlike its phenomenological predecessors, post-intentional phenomenological analysis goes a very important step further in stating that once arriving at wholes it is now time to deconstruct these wholes—and I suggest that it is in this deconstructive act where tentative manifestations can take flight (Deleuze & Guattari). In this paper, I lay out a rationale for my thinking in this regard and then provide concrete strategies for pursuing this sort of analysis—including two noticings. The first which asks the researcher to actively look for ways that knowledge takes off and the second which asks the researcher to distinguish lines of flight from other lines operating on us and the phenomenon.

Vagle, Mark, *University of Minnesota*

Resisting Over-Coding in Post-Intentional Phenomenology

In *A Thousand Plateaus*, Deleuze & Guatarri argue that a multiplicity never allows itself to be overcoded. Although data analysis in phenomenological research rarely makes an explicit commitment to coding per se, data are indeed pulled apart; put back together as new wholes; and communicated as essences, invariant structures, or themes. As I continually re-imagine and play with what I have termed post-intentional phenomenology, I am finding it important to reconceive phenomena as Deleuzoguarrian multiplicities. Doing so means that any and all analysis of phenomena must also be reconceived. The purpose of this paper is to explore some of the philosophical and methodological challenges and complexities such reconceptualizing has brought with particular attention paid to how the act of writing phenomena often pulls us toward unity rather than multiplicity, and how we might actively try to work against this pull.

Vagle, Mark, *University of Minnesota*

Disrupting the Dissertation, Phenomenologically Speaking: A Reflexive Dialogue between Advisor-Advisee

See Hughes, Hilary

Vair, Carly, *SUNY Brockport*

Thanks but No Thanks: Faculty Help That Does Not Help, and How You Can Help Instead

The advent of social media has created a host of new skills for professional and student journalists to master, of which the navigating tenuous ethics of tracking down sensitive information may be most important. The ease by which inexperienced journalist can stumble upon controversial information raises the stakes of doing journalism with some younger reporters finding themselves unprepared for the dangerous territory—both physically and emotionally—that come with this type of reporting. This experience is especially challenging for student journalists as they face a unique set of complex challenges due to their role as not only reporters, but members of a comparatively smaller campus community. Understanding these challenges is necessary for college administrators and faculty members to effectively support and facilitate student journalism, which is why we offer this exploration of the student journalist experience. In order to maintain the integrity of college journalism programs, we believe faculty and administrators need to have a clear picture of the problems encountered by student reporters and how to assist them without complicating the issue.

Vajta, Balint, *School of Medicine, Aarhus University*

Weighing Up the Costs of Seeking Health Care for Dengue Symptoms: A grounded theory study of backpackers' decision-making processes

See Mills, Jane

Valdovinos, Miriam Georgina, *University of Washington, School of Social Work*

Laughter & Lagrimas: Centering Emotions in the Qualitative Research Interviewing Process

Intimate partner violence (IPV) research with immigrant communities continues to expand in social science research. However, we continue to methodologically re-direct the story that emerges, one that is less intimate (erasing emotions) and that focuses on the

prevalence of this societal problem. This paper explores the lived experiences of undocumented Latina immigrant IPV survivors. Therefore, it raises questions about feelings and emotions that are exchanged as part of the research interview dialogue. This paper will discuss the affective dimensions of conducting qualitative interviews while studying sensitive issues such as IPV where the researcher is "insider" and "outsider" amongst the interviewees' community. Performance and researcher journal entries will be used to encapsulate the importance of considering emotions in our research. This paper also considers imperative ethic concerns with this type of inquiry. By centering emotions, we begin to decolonize our IPV research inquiries which are important to meaningfully shape future qualitative endeavors.

Valencia, Alejandra, *Nutrition and Dietetics School, University of Chile*

Photovoice: A complement to obtaining qualitative information on determinants of eating behaviors

See Galvez, Patricia

Valencia, Claudia Patricia, *Universidad del Valle*

Vulnerability and the active agency in sexuality among youth as university student, Cali, Colombia

See Canaval, Gladys Eugenia

Valente, Joseph, *Penn State University*

Becoming-Disability: From a Politics of Identity to an Affective Politics

See Boldt, Gail

Valentine, Keri, *The University of Georgia*

The Emergence of Tentative Manifestations through Mobile Journaling

As smart phones become the norm, researchers have access to tools similar to Inspector Gadget: a mobile camera, voice recorder, GPS navigator, weather data, and a myriad of productivity applications. In this presentation, journal entries are shared that incorporate images, weather data, location, and tagging features through the Day One journal application on the iPhone. Specifically, entries will be discussed that open up and illustrate the phenomena of a shifting perspective. The entries take on several forms (e.g., teacher researcher considerations, reflexive entries) and will be articulated in relation to post-intentional phenomenological methods (Vagle). Although the phone and application are merely tools, insights about varied media (e.g., photos, tagging) as part of journaling contributed to the particular ways I was able to communicate about the phenomenon of a shifting perspective.

ValkeemŠki, Anita, *University of the Arts, Helsinki*

A Variety of Dance Pedagogical Approaches: Language and a Visual Phenomenon with the Improvisatory Aspects

The purpose of my artistic and educational study is to develop certain dance pedagogical approaches that have emerged from particular samples of the teaching experiment, which revolved around dance improvisation on the basis of ideas drawn from theories on primitive reflexes. Two significant theme, which became apparent through the practice are, importance to explore the meaning of language, that particular moment of presenting a movement task with certain improvisatory aspects, and to perceive that present moment

in dance class where teaching and learning reaches out towards the performative act of dance art, towards that space where the self becomes visible to the other. I wish to open a discussion on how a teacher-student group can provide space for the entry of a variety of learning experiences in dance education by proposing that the importance of the artistic pedagogical approach is in the change of attitude, perception, and habits of practice.

ValkeemŠki, Anita, *University of the Arts, Helsinki*
Happy Incidents and Unexpected Encounters in the Academy

See Anttila, Eeva

Valle, Fernando, *Texas Tech University*
Let the Symbols Speak

See Hindman, Janet Tipton

Van De Putte, Inge, *Ghent University*
Becoming Collective as an Answer to Categorization in Education.

Every Flemish school has a special needs coordinator (SENCO), to support teachers in involving all children. The way the role of the SENCO is set up, conflicts with developing inclusive schools. As a result the category of children with special needs is formed. The focus is on difference that leads to binary thinking in terms of able/ disabled and to correct the deficits. As researchers in the field of disability studies, we are aware of the effects of categorization. We experience that traditional qualitative methods reaffirm categories and imply moral judgments. Collective biography is a research strategy that works with memory around a relevant research topic. It's not about understanding the individual stories but it's about asking how things come to matter in the ways they do. The experience of listening and being listened opens up and makes discourse, dichotomy and categorizations visible. It changes the participants, all becoming different.

Van Hove, Geert, *Ghent University*
Research or revenge? A Personal Account of a Research Process in the Border Zone Between the Story of my Grandmother and Emancipatory Research.

In this paper I will try to illustrate the many pitfalls I encountered while working with Chris to tell her story (Van Hove et al.2012).

Chris's her life story meets the life story of my dear grandmother: getting a mental health problems' label _ living in a psychiatric institution _ forced to live without her children - É

Through the use of critical incidents I will discuss the chaos I learned to know building the story of Chris while having my grandmother's life in my backpack. I will confront the formal characteristics of emancipatory research with my personal trajectory: research or revenge?

Vann-Ward, Terrie, *University of Utah*
Palpably Poignant Interviews: Building Context and Relationship with Observation

Interviewing and observation have traditionally been considered to be simultaneous methods of data collection in qualitative research. But, today, observation has nearly been removed as a viable method. Reasons for discarding this valuable data source include concerns of lengthy time commitments, potential intrusiveness, privacy regulations, or beliefs that observation belongs solely to ethnography. But interviews alone limit potential

understanding of the transitions in health and care. Spanning research paradigms and focusing on naturalistic settings, observation increases the ability to understand what people do and how they do it. A focused contribution of observational methods enhances the explanatory depth of social processes. This presentation will describe the expanded observational component during in-home interviews with people who have parkinsonism. Photographic examples of the challenges people face with a movement disorder will be presented with the corresponding narratives. People crawl on their knees as a daily routine, mealtime becomes a creative adventure, and stairs are a tangle of mishaps. Becoming a witness to the real-time challenges and strategizing for people with progressive mobility, intellectual, and emotional losses increases the ability to see a person's self-identity unfolding. Translating and applying the findings of qualitative healthcare research demands focused naturalistic methods.

Vanover, Charles, *University of South Florida Saint Petersburg*

From connection to analysis: Using ethnodrama to interpret fieldwork

Ethnodrama is not only a means of communicating people's stories; it may also be a method of interpreting data and of deepening inquiry into a particular realm of social life. This autoethnographic performance piece discusses my efforts to use the process of dramatizing data for performance (Conquergood, 2002; Saldaña, 2011) to understand the stories of a group of teachers I interviewed. The iterative process of writing, rehearsal, performance, discussion and reflection I used to create my plays deepened my understanding of the educators' strengths and weaknesses. I understood how the teachers I interviewed transformed their classrooms into generative spaces that supported students' growth, but also saw how teachers were forced to become complicit in their school system's dysfunction. Ethnodrama allowed me to convey the courage and skill that allowed teachers to make a difference, while communicating the injustice they could not overcome and, in some cases, perpetuated.

Vargas-Hernández, José G., *University Center for Economic and Managerial Sciences, University of Guadalajara*

Yoremes of Sinaloa and their inclusion to the information society

ABSTRACT This paper analyzes from the point of view socio-intercultural the juxtaposition of the Yoreme ethno region with the information society. From the many dimensions of the information rhetoric, at least three of them describe not only the asymmetries, but the asynchronies that when considering the time are present between the reality of the people Yoreme Mayo of Sinaloa and global aspirations. It is proposed in this paper that the interaction of these three dimensions results in a large gap with the objectives set by the major national and global organizations that have staked the intercultural future of humanity and the information society. **Keywords:** Public policy, information society, population Yoreme May.

VASCONCELLOS, SONIA TRAMUJAS, *State University of Parana; Federal University of Parana*

Textual Narratives and Visual Imagery about Research and Visual Art Education

This study reveals the perceptions of research and of teacher training by a beginner group of undergraduates, in textual form and visual imagery as a way to introduce other modes of presentation and discussion those topics. The students' narratives present perceptions filled with their experiences and points of the view, revealing disturbing visions about the relationship among research, authorship and art education. In addition, the

narratives are different if comparing textual and visual forms. In the images, the discourse is more authorial and closer to the role of research in teacher education. These notes are circumscribed by the investigated group and they reveal the importance of broadening the scope of the visual discourse in the teaching visual arts program in order for the diversity of students' narrative to be revealed, questioned, deepened, and becoming, effectively, their discourse and practice of research and teaching art.

Vasquez, Anete, *Kennesaw State University*
Place and Passion: Changing Stories Changing Lives

Stories illuminate my journey to understand my place as another white woman at the blackboard, a statement shouted out by a Black male student my first day of student teaching twenty some years ago, as a high school teacher, a teacher leader, and a teacher educator. My evolution occurs in relation to temporal stories crafted by politics and media, institutional stories created by the curriculum both hidden and transparent, and personal stories shaped in my upbringing as a first generation American. Mostly, it occurs in transactions with my students, K-12 students and teacher candidates, who find, like Okri, "If we change the stories we live by, quite possibly we change our lives." Narrative inquiry requires us to examine the places in between, the spaces created at intersectionality of the temporal, the institutional, the personal, and to have the courage to change as our stories change.

Vecchio, Lindsay, *University of Florida*
Life as a Data Playground: An Exercise in Reflexivity

Troubled by the power dynamics of my relationship to research participants, bored by the division of work and play, and inspired by St. Pierre's (1997) reconceptualization of the notion of data, I have been living the past several months of my life in the midst of a data experiment. Using data collection as a method of reflexivity, I have collected various forms of data that have challenged my previous notions about the nature of data and allowed me to better understand myself and my role as a researcher. In this presentation I will share some of the experimental forms of data I have collected and my general reflections on data collection as a method of reflexivity. I will also invite the audience to join me in a spontaneous act of data collection that challenges our notion of what data is.

Veeramani, Karthiga Devi, *Southern Illinois University Carbondale*
Living on the Borderline: Implication for Epistemic Exigency

I am a complex pastiche of identities that can be classified according to my multinational, multicultural, ethnic, gender, and caste identities. The hyphen is too familiar to me on the borderline(s). This is a contested terrain where I mediate my sense of being, and embody my different identities. It is a zone of compromises as well as win-loss. This presentation will address how I engage in my identities and arbitrate this contested zone I reside, specifically in academia and classroom setting. It will serve prudent to ponder and being to understand how one transforms this complex zone into an epistemic one.

Velardi, Marilia, *University of São Paulo*
O corpo na —pera: o que os cantores podem fazer?

Em —pera é comum a crença de que o corpo do cantor deve estar a serviço do canto e em muitos aspectos essa visão distancia o cantor do ator, especialmente aquele preparado para atuar no teatro contemporâneo. Esse trabalho apresenta as reflexões de

seis jovens cantores líricos sobre a encenação centrada no corpo do ator. A companhia a qual pertencem os artistas se utiliza das propostas de Meyerhold para a encenação, tendo como base um forte trabalho corporal centrado na Dança Moderna e na Educação Somática. A pesquisa foi realizada durante os cinco meses destinados à montagem da —pera *The Fairy Queen*, do compositor inglês Henry Purcell, na qual foram utilizados diversos elementos coreográficos e circenses. As reflexões, assim como as escolhas cênicas e musicais dos artistas demonstram as possibilidades do corpo do cantor, bem como apontam para um posicionamento crítico sobre a forma dos novos artistas para o gênero.

Velardi, Marilia, *University of São Paulo*

A —pera que se dança: um estudo sobre Orfeu e Eurídice de Gluck coreografada por Pina Bausch

See FERNANDEZ, WESLEY

Velardi, Marilia, *University of São Paulo*

Significados atribuídos por idosos às Políticas Públicas: Possibilidades Photovoice

See Marques, Bruna Gabriela

Veltz, *Universidad Panamericana*

El Impacto del Libro *Fifty Shades of Grey* en Lectores Jóvenes

See Palacios, Lorena Gabriela

Velez-Agosto, Nicole, *University of Puerto Rico, Rio Piedras Campus*

Exploring the benefits and meanings of educating with video-games in a Puerto Rican sixth grade public school classroom

Implementation of videogames in school classrooms has gained attention in recent years because of increase of videogame use among children and youth and research on the educational benefits of videogames. Regardless, the implementation of videogames in classrooms can present a challenge to policy makers. In Puerto Rico, there is no data on evaluating the implementation of videogames in classrooms. As part of a first step towards this goal, and guided by the framework of evaluating new technologies proposed by Margolis and colleagues (2006) and Vygotsky's historical-cultural perspective, we will present the proposal of a study that will explore the benefits and meanings of implementing videogames in a public school classroom using mixed-methods with a multidimensional approach. Both quantitative and qualitative approaches will be used to study the implementation of an educational videogame in a group of sixth-grade public school students as part of an English class.

Velez-Zapata, Claudia, *Universidad Pontificia Bolivariana*

ZDP + Symposium + Literacy + Culture + Abduction: Learning from Experience

Research processes and literacy are essential in the learning process at the university. They must ensure the student's own language strengthening the discipline area, the communication processes of the person in society, ownership of skills that facilitate critical thinking and student interaction with the scientific and academic world. However, these processes are often seen by students as waste requirements, which makes the learning processes of teaching and learning, and increasing disinterest in the areas and practices related to research. The consequence is that research, reading and writing to the student become a problem and for teaching and training project in a pedagogical challenge. This paper

presents results of research conducted under the Abductive Methodology at Universidad Pontificia Bolivariana during the years 2010-2013, from which emerges the proposal to train professionals for on-site research, improve the processes of reading and writing and emphasize the ethical nature of science, all expressed our methodological strategy for the course comprises the special combination of German Seminar, Workshop (Vygotsky's Zone of Proximal Development), Stephen Toulmin's Argumentative Model (Dressman, 2007, 2008; Toulmin, 1958) and Abduction as a model of thinking for developing classes and as a research method for student work. The Abduction aims hypothesizing that allow the development of science and the advancement of knowledge.

We will glad to share our process of design and some lesson learned as:

-Our seminar proposal has been a meaningful experience in regards to research, reading, and writing processes in higher education.

-It has opened a space for professionals from varied fields to find a kinder and more meaningful entry to research, so that they can actually transfer their findings to an academic register and thus acquire a more complex view of their professions.

-Research is no longer theory; we now need to start from practice and prior knowledge to potentiate personal skills and competences in academic spaces.

-Students gain from the feelings of satisfaction that completing a research project provides, and the sensation of growth and progress in the experience.

-They move from their initial feelings of inability as readers and writers to develop metacognitive strategies as researchers.

Velez-Zapata, Claudia, *Universidad Pontificia Bolivariana*

ZDP + Symposium + Literacy + Culture + Abduction: research training model

See MARÍN, JUAN E MONTOYA

VenšŠinen, Satu, *University of Helsinki*

Analysing Representation of Women as Perpetrators of Violence in the Media

This paper examines the portrayal of women who have used violence in news stories of Finnish afternoon papers. Afternoon papers often cover at length violent crimes committed by women, which can be seen to doubly transgress gendered social norms. In recent years there have been several cases of violent crime with women as perpetrators that have been followed closely in Finnish afternoon papers. In the paper news stories about these cases are examined as potential resources for identity construction for women at times of a backlash against changes in women's societal position. The analysis draws on principles of social semiotics and discursive analysis. By focusing on accounts given in the news articles about the violent action of women and the modalities and valuations attached to it, the scrutiny focuses on accounts of agency and types of character that are being constructed for women in the material.

Vera Zambrano, Sandra, *Institut d'Etudes Politiques de Toulouse*

"Do We Follow What We Preach?: Teaching Qualitative Research and Practicing a Reflective Gaze"

See Palmerin Velasco, Diana G

Verdinelli, Susana, *Walden University*

Editors' perspectives on qualitative visual displays.

See Scagnoli, Norma I

Vernaza-Hernandez, Vanessa, *University of South Florida*

Photovoice as an Action Research Method in the Development of Teacher Leaders

See Feldman, Allan

Vialard, David, *Texas Tech University*

How We Visualize the Verbal

Communicating visual information to individuals with low vision presents particular issues for technical communicators. Providing users with low vision access to visual information is a rhetorically discursive process in which the describer must select visual elements and translate the visual to verbal linguistic forms (Snyder, 2007). Several questions arise out of these common principles that pique rhetorical interest. Do audio descriptions demonstrate consistency in representing what the describers sees? Can a describer separate personal interpretation from pure description? Perhaps most significantly, are descriptions that abide by these principles usable in terms of understanding artwork to individuals with low vision? Results of a study will be presented in an effort to add to our scholarly understanding of how training of audio describers may impact the rhetorical choices describers make in scripting AD that may affect the consistency of how works of visual art are described.

Vida-a, Joel, *Universidad Panamericana*

El Impacto de los Medios Alternativos para ver Cine

See Espinosa, Mar'a Polet

Vieira, Luiza Jane Eyre de Souza, *University of Fortaleza*

A Interface da Violência com a Institucionalização do Idoso

See Moreira, Gracyelle Alves Remigio

Vieira, Luiza Jane Eyre de Souza, *University of Fortaleza*

Discourse of Elderly about Tooth Loss: Implications to Quality of Life

See Saintrain, Maria Vieira de Lima

Vieira, Neiva Francenely Cunha, *Federal University of Ceara*

Infidelity relationship between HIV/AIDS infection in the view of heterosexual men

See Pinheiro, Patricia Neyva da Costa

Vieira, Neiva Francenely Cunha, *Federal University of Ceara*

Street youth: knowledge and prevention of sexually transmitted diseases

See Pinheiro, Patricia Neyva da Costa

Villada, Ana Paula, *Universidad Panamericana*

Influencia de los Grupos Sociales sobre el Comportamiento de las Personas.

El ser humano es social por naturaleza, se desenvuelve y está destinado a la vida en sociedad. La cultura, las creencias, ideologías, actitudes y significados de las personas dependen de los grupos sociales donde se desenvuelven; en ello se centra nuestro interés sobre el tema de investigación—n, la influencia de la sociedad sobre el comportamiento de las personas tanto en aspectos positivos como negativos así como las labores de convencimiento, persuasión o presión involucradas. La identidad de las personas comienza a

consolidarse en su transición de la adolescencia a la juventud adulta, del occidente mexicano. Se utilizaron encuestas y observación participante para entender en qué medida su comportamiento se ve influenciado por otros. Los resultados indican que no solo son los patrones de comportamiento, sino la manera de vestir, de hablar, y de pensar los que están sujetos a presiones sociales.

Villar Hernández, Nicole A. *University of Massachusetts*
Rituals

In this performance autoethnography, the author explores how we recreate histories, familial histories, home through the practice of rituals. In particular, the author delves into how rituals can be bastardized, slandered, corrupted and uncomfortably reinterpreted by white bodies of privilege.

Virgininia, Dube. *University of South Africa*
Symbolic suffering: the realities of forensic psychiatric rehabilitation in Zimbabwe

See Maritz, Jeanette Elizabeth

Visse, Merel. *VU Medical Center, Amsterdam*
Ethical Questions in Program Evaluation

Although Barry MacDonald, for his projects, did not espouse collaborative evaluation or directly work to liberate the schools, he formed his research questions as ethical questions and served as a precedent for the current support of the National Science Foundation for ethics-based and culturally sensitive program evaluation. In that sense MacDonald was in tune with the current work of Jennifer Greene and Stafford Hood. It has taken a long time for much of the measurements and evaluation world to recognize the relevance and even centrality of ethical issues in the conduct of these specializations. The joint standards for evaluation of educational and psychological programs edited by Daniel Stufflebeam acknowledges the importance of ethical issues but deals with blatant matters such as lying and cheating and not much with the matters of discrimination and equity. As evaluation has become primarily a corporate and economic enterprise, the distinctions made by MacDonald continue needing development and application.

Volkman, Kimberly. *University of Illinois at Urbana-Champaign*
Exploring the Relationship Between Meanings and Worldviews

See Zhang, Michael

Von Unger, Hella. *Munich University (LMU), Institute for Sociology, Germany*
Learning research ethics through practical experience: Students exploring the meanings of a murder trial against neo-nazis in Germany

Research ethics are an integral part of the research process and are not limited to the bureaucratic procedures of institutional review boards and committees. Research ethics is a lived experience involving questions, challenges, values and discussions. On a practical level, researchers have to make multiple decisions throughout the research process on how to enter the field, how to manage the relationships with participants and how to handle data and information, including processes of informed consent, confidentiality etc.. While there is no standard formula for ethical reflexivity and practice, the question arises as to how research ethics can be taught as part of a curriculum for qualitative research methods. The approach taken here is one of learning by doing. Sociology students were trained to

conduct semi-structured interviews and reflect on ethical aspects of their own research experiences. Their research projects explored the meaning of a controversial trial that took place in Munich at the time. In the trial, members of a neo-nazi group (National-Socialist Underground, NSU) stood accused of being involved in the murder of a number of immigrants as well as a police woman. In teams, the students planned and conducted two qualitative interviews each on how members of local communities viewed the trial. In their reports, they also reflected on ethical questions that arose in their fieldwork. The students' learning experiences are analyzed and discussed and recommendations are drawn for teaching research ethics as part of qualitative methods training seminars in the future.

Von Unger, Hella, *Munich University (LMU), Institute for Sociology, Germany*
Classification as ÔPracticeÕ in Public Health Discourses on Infectious Diseases and Migrants: A Sociology of Knowledge Approach

This paper reflects on the categorization and classification of ethnically diverse populations as a discursive practice in the production of public health knowledge. It begins with a Foucauldian perspective on classification and categorization as techniques of migration governmentality. The exclusionary/inclusionary paradox in public health discourses on migrants and infectious diseases finds expression in the use of epidemiological categories both as a means of surveillance and a method of identifying vulnerable groups most needy of protection. This becomes translated into their dual social categorization as being Ôa riskÕ and Ôat riskÕ. Employing the Sociology of Knowledge Approach to Discourse Analysis, we explore how classification produces knowledge claims that are grounded in prevailing socio-historical conditions which are subject to change. We identify actor formations and speaker positions that engage in the struggle over the power to name and define. The empirical work entails document analysis and expert interviews focusing on public health discourses on HIV and TB in Germany and the UK. Preliminary results highlight the complexity of classification work as a discursive practice as part of knowledge/power complexes in the realm of public health.

Waechter, Hans da N—brega, *Federal University of Pernambuco, Brazil*
The Contribution of Focus Group to the Research and Process of Information Design

See de Freitas, Ranielder F#bio

Wagaman, Alex, *Virginia Commonwealth University*
Looking through the Magnifying Glass: A Duoethnographic Approach to Understanding the Value and Process of Participatory Action Research

This paper is a joint exploration of experiences working on a participatory action research team for 6 months. The research team, made up primarily of LGBTQ-identified young adults, studied intra-community bigotry in the local LGBTQ community. After completion, the authors explored their differing perceptions of the research process, particularly as traditional ÔresearcherÕ and Ôresearch participantÕ. Given their identity-based differences (such as age and race), a duoethnographic approach was an appropriate method with its emphasis on the juxtaposition of perspectives without attempting to resolve differences or converge into conclusions. The authors selected three aspects of the process to write about independently: coming to the research team, survey development, and development of working relationships. After each reflection period, the authors exchanged writing pieces and discussed commonalities and differences. This paper presents these reflections as an opportunity to consider the process and value of participatory action research from multiple perspectives.

Wahab, Stephanie, *Portland State University*

The impact of the Prostitution Reform Act (2003) on social workers and youth (16-18) in the sex industry in Aotearoa/New Zealand

New Zealand was the first country to decriminalize sex work via the Prostitution Reform Act (PRA) in 2003, providing sex workers with legal and employment rights. Recent research has shown positive impacts of the PRA on the health and safety of sex workers. This research informed by critical theories and constructivism explored the impact of the PRA on social workers and youth in the sex industry in Aotearoa/New Zealand. While the benefits to adult sex workers in New Zealand from the PRA are many, stigma remains rampant, particularly among poor, transgender, Maori and Pacific Island sex workers. Despite major shifts in national policy, social work practice (at the micro and macro levels) remains deeply embedded in hegemonic gender, race, and class assumptions that harm engagement, intervention and evaluation phases of practice. Social work interventions with sex workers continue to focus on individual change, obscuring possibilities for broader social change.

Walker, Stephen, *University of Sheffield*

Enabling repeatability and transferability in qualitative research through an interdisciplinary approach

See Rajendran, Lakshmi Priya

Walster, Dian, *Wayne State University*

Privacy and Security with Mobile Devices

I teach an information policy class where we look at how issues such as privacy and security affect people as they go about making decisions in their everyday lives. A year ago, at the QI 2013 conference, I bought an IPAD mini (my first mobile device). This autoethnography traces the decisions and dilemmas I faced in the past year regarding the privacy and security demands created by the mobile device and its software. I examine key decision points such as financial exigencies, privacy and global positioning, voice activated audio responses, downloading apps, accessing wireless networks and password security. Finally, I reach some conclusions regarding the need to develop personal information policies related to how much risk one is willing to take when using a mobile device.

Walther, Carol Sue, *Northern Illinois University*

Irruption of Silences in the Words We Use: Self-Reflexive Exploration of Linguistic Choices in Qualitative Research Writing

See Wickens, Corrine Marie

Walther, Jo, *The University of Georgia*

Residing In-Between: A Visual-Verbal Narrative Inquiry into Student Experiences in a Transdisciplinary Design Studio

See Guyotte, Kelly

Walton, Marsha, *Rhodes College*

A Visual Critical Analysis of Upper-Elementary School Children's Unprompted Drawings

See Zhang, Hui

Walton, Marsha, *Rhodes College*

A Longitudinal Thematic Analysis of Children's Narratives about Conflict and Children's Stability of Aggression

See Stapleton, C. Matthew

Wang, Min, *The University of Alabama*

Chinese Students in American Higher Education

Abstract

It is inevitable that Chinese students in American higher education face various difficulties in the beginning of their study abroad, including fear of failing, the language barrier, lack of class participation, homesickness, and isolation from the local environment, which directly or indirectly result in psychological tensions and adversely impact academic performance. It is necessary to understand the causal factors of the problems in order to offer solutions to leaders of higher education, especially international officers, to effectively and efficiently resolve them. Through studying previous research, this paper used case study to explain why Chinese students face so many challenges when pursuing their higher education in America, how Chinese traditional cultural elements impede Chinese students to adapt to the new environment, and how they deal with these problems.

Warburton, Trevor, *University of Utah*

Loosening a Few Marbles: Collaborating on Disrupting Discourses of Dominance

See Thompson, Audrey

Ward, Kim, *School of Nursing, Faculty of Medical Health Sciences, The University of Auckland*

Theoretical Legacies and Grounded Theory: My Evolving Epistemology

Explicating epistemology guiding health research provides evidence of a researcher's worldview and rationale for their methodological choices. A challenging quagmire of epistemological options exist for the novice researcher, particularly if philosophical grounding was absent from academic training. Rarely, has the route to epistemological awareness been reflected upon in nursing literature. During her doctoral journey, the first author (KW) considers and compares her evidence based nursing background against various theoretical legacies underpinning grounded theory.

The influence of positivist and social constructionist epistemologies, evidence based nursing, grounded theory (GT) and the philosophical roots of each are explored. The impact of language and context on knowledge construction is considered. Parallels are drawn between KW's developing awareness of her epistemology and the evolution of GT research.

Explicating my own (KW) epistemology may assist novice nurse researchers gain awareness of their own assumptions about the origins of knowledge and assist with methodological choices for inquiry.

Ward, Robert A, *University of Illinois at Urbana Champaign*

Colored People, Affirmative Action, and White Privilege: From Critical Race Theory to Praxis in Classrooms

See Suarez, Cecilia Elizabeth

Ware, Jason, *Purdue University*

The Li(f)e We Tell Ourselves: Psychoanalytic Perversions of Narrative Inquiry

See Burdick, Jake

Warren-Grice, April Michelle, *University of Illinois Urbana-Champaign*

Influencing black achievement in the suburbs: Portraits of black educators in predominantly white suburban schools

There are a litany of studies that examine black K-12 educators and their positive influence on black student achievement. Few studies examine black school educators in predominantly white suburban schools. Using critical race theory as a theoretical framework, this study utilizes portraiture methodology to examine the experiences and reflections of five black suburban educators who direct/ed high school programs serving black students. Analyzing their position and practices illuminates their roles and influence on black student achievement in these settings. In 2011, data was collected through in-depth interviews and one focus group with the program directors to identify, analyze, and conceptualize their experiences. My work offers policy recommendations for high school administrators to better support program directors, and professional development teams and teacher education programs to enhance teacher performance when working with black students. Additionally, these stories allow educators to reflect on their beliefs and practices when working with black students.

Warren-Grice, April Michelle, *University of Illinois Urbana-Champaign*

ÔHealing in the Academy to Heal the AcademyÓ: Women of Color Teaching Self Love to Survive & Thrive in Academia

See Suarez, Cecilia Elizabeth

Warren, Alison, *Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association*

Subjectivities of a dominant-ethnicity teacher educator in Aotearoa New Zealand engaging in bicultural teaching practice

Taking a poststructural approach to self-study methodology may seem paradoxical, as postmodern understandings of multiple, complex and dynamic subjectivities would seem to conflict with assumptions of knowable selves that may appear to be implicit in self-study methodologies. Accordingly, this research study is described as a Ôsubjectivities-studyÓ, as I explore some ways I understand myself to be. As a P_keh_ (European ethnicity) early childhood teacher educator in Aotearoa New Zealand, I am concerned about how I engage in bicultural teaching practice that reflects partnership between dominant P_keh_ and indigenous minority M_ori cultures. Despite expectations for bicultural teaching embedded in professional standards, many P_keh_ early childhood teachers are concerned about lack of knowledge and competence, and some limited by attitudes characterising all children as Ôthe sameÓ. This presentation discusses how my subjectivities are negotiated within three discourses of bicultural teaching, and within pervasive discourses of colonisation that privilege P_keh_ and marginalise M_ori.

Warren, Chezare A., *University of Pennsylvania*

Erasing Deficits: Exploring the Significance of Practitioner-Student Interactions for Males of Color School Success

A large-scale qualitative research project conducted to examine the various familial, communal, individual, and institution-level factors contributing to Black and Latino

male school success in New York City (NYC) provide the context for this paper. The study takes an anti-deficit research approach by focusing on indicators of success, versus failure, for 415 Black and Latino male high school and college students. Each participant was identified by school administrators at one of 40 NYC traditional neighborhood high schools as academically successful. Findings from one in-depth interview with each participant illuminate the various dimensions of students' interactions with education practitioners (i.e. teachers, administrators, counselors etc.). More specifically, this presentation spotlights the significance of these interactions for bolstering Black and Latino male social and academic outcomes.

Wafu, Joseph, *Lund University, Sweden*

The "I" in Teamwork: Exploring Multiple Conceptualizations of Validity in a Critical Discourse Analysis Study

See McKinney, Theresa

Watson, Dayna, *University of Florida*

Multiple Views and Multiple Roles: A Duoethnographic Study of Counselor Education Doctoral Students

See Fields, Karin

Waweru, Pauline, *University of West Georgia*

Refugee Women Mental Health: Policy Implications

It is generally agreed that international, federal and state policies have the potential to deeply affect the lives of refugees and other immigrants in significant ways. This paper will attempt to form an understanding of the current refugee policies (or lack of), and how this affects the lives of refugee women, particularly in the area of mental health. It will seek to highlight several approaches to understanding these policies, drawing notably from psychological research. The main goal is to highlight these perspectives in order to draw out key questions for further debate, and to provoke additional scholarship in this subject that has been seldom defined, conceptualized, or understood. Using a social justice approach, this paper provides a short overview of the unique needs of refugee women, challenges in mental health, and provides recommendations on how to mitigate the challenges and leverage the opportunities to achieve successful refugee integration.

Wawire, Violet Khalayi, *Kenyatta University*

Down Memory Lane: Insights from a Narrative Inquiry on Influences of Schooling on Deaf Youth

See Sore, Inviolata Lunani

Wayne, Joshua, *DC Public Schools*

Investigation of the Reduction of Nonpublic Enrollment for Students with Disabilities in an Urban District

See Burho, Jamey

Webster, Fiona, *Dept. Family and Community Medicine, U of Toronto*

Slip sliding away: the uncertain practices of teaching sociological traditions in medical settings

Qualitative health research has been increasingly embraced by health services and medical researchers. Although the author has taught multiple graduate courses in research methodology, this paper focuses on the teaching that takes place outside of the formal classroom. Increasing pressure is being placed on qualitative scholars working in clinical settings to teach their approaches to physicians and other health care providers. While interest can be quite genuine, this often means that the qualitative researcher is solely responsible for all aspects of the project or supervision on graduate student committees. This results in an increased workload in which the researcher must prove her relevance to clinicians while also teaching them her trade. In the current environment there is growing pressure to train increasing numbers of clinician-scientists, who also run clinics, provide patient care, and participate in senior administrative duties and therefore do not have the time or material interest in the production of high quality rigorously pursued qualitative research. At the same time, the qualitative researcher, who often has no secure source of funding, cannot be funded through grants they secure, and as social scientists are rarely appointed to hospital-based research institutes as full scientists. This is the context within which qualitative research is taught – through lectures, workshops and as membership in research teams. This paper will explore through auto-ethnography the fraught position of the researcher to her academic discipline and methodological foundations, as juxtaposed to her location within the health care setting, as increasingly social scientists are called upon to teach in this complex and at times dangerous environment.

Webster, Nicole, *Penn State University*

Yo soy Nicaragüense. A critical exploration of youth and social change in Nicaragua

Nearly a generation ago, the Nicaraguan Revolution ushered in new conversations about issues such as education and human rights. Of particular note were topics related to empowering underprivileged Nicaraguans, especially youth to become knowledgeable about their rights and to imagine and demand a better world for themselves. For today's youth, life is more peaceful, but complex conversations around their role as change agents in society have continued to deepen and evolve. This paper highlights the voices of a group of university students who began a club to address community inequality and access – a premier in the university's 20 year history. The study's aims were to discover how students perceive their role in society and as students within a Catholic university, to better understand the value placed on social change by students, and to gain insight into their reasons for engagement within society.

Wedenoja, Marilyn, *Eastern Michigan University*

Growth Spurt: Analyzing Journals of Social Work Students while Volunteering in Jamaica

This study of daily journals of social work students in Jamaica on a service-learning trip explored the themes and content through narrative analysis. Improvement in cultural competency was evident. Of particular interest was identifying a shift during the trip from a more local perspective to a more global perspective (Healy & Link, 2012). Additional themes that arose for both African American and White students included issues of race. African American students described feeling empowered by being in a Black country, while White students experienced being in the racial minority. Students overall moved from lacking confidence to feeling more confident in managing cultural exchanges

by the end of the nine days. Although stressed with the compact time frame, students were quite enthusiastic about their experience, especially about the service-learning projects.

Wehunt, Mary D. *University of Wyoming*

Native American Youth Discourse: When Figured Worlds Clash

James Paul Gee says that we use language as building tasks to first inform and then grow relationships, goals, or identities. But does language “build” when the discourse is public and laced with implicit conflict? This paper is a content analysis of “letters to the editor” written by a Native American young adult living on a reservation. The study is an exploration of the shifting identity and goals of a Native American youth who leaves the reservation due to unfulfilled emotional needs and dreams. The goal of this study is to discover the underlying discourses hidden within the “rhetoric of the letters” and attempt to interpret the implicit “messages” using content analysis and non-violent communication theory, and, finally, looking for clues within this same rhetoric to “build” a reconciliation using discourse.

Weinburg, Molly. *Texas Christian University*

Duoethnography and Race

See Huckaby, M. Francyne

Weine, Stevan M. *University of Illinois at Chicago*

Applying Multiple and Mixed Methods to Implementation Research in Global Health

Multiple and mixed methods have entered the scientific mainstream in public health research, including implementation science and global health research. Multiple and mixed methods should be well suited to implementation research in global health, however their application has not been adequately discussed or demonstrated. This chapter illustrates key opportunities and challenges for using multiple and mixed methods for investigating implementation in global health contexts, with a research example centered on HIV/AIDS prevention with migrants in transit. Multiple and mixed methods in implementation research in global health should strategically utilize multiple methodologies and methods responsive to the research problems and questions, through utilizing existing and new forms of integration so as to address the key implementation challenges and opportunities.

Weir, Chloe. *University of Western Ontario*

Self-directed Teacher Professional Development in a Changing Society

Self-directed Teacher Professional Development in a Changing Society

Abstract This paper focuses on using a qualitative approach to understand the concept of self-directed teacher professional development, which is professional development that is done by the teacher at his/her own discretion, and is regulated based on the teacher’s need. The discourse in education today focuses on student outcomes which is directly or indirectly related to teacher professional development. Teachers who engage in self-directed professional development aim to improve their pedagogy, create opportunities for optimal learning and engage students in meaningful learning experiences. The aim is to argue that self-directed teacher professional development affords agency to the teacher living in a neoliberal society where twenty first century education is discussed in relation to test scores, teacher accountability and professional development. Using

in-depth interviews researchers can get insights in teacher beliefs about their growth and development as professionals.

Weisman, Courtney J. *University of Illinois*

LD: Learning Depression.

Through figure skating, spoken word, auditory and visual performance autoethnography is shared on living with learning disabilities and depression. Personal accounts of debilitating depression are interwoven with narratives of poignant memories of growing up with learning disabilities. Feelings of embarrassment, shame, and disappointment are portrayed as well as transitions into hope through the discovery of a strong disability community. The historical re-empowerment from the disability rights movement is used as a framework to expand on this hegemonic discussion. Despite this breakthrough of a safe space for a new type of disability identity development, the darkness of depression is ingrained in my life journey and continues to seep unintentionally into all aspects of it. While medication and therapy have fostered a supportive network, mental health stigma, and the passing of judgments on the secondary symptoms of my depression cause a looping of good days and bad days that have lasting ramifications.

Welikala, Thushari. *King's College London*

Politics and poetics of re-making meanings of narratives

Eight students (two undergraduates and six postgraduates) in a post-1992 university in England engaged as co-inquirers with the lead researcher in a funded project. Within a framework of social constructivist view of knowledge, the students jointly-created stories during active interview conversations about being university students in the 21st century with students from three universities in India, Ireland and England via Skype technology. The stories were analysed using narrative analysis. The emergent narratives about being students were then used by students to write comparative stories about being university students across geo-political contexts. These written comparative narratives delineated remarkable shifts in meaning, plot and authorship from the narratives emerged from initial narrative analysis. This paper discusses multiple re-makings of meaning and identities subsumed within the politics and poetics of re-presenting co-created stories as single-authored written texts. The incomplete, fluid plots imply insecurity of the process of re-making meanings as written texts.

Wessel Powell, Christy. *chwessel@indiana.edu*

Deep Impact? Mapping Power Flows, Social Justice and Civic Engagement Via Education Reform Documentaries

There has been a proliferation of popular documentary films on the US education system that highlight social justice approaches to teaching and reform, packaged with trans-media campaigns to affect systemic change. How effective are they at teaching, inspiring and recruiting audiences, and how do various educational stakeholders experience them in the context of the reform movement? Understanding this requires looking more deeply at audience response and lived teacher experience. Building on data from a pilot study on audience reactions to *Waiting for Superman* collected via surveys and focus group interviews initially after viewing, and again two years later, I hope to design a dissertation that illuminates teacher reactions to education documentaries in a 'failing' urban Midwest district being taken over by the state. Using an analysis protocol pulling from Appadurai and CDA, I hope to shed light on discursive power flows surrounding education reform and film content, production and distribution.

wessel, Cynthia, *Saint Louis University*

Bosnian and Somali Refugee Resettlement in St. Louis, Missouri

See Matsuo, Hisako

Wetzler, Elizabeth, *Northcentral University*

Old Dog, New Tricks: Reflections of an Experimental Social Psychologist on Learning Qualitative Methods

After 20 years as a quantitative social psychologist, I stumbled into qualitative methods by becoming a dissertation advisor for online doctoral students using both quantitative and qualitative approaches. I quickly realized how little I knew, so I read voraciously and tried to relate new information to what I already understood. Still, I struggled to make sense of concepts such as quality. The concepts and language were different; I needed a translator. As a virtual employee, I lacked face-to-face contact with my peers; however, an emergent, informal peer-coaching network created a conceptual, linguistic, and social bridge. Also, I realized that the recent push to abandon the confusing terms associated with validity and replace them with discussions of decision-making quality (see Newton & Shaw, 2013) is more congruent with how quality is discussed in qualitative research. Rich and rewarding virtual social interactions promoted conceptual translation and my understanding of research quality.

White, Alisha M., *Western Illinois University*

Artistic Frames: Using Arts-Based Research Methods to Explore Teachers' Experiences

This poster session will focus on the visual research methods applied in an arts-based, qualitative investigation of high school English teachers' arts integration experiences for students with dis/abilities. I theorized the study with complexity theories of teaching and learning and a/r/tography. The participants were three high school English teachers employed at an independent school for students with learning dis/abilities. Data sources included participant observation, field notes, photography, teachers' visual texts, and interviews. I used qualitative methods of coding analysis and arts-based methods for educational research. This study fills a gap in English education research by examining teachers integrating art for students with dis/abilities and can inform methods courses for teaching secondary English educators.

Whitford, Heidi, *Barry University*

A Narrative Analysis of the Student Experience of Financial Hardship: Methodological Considerations

Changes in financial aid and tuition policy, in addition to the economic recession, have created conditions that have exacerbated the financial hardships of college students at an alarming rate. This financial hardship has disproportionately affected students who are already socioeconomically marginalized, creating additional barriers to the successful pursuit of higher learning and impeding the ability of higher education to be a socially equalizing force. The purpose of this paper is to gain an in-depth understanding of the methodological considerations of studying students who are experiencing poverty. Such considerations may include an imbalance of power between researcher and participant, difficulties recruiting participants, and feelings of shame experienced by the participant. These and other related themes are explored through a review and analysis of related methodological literature as well as preliminary data gathered from an initial pilot study using narrative analysis.

Whitley, Jennifer Jackson, *University of Georgia*

Why I Blog: Using Writing as a Method of Inquiry for My Classroom Research

Some of the best ideas come at the worst times. Even when I have time to write about my classroom experiences, I am not always in the mindset to do so academically. Therefore, like many others, I blog. My blogs have allowed me to collect data, to ask questions, to work through budding research ideas -- and all in a fashion that suits my lifestyle. This paper presentation will discuss the blogging process from a teacher's perspective, how I use the data on my blogs to write academically, and how the blogs themselves are useful tools for my classes.

Wickens, Corrine Marie, *Northern Illinois University*

Irruption of Silences in the Words We Use: Self-Reflexive Exploration of Linguistic Choices in Qualitative Research Writing

It was through the process of writing a recent manuscript regarding English Learners (ELs) that the authors began to observe irruptions of silences manifested through the use of linguistic identifiers. The authors observed the varying ways in which individuals who participated in the research study were variously labeled and identified. At different times, these individuals were undocumented, immigrants, participants, ELs, adolescents, young women. This presentation builds upon the body of literature around reflexive methodology in qualitative research by focusing upon the use of language in the writing process (Colyar, 2009; Pelias, 2011; Richardson & St. Pierre, 2005). We particularly examine how the linguistic identifiers used both illuminated and obscured multiple facets of these young people's personal and social identities, namely, gender, ethnicity, and citizenship status.

Wiggins, Joy L., *Western Washington University*

Co-constructing transnational narratives: Two educators examine fluid identities in/ between/beyond societies and nations

This study examines the co-construction of narratives between two educator/researchers. Using transnational theory and narrative research the participants use online collaborative modes of inquiry to deconstruct what it means to be a transnational being and an educator/researcher. Data collection consisted of interviews, online discussions and artifacts to better contextualize our discussions. This study represents this co-constructed narrative in multiple ways, one of which is poetic transcription, to capture the complexities of our discussions. The purpose of these discussions is to unearth why we chose social justice and identity work as a pursuit to analyze and deepen our pedagogical practices and the increasing linkages these practices have to the internationalization of our departments. As the corporatization of higher education continues to view students as consumers, the pressing question of what's fundable continues to prioritize the majority of funding and the types of research faculty are encouraged to pursue.

Wight, Robert Alan, *University of Cincinnati*

Farm and Garden-Based Education within Community Supported Agriculture Programs

This paper describes the kinds and amounts of Farm and Garden-Based Education (FGBE) and learning that are happening within four Community Supported Agriculture (CSA) programs in the Cincinnati, Ohio area. CSAs are direct marketing programs that reconnect people to farmers and food. Farm and Garden-Based Education is a form of food, nutrition, health, environmental, experiential, and place-based education that occurs

on farms and in gardens. Qualitative data was collected through participant observation and semi-structured interviews. Approximately 20 hours of participant observations were conducted at each CSA, including: shareholder trainings, social events, garden and farm work, and staffing food drop off locations. Interviews were conducted with 1-2 CSA managers and 1-2 shareholders per program. Findings suggest that CSAs are rich context for dialoguing with the public on a variety of agricultural, environmental, and health related issues.

Williams, Douglas, *UIUC*

ÓIt has really helped to glue it togetherÓ: Community gardens as spaces to recreate communities of memory in an inner-city neighborhood of south side Chicago

See Jarrett, Robin L.

Williams, Julian, *University of Illinois Urbana-Champaign Graduate Student*
After School Programs: The Need for an Increase in Qualitative Inquiry

After school programs are important educational institutions serving especially youth of color in the United States. Unlike formal educational systems, these out-of-school spaces provide a more flexible learning environments and increased opportunities for the youth agency and for student individuality. There are various types of after school programs including: academic, extracurricular, mentoring, and cultural. The impacts that these different models have on different youth are described using the case study method. In addition, the importance and awareness of underlying program theory on the part of guardians are illuminated. Finally, the overarching issues emanating from the interpretation of qualitative data about after school programs and the new educational subfield it represents is discussed in terms of improved program creation and development, appropriate funding, and evaluation.

Williams, Julian, *University of Illinois Urbana-Champaign Graduate Student*
Driven by Passion: A Case Study of One After-School Program Executive DirectorÓs Leadership

In recent years, there has been an increase in research focused on out of school programs for youth. Research indicates that the contributions these programs make to studentsÓ social, cultural, and academic development make the programs important assets in youthsÓ lives. Past research has shown that some after school programs have positive impacts on youthsÓ academic achievement, decision making, and leadership development. However, much of this research has focused on program outcomes. This paper presents the findings of a qualitative case study to examine the leadership of one after school programÓs Executive Director. Specifically, the study provides insight into the Executive DirectorÓs leadership philosophy, management style, and communication style. This study contributes strategies, challenges, successes, and wisdom of one Executive Director to the existing body of literature on after school programs, with the aim of adding to our understanding of these complex and important educational institutions.

Williams, Katherine, *Loyola University Chicago, School of Social Work*
Decision Making of Social Work Doctoral Students with Regard to Dissertation Topic and Research Method

The choice of a dissertation topic and by implication a research method is one of the most important decisions every doctoral student needs to make. A dissertation topic and research method initially defines the identity of a doctoral student wishing to enter an

academic career after graduation. This paper will examine the thinking process Social Work doctoral students engage in when making a choices regarding dissertation topic and research method. These questions will be explored by interviewing Social Work doctoral students currently engaged in the process of decision making regarding their dissertations. A grounded theory approach will be used as a means of analysis.

Williams, Lisa, *University of Edinburgh*

When We Dance: Co-Creating Narratives of Confluence and Mutability with Adolescents in the Therapeutic Space

“Nought may endure but Mutability.” (Percy Bysshe Shelley) In this paper I explore my experience of working with adolescent clients as a “flow state” and reflect upon the tensions and anxieties I feel are present when working in the constantly shifting landscape of the developing self. I view the adolescent as not only having to forge an individual identity, but, working from the broad theoretical perspective of identity being constructed from a multiplicity of selves, experience the young people as engaging in the additional challenge of the “selves” being impermanent “nexus points”, constantly in motion. I hold these oscillating, transient states in mind as “motile multiplicities”. Experienced from this perspective, the task of the adolescent can be viewed as the struggle to harness the energy released when these selves collide and interact - while concomitantly channeling it to create a cohesive “conversation” between the parts. I tell the story how I have developed this way of thinking to try and balance my own anxieties around working with the seemingly conflicting therapeutic requirements for holding and containment, union and separation, conversation and silence, fixity and fluidity. I also reflect upon the awareness and learning I have gained by working within an organisation that, in its physical and organisational structure, and through the values and objectives of the people that work there, tacitly acknowledges the complex process of adolescence. This embodied containment and mirroring of the young person’s intra-psychic landscape seems to meet the needs of the client from the moment s/he engages with the service and is an inherent part of my experience and approach when working with this client group.

Wilson, Chris, *University of Utah*

Using Qualitative Microanalysis to Develop Models to Evaluate Safe Bed Height and In-Bed Movements

See Morse, Janice

Wilson, Robert Joseph, *University of Minnesota - School of Social Work*

Race and Out of School Suspensions: Narratives from African American children, their parents, and educators

We examined the role that race played in the out-of-school suspensions of 30 lower-income African American children, their caregivers, and educators. Participants were invited to describe their experiences with suspension during in-depth, individual, audio-taped interviews. Children and their caregivers noted that prejudicial beliefs and behaviors on the part of educators, preferential treatment of white students, and the targeting of African American students for disciplinary infractions were factors that contributed to suspensions. Educators described a need for improved cultural sensitivity and communication on the part of teachers. A number of educators and some students also expressed a belief that disproportional suspension rates were potentially due to problematic behavioral characteristics specific to African American students and parents. Understanding how caregivers, children and educators perceive the role of race in out-of-school suspensions

provides important clues to how families and schools can work together to reduce racial disparities in out-of-school suspensions and academic achievement.

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Windle, Tracy M., *Jacksonville State University*
What Do I Do Now? A Feeling of Displacement

As an assistant professor at a small state university, the author explores her experiences in maintaining a sense of self worth while navigating new roles in academia.

This paper documents the author's feelings of displacement as she left the position of graduate student and research assistant, and began her subsequent journey to find a niche in higher education.

Wingold, Tracey, *Virginia Commonwealth University*
Managing The Wild: An Autoethnography of the Experience of a Research Team

See Coles, D. Crystal

Wingold, Tracey, *Virginia Commonwealth University*
The Perspectives of Virginia's MIECHV Home Visiting Stakeholders: The Implementation Phase of Centralized Intake

See Coles, D. Crystal

Witz, Klaus Gerhard, *University of Illinois at Urbana-Champaign*
The heart of portraiture: A vast spectrum of intuition and conscientious-accurate writing in a unity

The heart of portraiture is to evoke, on the basis of data (ideally, recordings, of interviews etc.), a person's character, feelings, consciousness and the way the person is, and in this way give the reader a trustworthy impression of her. Like a great painter, a conscientious investigator-portraitist starts on the portrait only when she feels something definite inside herself that she sees in the person, that she feels is important to communicate to society, and that she knows is fully representative of being a human being and of human Existence. This will be made vivid with examples, in part using the preceding presentations.

Wodda, Aimee, *University of Illinois at Chicago*

Queering the Congress: The political nature of house music and dancing

See Kelly, Brian L.

Woglom, James, *University of Georgia*

Girlhood Deconstructed

This creative arts-based analysis addresses the material and discursive conditions that intra-acted during the emergent girlhood of co-author Stephanie Jones, and how such an analysis might be presented in the multimodal graphic novel form. Woglom will discuss how the authors combined some of Jones's auto-ethnographic memoirs with visual and textual examinations of a number of entangled phenomena. In this manner they sought to consider and juxtapose some of the concepts, apparatuses, and events that emerged prior to or concurrent with Stephanie's youth and education, in a mode that might allow for more complex material considerations than the traditional alphanumeric text. Further, in considering these material and discursive intra-actions in light of Stephanie's subsequent efforts and accomplishments in the field of teaching, the authors offer a chance to consider the variety of intertwined factors that might inform theories of teacher education, ranging from the political, social and economic, to the cosmic and biographical.

Wolgemuth, Jennifer, *University of South Florida*

Dangerous resonances: A plateau of disgust, discomfort, and obscenity in university classrooms

See Barko, Tim

Wong, Lai, *University of Wisconsin-Madison*

Crossroads of Pink Cobblestone around the Ivory Tower: Female Students Reflect on their Career Journey

See Aguinaga, Arellys

Wood, Jill E., *Marshall University / Independence High School*

Politics and the Common Core: Teaching Science in the West Virginia Coalfields

The Common Core State Standards promise to lead the nation to educational equity. But as a science educator, the Common Core has not yet made its way into my classroom. In fact, it will be three years before West Virginia science teachers will be ready to implement Common Core standards. Has science been delayed because it is somehow less important than reading and language arts, mathematics, and social studies? Or is because science is so politically contested? I'm inclined to believe the latter. This presentation uses stories of teaching topics like evolution and global warming to illuminate the challenges ahead for the Core's more specific and rigorous science standards, especially in places like southern West Virginia.

Worrall, Linda, *Communication Disability Centre, CCRE-Aphasia and School of Health and Rehabilitation Sciences, The University of Queensland*

Voice(s) in Action: Using the Listening Guide in Observational Research

See Bright, Felicity

Worrall, Linda, *Communication Disability Centre, CCRE-Aphasia and School of*

See Bright, Felicity

Wozolek, Boni, *Kent State University*

Hopefully you can hear this: Mapping as method for student reflexivity in troubling contexts

Ethnography is the study of how people make sense- an exploration of the knotted, intersections of self, context and sociocultural norms. As ethnographic work progresses, imbricated with questions of ethics, collaboration, voice and representation (c.f.- Las-siter, 2010), activist lines of resistance and resilience (Helfenbein, 2010) continue to be framed as a set of possibilities within interpretive studies. In sum, what benefit does the study serve if not to think about change with participants? Mapping, as an ethnographic tool that complicates contexts, makes the familiar strange and the strange familiar (Agar, 1997). Additionally, it provides strong participant-driven theoretical understandings of spaces and places (Gershon, 2012). However, the analysis of practical implications of this tool is rarely discussed in terms of an emancipatory process for participants. Furthering the activist potential in mapping as method, this paper analyzes how students reflect on their ways of being and knowing in the everyday of schooling.

Wozolek, Boni, *Kent State University*

Affective Tensions, Sensual Possibilities: Considering Multisensual Ethnography in Practice

See Gershon, Walter

Wright, Theresa, *University of Georgia*

Un/talking theory in applied research settings: Resiting positivism in positivist policy environments

Can qualitative researchers resist the call to positivism in an applied policy setting? How might researchers undermine positivist presumptions in an applied research setting that privileges a positivist stance? This paper explores the ethical and theoretical quagmires inherent in applied qualitative research conducted to inform human, social, and behavioral policy efforts. More and more, policy makers recognize the value of qualitative research in understanding the impact of policy efforts. However, merely integrating qualitative efforts into a mixed-methods approach that is circumscribed by a neo-liberal, positivist position complicates rigorous qualitative inquiry. Un/talking theory in applied settings becomes crucial for the qualitative researcher. In a so-called Oatheoretical and ojectiveÓ project, resiting the call to positivism becomes a political stance, a stance that requires qualitative researchers to un/talk theory in savvy and inconspicuous ways.

Wright, Theresa, *University of Georgia*

Our struggle against positivism: A journey

See Adams, Megan

Wu, Cheng-Hsien, *cwu1@mix.wvu.edu*

Resilient Journeys: A Case Study of Why and How Low income Families Practice Homeschooling

The purpose of this study is to explore why and how two low-income families practice homeschooling. The findings indicated that the two participants were motivated to home-school for various reasons that were more pragmatic in one case and more instrumental in the other.

Identity, pedagogy, and agency were central themes in both cases. Both mothers were determined to fit their cultural identities into their children's education and carefully considered pedagogical strategies for productive learning. The two mothers orchestrated their own rights to home school, demonstrating that low-income mothers can and do demonstrate significant agency regarding educational choices and practices. I argue that homeschooling, with its capacity for mothers and children to engage educational agency, is a form of self-determination that has the potential to become a space in local communities from which democratic education may develop in the future.

Wyatt, Jonathan, *University of Edinburgh*

Always in Thresholds

ÖSo Liz how can we come up with an abstract?Ö

ÖI don't know Dagmar, we want to have an email conversation about liminality or uncertainty don't we?Ö

ÖFor sure, but I am not really clear how this project pans out. I mean, how can we write an abstract if we don't really know what we will ultimately say?Ö This is an investigation into the inherent paradox of locating ourselves within a liminal space, which by its very definition cannot be contained within a temporal and spatial frame. We draw on an ongoing email correspondence in line with Richardson's (2002) writing as inquiry and our research into hallucinations in dementia (Liz) and unspeakability of trauma (Dagmar). Richardson, L. (2002). Writing a method of enquiry. In N. K. Denzin & Y. Lincoln, S. (Eds.), *Handbook of qualitative research* (pp. 923-948). Thousand Oaks: Sage.

Wyatt, Jonathan, *University of Edinburgh*

Assemblage/Ethnography: Troubling Constructions of Self in the Play of Materiality and Representation

See Gale, Ken

Yadav, Sangeeta, *Indian Institute of Technology Kanpur*

Understanding Experiential Dimensions of Mental Health Among Unskilled Migrant Labourers in Indian Socio-historical Context: A Qualitative Inquiry

The new understanding of mental health represents a paradigm shift, emphasizes the interdisciplinary approach and focuses on the cultural understanding of psychiatric disorders, cultural specific notions of well-being, and experiential dimensions of mental health, that is experiences of suffering, healing and well-being. In this context the present study adopts a social constructionist paradigm to focus on the socio-historically contextualized experiences of mental health among unskilled migrant labourers in India. In the study 39 semi-structured interviews (18 males and 21 females) were conducted, and analysed by using constructivist grounded theory. Emerged themes show that migration leads (1) demoralization of self (2) disempowerment of self and (3) defeated sense of self. The conditions which give them an enabling meaning are (1) maintaining their relational being

(2) hoping for future (3) adhering to cultural-moral values and (4) focusing on the positive aspects of migration.

Yahsi, Zekiye, *Gazi University*

Good Fit for Schooling

My paper presents materials from an ethnographic study of a one room rural Turkish village school. Schooling introduces modern organizational forms to traditional communities, and this becomes quite consequential for their children. They struggle with the expectations for competent participation in the classroom, and its distance from traditional everyday life forms. This paper presents my conversations with the parents and elders as they speak of how they themselves struggled to solve the puzzles of classroom participation, their reflections on the struggles of their children, and the place of schooling in the future of village life. The paper concludes with a discussion with a grandmother who subtly counters professional certainties about schooling through the concept of *Öwisdom* and the responsibility of parents and adults for seeing the *Ödispositions* of their children, and how every child might not be a 'good fit for schooling'. Village life has its own tasks and wisdoms.

Yahsi, Zekiye, *Gazi University*

Instruction in Real Time: Novitiate Instruction as a Practical Enactment

See Macbeth, Ddouglas

yang, xue, *Shenyang Sport University*

Female Weightlifters in China: Physical Empowerment and Self-Identity

Female weight-lifters are considered a political symbol of gender equality in China and supposedly serve to highlight national strength and power to Chinese citizens and international sport. Physically strong women from rural areas are chosen to be professional weight-lifters instead of doing traditional labor works, their bodies are empowered to contribute to nation. As weight-lifting involves great strength, it needs athletes' constant increase in weight; female weight-lifters experience body transformation and serious injuries. I overview this selection process, emphasizing that weight-lifters understand their training is not just for them to change fates, but more valued as subjects within national power relations. While physically empowered, they are struggling with identity themselves. As athletic identity is produced via technologies of dominance and self, it is important to explore and understand the active complex self-identity involved in how Chinese weight-lifters navigate their experiences, find their own subjectivities, and potentially subvert the docility-utility dichotomy.

Yartey, Franklin Nii Amankwah, *University of Dubuque*

Pinning Images of Race, Solidarity, and Dissent in the Trayvon Martin Case: A Critical Analysis

Discourse surrounding the Trayvon Martin case spilled over to social media platforms, with heated visual and textual exchanges. While supporters for Mr. Martin cried racial profiling, arguing for the case to be perceived as a civil rights violation, others averred that Mr. Zimmermann's killing of Trayvon was justified because he shot him in self-defense. Similar sentiments have been shared by thousands of people across the country. The social curation site Pinterest displays thousands of images reflecting the national sentiments on the State of Florida v. George Zimmerman. Using Lisa Nakamura's *Race in Cyberspace*

theoretical framework, this paper critically examines some of the images of race, solidarity, and dissent on Pinterest. The results for the study suggest a number of visual themes.

Yilmaz, Serkan, *Hacettepe University*

Preservice Science Teachers' Opinions related to Context Based Learning and Eligible Contexts: A Longitudinal Study

Physics is still regarded as one of the most difficult course by many students. Mainly, it is also considered as complex, abstract, mathematics based, theoretical, overloaded content, and not useful to daily life of an ordinary person. However, many educators believe that context based instruction is effective in overcoming these issues and can make physics more interesting and attractive. Several agents such as the contexts used in instruction may be influential in the success of this method. Hence, the aim of this study is to investigate preservice science teachers' preferences about the possible contexts that can be used in classes. All first class science education department students' opinions related to 114 different contexts entering the same university in consecutive three years are analyzed throughout this study. Four different surveys and non-structured interviews are also utilized. According to results, several implications are made explicit to teachers, curriculum developers and textbook writers.

Yim, Kim-ping, *The Hong Kong Institute of Education*

Conducting an Arts-based Research in a Community Setting: Opportunities and Challenges

This presentation aims to report and reflect upon the findings of a UNESCO-RLCCE community art project conducted in Hong Kong using an arts-based research methodology. Based upon a premise that art-based activity is one of the most useful ways to build up children's expression skill, our main goal in this community art project is to provide children with opportunities for self-expression through art media in hope of empowering them to express their feelings and thoughts. For three consecutive weeks, our team runs a series of arts workshop catering for children aged 6-11. This presentation will address the opportunities and challenges of doing an arts-based research in the context of serving the community. The focuses of the discussion include 1) art as the communication tool to the world of children, 2) children's artistic preference in art making, and 3) enhancing children's creativity through arts.

Yolcu, Enver, *Canakkale Onsekiz Mart University*

The Effects of Discipline-Based Art Education in the Visual Arts Teaching: A Meta-Analysis

Geleneksel olarak adlandırılabilir olan uygulama a ̇rlöklö ġrsel sanatlar e_iti- mine bir alternatif niteli_indeki Disiplin Dayalı Sanat E_itimi Ẏnteminin (DDSEY), 1980Öli yıllardan itibaren giderek yaygönlä masöyla, bu konuya ili_kin ara_törma- larön da sayölarönön artörmasöna neden olmu_tur. ...zellikle ABDÖde yaygönlä_an ve zaman i_ inde e_itli Ẏlkelerde de Őnerilen bir ẏntem olan DDSEYÖin, ġrsel sanatlar Ő_retimindeki öktölarö, uygulama ilkeleri, programlanmasö, etkileri vb. i_ eriklerle ara_törmalara konu olmasö, bu alanda bilimsel bir birikime yol a_mö_tör. Bu nedenle, bu ara_törmalarda elde edilen bulgularön meta-analizine ihtiya_ artmö_tör. Meta-analizi ẏntemi, belirli bir konuda yapölmö_birbirinden ba_ömsöz birden ok alö_manön sonu larönö birle_tirme ve elde edilen ara_törma bulgularönön istatistiksel analizini yapma ẏntemidir. Bu ara_törmada, son 13 yöl i_ erisinde (2000-2013) DDSEYÖe ẏnelik olarak TẎrkiyeÖde yapölan ara_törmalar bir araya getirilmi_ ve meta-analiz

şntemiyle de_erlendirilmi_tir. Analiz sonucunda, Disipline Dayalö Sanat E_itiminin, geleneksel sanat e_itimi uygulamalaröndan daha etkili oldu_u anla_ölmö_tör.

Yomtoob, Desiree Rachel. *University of Illinois-Urbana*

Emerging Paradigms of Embodiment and Their Influence on Ethnographic Methodology-A Roundtable Discussion

Although centuries of scientific thought have been influenced by Cartesian body-mind duality, Öthe bodyÖ is now an accepted part of qualitative research. Many ethnographers now include embodied and sensual experiences in their fieldwork to understand the effects of elements of culture. In addition, such experiences are increasingly represented through various writing genres including autoethnography and performance ethnography. Consequently, new paradigms of the body are emerging in ethnographic pursuits. Please join us as we discuss emerging paradigms of the body in scholarship and practice, and how these paradigms allow us to reconfigure the ways that we apprehend, in ethnographic process, everyday life.

Yomtoob, Desiree Rachel. *University of Illinois-Urbana*

Sense: Voice, the Quality of Presence and the Poetics of Light and Color.

New processes in performance ethnography allow us to apprehend cultural meaning in a variety of ways. Enhancing orthodox methods to move beyond previous notions of the textual, we find ourselves with the ability to move beyond previously imagined discursive limitations. In these newly imagined and lived spaces, we may coax out resistant tactics and notions of the political with new and different empowering valences and possibilities. Please join me in this presentation of performance autoethnography which positions the process of meaning making as moving bodies in communication, and looks at questions of sense, the voice, quality of presence and the poetic of light and color, in an exploration of the importance of the power of the emotional.

Yoo, Jungwon. *Chung-Ang University*

High-Stakes Test Preparation and its Impact on Test takersÖ Possible Selves as (Un) successful L2 Learners

The purpose of this study is to explore how test-takersÖ self perception of themselves as (un)successful L2 (second language) learners expand upon their past and current L2 learning experience. Test-takersÖ perceptions seem to be related to their positive or negative experience in the preparation of high-stakes tests, which impacts on their negotiation of self concepts (past, current, and ideal self). To this end, we took L2 learnersÖ possible selves (Markus & Nurius, 1986), L2 motivational self system (Dornyei, 2005, 2009), and attribution theory (Weiner, 1986) as theoretical foundation. For data triangulation (Bailey 2007), we used multiple methods for data collection: semi-structured interviews, weekly journals, and self-assessment questionnaires. The research findings can be significant in that it brings together three areas of study: (1) an understanding of what it means to be successful learners, (2) recent conceptions of possible selves in L2 learning, and (3) test preparation practice in EFL contexts.

Young, Jennifer C., *Georgia State University*

Youths' Definitions of Race and Sexuality via New Social Media

See Bartone, Michael Dominic

Yu, Pei-Shan, *Indiana University Bloomington*

Heritage Language Maintenance by Chinese-American College Students: a Classroom Ethnographic Study

Heritage language (HL) maintenance is a social process that involves connections with schools and teachers. This study uses the classroom ethnographic method to investigate HL teaching and learning in the college setting from both teacher and student perspectives. The researcher documented how the ethnographic monitoring process applies in heritage and non heritage drill sections of a Chinese language class for a year. The three-tier in-depth interview approach and focus interviews are used to arrive at a deeper understanding of HL learners' identity, learning motivation and views toward HL maintenance. Pre and post observation interviews are conducted to understand teachers' teaching philosophy towards HL teaching. Qualitatively exploring the issue of HL maintenance allows the significant stories of Chinese HL learners and HL teachers to be discovered. The results provide a guideline for educators to adjust their curriculum designs and language requirement policies accordingly to meet the needs of HL learners.

Zafar, Sadia, *Student*

Honour and Domestic Violence among South Asian Immigrant Communities: A Qualitative Inquiry.

This study focuses on understanding the role of the South Asian cultural ideology of family honour in domestic violence among South Asian immigrant communities in the Greater Toronto Area. Eight unstructured, in-depth interviews were conducted with women victims of domestic abuse, recruited from women shelters. Interviews were analyzed using the grounded theory method. The emerging theory suggests that honour plays a crucial role in domestic abuse among South Asian communities. This role, however, is not what has been typically understood in contemporary Western research. Women describe abuse as dishonourable behavior, which if disclosed is likely to tarnish their family honour. Thus, honourable women endure and hide abuse to protect their family honour. Upholding family honour is a cherished value among South Asian women, and enduring abuse to protect it, is seen as strength rather than weakness. This unexpected insight and its complexities will be elucidated and implications will be discussed.

Zagumny, Lisa, *Tennessee Technological University*

Neoliberal Assessments and the Rise of the Educator Preparation Program Enterprise

Nowhere is neoliberalism more prevalent than in today's education assessments and reports. Educator preparation programs (EPP) are still must meet accreditation standards, but now share data for additional reports. Race to the Top EPPs (like Tennessee) are required to submit data for state reports where programs are pitted against one another in a race for consumers. Third party organizations like Education Consumers Foundation use the reports to reinforce a marketization of schools. Organizations such as the National Council on Teacher Quality have mustered the power and influence to convince states to require their EPPs submit data to the organization itself for another assessment. We will share our research on NCTQ's 2013 Teacher Prep Review and the 2013 Tennessee Report. The reports exemplify a market-driven approach to teacher preparation with consumer alerts to warn families about programs that fail to produce effective teachers. This analysis demonstrates how these assessments bolster neoliberalism.

Zakeri, Bitá H. *Ph.D. Candidate*

Iran Through The Lens Of Western Media: A Qualitative Study Of The Complex And Conflicting Projections Of Iran And Iranian History And Its Affects On Iranians In The US

Media plays an important part in constructing identities both with respect to how one views the self and how one is historically, ethnically, and culturally perceived by others. In our today's media frenzy world, there is no shortage of perspectives and ideologies being presented via the various media outlets available. This is a critical qualitative study focusing on examining three documentaries that hone in on discovering the Iranian Other: i) who Iranian people are versus the images the Islamic Republic and the Western media project about Iranians in Iran; ii) how Iranians in the US have been affected by the assumptions made about them through media and political conflicts between Iran and the US.

Zakeri, Bitá H. *Ph.D. Candidate*

Persian Women Conversing at Brunch: Language and Identity

This study explores the ways women negotiate different conceptual (language, culture, ethnic) and physical spaces, and survey various issues that concern their current status while interacting in a social space amongst members of their own community. The topics of conversation are organic in the way that they were simply generated as a result of the women's interaction and socialization at the brunch. Language is amongst the dominant themes in the conversation, demonstrating the significance of preserving as well as establishing identity as Persians/ Iranians in Iran and the US.

Zarinana, Anthony. *Southern Illinois University, Carbondale*

Food in Four Thematic Principles within Louise Erdrich's *The Round House*

The rhetorical study of food helps us to understand a group's cultural identity. In this essay, I offer a microanalysis of the rhetorical uses of food in *The Round House*, suggesting that the nuances reflect and gauge a culture's beliefs and practices. I track four thematic principles and explore the carefully crafted rhetoric of the novel in order to provide and gain a further understanding of the Ojibwe culture through their relation with food. The four themes that I map include: food as a signifier of maternal care, food and ritual, food as decay, and food as socioeconomic marker.

Zatarain-Alsina, Celeste. *Denison University*

Intersections of Culture, Gender, and Sexuality: Negotiating the Evolution of Roles

Masculinity is hegemonic when heterosexually defined; a common notion in our society is that in order to be masculine one must be straight (Trujillo 292). This paper explores how sexuality and gender are interconnected and how their performance can evolve throughout a lifetime. I interview a man who identified as a heterosexual in the earlier part of his life, and in the latter came out as a homosexual. The interview reveals the compromises he made of his self in order to fit the discourses surrounding him, discourses of Latino ethnicity, religion, family, and profession. My reflection of the interview explores how gender, sexuality, repression and coming out were negotiated in relation with each other. The process of interviewing my mentor required that all preconceived notions be set aside in order to discover new depths to the man I thought I knew so well. This relationship of mentorship allowed for my interviewee to disclose his experiences and thoughts regarding masculinity.

Zeleny, Mary G., *University of Nebraska*

College Students' Journal Writing Responses in a Mathematics Course: Meaningful Learning through Writing

College students majoring in a pre-service elementary education mathematics course responded to affective and cognitive prompts administered weekly throughout the semester. Responses across the semester were analyzed and indicated that students perceived that writing was a meaningful tool used to express feelings about their math course and to become aware of their learning needs and strategies. Additionally, six participants were interviewed at the end of the intervention and asked about the impact of the journal writing activity used in their math course. Responses were analyzed and organized under themes of meaning, belonging, connection, building strategies, fostering learning. Their responses suggested that journal writing in their mathematics class was meaningful, helped to develop strategies relevant to their math course, helped build confidence in learning math, and fostered communication.

Zerai, Assata, *University of Illinois*

An Emergent African Feminist Methodology: Health and Social Support in Zimbabwe

I explore an African feminist sociological perspective and present a framework that considers the ways that nation, race, class, gender, sexuality, globalization, and other dimensions of oppression intersect to impact upon the experiences and agency of individuals and groups with health care and social support in Zimbabwe. This work contributes importantly to the social demography of Africa because it adapts the vibrant intellectual work of African feminists. Thus the work proposes a new African feminist methodology that could be utilized to study other subject matter.

Zhang, Bin, *Mr.*

Explore the Intersection of Globalization, Postcolonial, and Communication Studies at Contemporary Intercultural Communication Studies: A Response to Shome and Hegde's Arguments

In 2002, Shome and Hegde published two articles that have provided (respectively) significant theoretical connections of postcolonial and communication studies, culture and globalization studies. Based on their arguments, this study further looks the inter-relationship between globalization, postcolonial, and communication studies. Specifically, it points out that globalization challenges our understanding of culture and identity in ways that both open up new directions for communication scholarship. The disjunctive flows of culture, capital and power within globalization also calls postcolonial scholarship to give greater theoretical attention to configurations of the global/local nexus. Moreover, this study argues that the intersection of globalization, postcolonial and communication studies offers non-Western scholarship agency and space to narrate its own stories in the globalized academia. In this regard, this intersection opens up new possibilities for contemporary intercultural communication studies.

Zhang, Bin, *Mr.*

Connect the West and the East: Use the concepts of Yin/Yang as Dialectical Theorization in Critical Intercultural Communication Methodologies

This paper explores the possibility that to use the concepts of Yin/Yang, an Eastern Asian philosophical methodology as a dialectical theorization in contemporary critical intercultural communication studies. It explicates that the concepts of Yin/Yang in nature

is a form of dialectic. Furthermore, the concepts of Yin/Yang help Western intercultural communication scholars to grasp the fluidity, complexity, and diversity of cultural components in critical intercultural communication methodologies.

Zhang, Bin, Mr.

Interrogating Identity of Nation-state in Globalization: A Critical Analysis of the Anti-China Discourse in the 2012 US American Presidential Debates

This study analyzes the anti-China discourse in the 2012 U. S. presidential debates from a critical intercultural and rhetorical perspective. It seeks to understand and interrogate the identity of nation-state with in the context of globalization. The study shows that the U. S. presidential candidates use anti-China discourses that are implicated with nationalistic and imperialistic ideologies to win over potential voters. It offers readers a clearer understanding on the relationship of the nation-state and globalization. This study also contributes to the scholarship on investigating the U. S. rhetoric in transnational contexts.

Zhang, Bin, Mr.

Understand the non-Western Media's Development in Contemporary Globalization: Critical Frame Analysis of a Chinese Advertisement Case

This study uses media frame analysis to investigate the rationale of a false advertising case in China. It exposes how the privilege of Western media still visibly and invisibly exists at contemporary globalization. Through analysis, this study also points out that the unjust system of globalization is a fundamental reason that causes the unfairness of global media to non-Western countries. By relating to the concepts of the West and the non-West in terms of power and agency, this study renders a more careful understanding of the non-Western media's development in the Western-centered globalization.

Zhang, Bin, Mr.

An Exploration of Minority Textual Discourses about Japanese American Internment History: A Critical Discourse Analysis of Farewell to Manzanar and Snow Falling on Cedars

See Shen, Yunhua

Zhang, Hui, University of Memphis

A Visual Critical Analysis of Upper-Elementary School Children's Unprompted Drawings

Children often provide drawings in response to researchers' questions even when they are not asked to do so. These unprompted drawings were the focus of this study. We asked children (aged 8-12) to write a story about a conflict with a classmate and to complete measures of social competence. In addition to writing stories, some children also chose to draw. Using a visual critical methodology (Rose, 2012), we coded the themes in the drawings, examined gender differences in the drawings, and examined the association between the themes and the social competence measures. Themes included a single person in isolation, peaceful and conflictual interactions between characters, fantasy themes and animals. Among other findings, we found that boys' drawings included more conflictual interactions, and girls' drawings included more peaceful interactions. This study demonstrates children may provide valuable information in unexpected ways and careful qualitative analysis can help make sense of that information.

Zhang, Hui, *University of Memphis*

A Longitudinal Thematic Analysis of Children's Narratives about Conflict and Children's Stability of Aggression

See Stapleton, C. Matthew

Zhang, Michael, *University of Illinois at Urbana-Champaign*

Exploring the Relationship Between Meanings and Worldviews

Religious meanings hold a peculiar position in qualitative inquiry. Such meanings are more open to interpretation than most others because their premises can vary depending on the worldview through which they are understood. Some researchers may understand religious meanings according to an immanent frame and thus offer social or cultural interpretations of data, while others might insist on a transcendent frame that is open to transcendent or divine interpretations. We will explore how hermeneutic justice can be done to the meanings in question using the psychology of religion as an illustration. Hermeneutic justice involves first recognizing that there is a worldview to qualitative inquiry itself that is fundamentally more compatible with the immanent frame. While it is also open to the transcendent frame, the worldview of qualitative methods is not designed to adjudicate which worldview (immanent or transcendent) best represents religious meanings, nor can it when it is biased itself.

Zhang, Shaoying, *University of Southampton*

Between Policies and the Unintended Consequences _ the Role of the Governing and the Governed Communist Officials in China

This study suggests that when studying China-related issues, the researcher cannot only focus on the linear relationships between policies and social problems, but must also engage the instruments responsible for implementing these policies, namely, Communist officials. By adopting the sociology of knowledge approach to discourse and interviewing communist officials both working in central and local governments, this study shows discourses at different levels within the Party are challenged by officials at the building, issuing, and implementation stages. It demonstrates that the resistances within the multi-layered Communist system are prevalent. It also reveals government practices in China not only towards its people, but in many cases towards its governing members ('problems') that are not prescribed in official policy texts) that is the governmentality of the party. Thus, this study advocates that when we study public policies in China, we must also ask the question of how the party is to be governed along with those official policies toward its people.

Zhang, Shaoying, *University of Southampton*

Between Policies and the Unintended Consequences _ the Role of the Governing and the Governed Communist Officials in China

This study suggests that when studying China-related issues, the researcher cannot only focus on the linear relationships between policies and social problems, but must also engage the instruments responsible for implementing these policies, namely, Communist officials. By adopting the sociology of knowledge approach to discourse and interviewing communist officials both working in central and local governments, this study shows discourses at different levels within the Party are challenged by officials at the building, issuing, and implementation stages. It demonstrates that the resistances within the multi-layered Communist system are prevalent. It also reveals government practices in China not

only towards its people, but in many cases towards its governing members (ÖproblemsÓ that are not prescribed in official policy texts) that is the governmentality of the party.

Zhao, Pengfei, *Indiana University Bloomington*

Methodological Reflections on Using Qualitative Data Analysis Software (QDA) in Collaborative Qualitative Projects

It is widely assumed that analyzing qualitative data collaboratively means that all researchers code the data using the same set of codes. Qualitative data analysis software programs, such as NVivo and Dedoose, have embedded this assumption in their designs, which in turn reinforces researchersÖ assumptions and constrains their perceptions of collaborative qualitative data analysis. What underlies this assumption is a theory of meaning that decontextualizes and reduces the pragmatic meaning of data, and a theory of validity that is based on repetition rather than consensus.

Drawing upon collaborative action research focused upon teaching an introductory research methods class, we argue for a more dynamic and dialogue-oriented approach to conducting collaborative data analysis. We also call for more reflection on the role of qualitative research software, arguing that it should not be viewed simply as a toolkit, but as a medium through which we can creatively and methodologically develop a relationship with the data.

Zhou, Dong, *Texas Tech University*

Re-constructing Identity in West Texas: Narratives from Cameroon, China, Philippines, Turkey, Vietnam & a Sometimes-Southerner

See Awasum, Afuh

Zinck, Emily, *Dalhousie University*

Doing Participatory Action Research with War-Affected Children and Youth: The Ethical Tensions

There has been a shift in recent years in how research is done with children and youth; from viewing children as passive victims of their circumstances to influential social actors in their communities. There is increasing opportunity to explore how young peopleÖs participation in research can not only add value to the project, but ensure a more ethically sound approach. In many cases, however, ethics boards are hesitant to endorse autonomous participation by children and youth in research. This paper will explore how existing ethical principles can preclude participation and ownership when conducting research with youth. A case will be made for the use of participatory action research with war-affected young people as an ethically sound approach to doing research with this population. There is a need for more robust ethical standards that can support researchers to address the issues that arise when working with young people in conflict zones.

Zrihan Weitzman, Aviva, *School of Social Work, Tel-Hai College*

Constructing Change: Toward a Grounded Typology of Coping and Change among Men Who Battered

This study examined battering men’s perception and reaction to perceived transgressions from their partners. Participants were referred to the study from centers for treatment and prevention of family violence in Israel. A key content category emerging from the interviews was the experience of change as they participated in IPV intervention programs. Most men described an epiphany in their experience of reacting to the perceived

transgressions. From past to present two sub-categories emerged: One related to behavioral response and the other to change in their self and partner perception.

Four types of change in coping were identified: in search of control; in search of justice; rediscovery the self; rediscovery of the "we-ness". The analysis focused on the components of the experience of change such as changes in violence, in perception of gender, responsibility, control, couple balance, satisfaction, retaliation and communication. Implications for therapy were outlined.

Zuiker, Steven J., *Arizona State University*

Critical Design Ethnography in the Cloud: Learning Transitions Around and Beyond School District as Physical Place and Digital Space

Posting activities via social media much like distributing flyers around neighborhoods can serve as a powerful catalyst for education stakeholders. The scale and persistence with which digital artifacts circulate the internet often positions a wide range of media channels as boundary objects working to link and separate communities. Our study considers how these digital media channels enable one elementary school district to reach further than the walls of its four schools in order to connect with parents and also citizens. Through description, thematic analysis, and judicious interpretation of publicly available digital artifacts, we characterize the district's self-presentation to its stakeholders. As a precondition for co-designing learning experiences with teachers locally and for educators globally, we further consider these characterizations with respect to how to integrate digital tools that can broaden critical and creative engagement within, between, and beyond the physical places and digital spaces of learning.

Zuliani, Liliana. *Profesora Universidad de Antioquia*

Experiencia de Crianza de ni—os con S'ndrome de Down desde el rol paterno. Medell'n-Colombia, 2013

Esta investigaci—n surge de una previa realizada por el mismo grupo sobre la experiencia de crianza de ni—os con S'ndrome de Down (SD) en madres de la ciudad de Medell'n-2010, en la que el padre es una figura trascendental para las madres y la familia, sin embargo la voz de ellos es poco escuchada en la crianza. Para comprender la experiencia de los padres en torno a la crianza de ni—os con SD se utiliz— la etnograf'a, porque incorpora experiencias, creencias, actitudes, pensamientos y reflexiones, tratando de encontrar los significados para interpretar los fen—menos desde la misma perspectiva de los participantes. La informaci—n se obtuvo mediante un muestreo por conveniencia a partir de los padres de ni—os con SD del programa de Pediatr'a Social de la Universidad de Antioquia y que consintieron su participaci—n. El an'alisis privilegi— la compresi—n de los actores, sus descripciones y se valid— a trav'Zs de conversaciones con los participantes y el estudio de los documentos. Los hallazgos obtenidos se unieron en c—digos y se articularon en categor'as significativas, de acuerdo con el criterio de los investigadores, se dise—aron mapas conceptuales que permitieron unir categor'as y observar nuevas emergentes. Los encuentros se realizaron en espacio concertados, se hicieron 10 entrevistas individuales y tres grupos focales en los cuales participaron 10 padres. De esta manera el tama—o de la muestra fue de 20 padres que dependi— de la saturaci—n. Los resultados demuestran que la experiencia de crianza para los padres ha sido positiva en sus vidas, aunque el encuentro con el hijo esta surcado de tristezas y temores pero con motivaci—n y alegr'a para salir adelante desde un proceso resiliente, todos los padres concluyeron que experimentan una serie de transformaciones en la crianza que los conduce a valorar al ni—o en s' mismo y a tener un acompa—amiento satisfactorio como padre por la obtenci—n

de logros de Žste inicialmente en lo familiar y posteriormente en lo social, sin embargo se sienten m+s exigidos en su rol paterno, por las demandas que la condi—n del ni—o amerita, d+ndole mayor protagonismo tanto en lo econ—mico como en la crianza.