

FOURTEENTH

Congress
of
Qualitative
Inquiry

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

NOTE:

We have not yet received the finalized schedules for some of the SIGS. If your paper was submitted to one of these SIGS, it will appear as accepted, but unscheduled.

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

Send correction requests:

salvo3000@gmail.com

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

Don't forget to register at the address below:

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

Welcome from the Director

We shall not cease from exploration/ And the end of all our exploring/ Will be to arrive where we started/ And know the place for the first time (T. S. Elliot, No 4 of Four Quartets, 1942).

May we begin with a moment of silence. We wish to acknowledge the land upon which we gather today. These lands were the traditional territory of a number of First Nations bands prior to European contact. The Miami, the Potawatomi, the Peoria and the Kickapoo were some of the last bands to be forcibly removed. These lands carry the memories and stories of resistance of these people, including their struggles for survival and identity in the face of overwhelming colonizing power.

The University of Illinois, the College of Media, the International Center for Qualitative Inquiry, the Institute of Communications Research and the Department of Media and Cinema Studies welcome you to the Fourteenth International Congress of Qualitative Inquiry. There are over 1650 presentations involving 2160 people this year, including 300 panels in the general congress. More than 450 presentations were given in sessions organized by twelve special interest groups—SIGS in: Autoethnography, Arts-Based Research, Critical Poststructural Psychology, Critical Qualitative Research, Digital Tools in Qualitative Research, Forum of Critical Chinese Qualitative Research, Global Qualitative Health Research, Indigenous Inquiries Circle, Social Work, Spanish and Portuguese, Turkish, Social Work, and the Initiative for the Cooperation Across the Social Sciences and the Humanities. Over 1550 persons, from more than 76 nations have registered. Over 550 delegates took part in the 27 pre-conference workshops.

The theme of the 2018 Congress is “Qualitative Inquiry In Troubled Times.” These are troubled times. The global right is on the rise, north, south, east, west. It is setting the agenda for public discourse on the social good. In so doing it is narrowing the spaces for critical civic discourse. Traditional political ideologies are now questioned. There is no utopian vision on the horizon, only fear, and doubt, Repression is in the air: Brexit, the Trump presidency, global protest. Dissent is silenced. The world is at war with itself. The moral and ethical foundations of democracy are under assault. The politics may be local, but the power is global, the fear is visceral. We are global citizens trapped in a world we did not create, nor want any part of.

Participatory social science is in jeopardy. Academics and pacifists critical of the public order are branded as traitors. Critical qualitative, interpretive research is stifled by federal administrators who define what constitutes acceptable science for the public good. Right-wing politicians silence criticism while implementing a “resurgent racism... [involving] punitive attacks on the intellectuals, the poor, urban youth, and people of color (Giroux, Henry. 2016. “Donald Trump and the Plague of Atomization in a Neoliberal Age.” Truthout. 8 August).

There has never been a greater need for a critical qualitative inquiry that matters, a discourse that pushes back. A discourse committed to a politics of resistance, a politics of

possibility, a politics that dares to dream of social justice, to dream of equity, peace and a world without violence.

This is the calling of the 2018 Congress, can we collectively live our way through these troubled times, and push through into newly imagined utopian spaces. Can we train a new generation of engaged scholars and community leaders who will lead us into these uncharted territories.

The 2018 Congress offers scholars the opportunity to foreground, interrogate, imagine and engage new ways of doing critical qualitative inquiry in these troubling times. Sessions will take up such topics as: redefinitions of the public university, neoliberal accountability metrics, attacks on freedom of speech, threats to shared governance, the politics of advocacy, value-free inquiry, partisanship, the politics of evidence, public policy discourse, indigenous research ethics, decolonizing inquiry.

Scholars come to the Congress to resist, to celebrate community, to experiment with traditional and new methodologies, with new technologies of representation. Together we seek to develop guidelines and exemplars concerning advocacy, inquiry and social justice concerns. We share a commitment to change the world, to engage in ethical work that makes a positive difference. As critical scholars our task is to bring the past and the future into the present, allowing us to engage realistic utopian pedagogies of hope.

Scholars from around the world have accepted the challenge to gather together in common purpose to collectively imagine creative and critical responses to a global community in crisis. The Fourteenth International Congress offers us an opportunity to experiment, take risks, explore new presentational forms, share experiences, problems and hopes concerning the conduct of critical qualitative inquiry in this time of global uncertainty.

We shall not cease from exploration/ And the end of all our exploring/ Will be to arrive where we started/ And know the place for the first time (T. S. Elliot, No 4 of Four Quartets, 1942).

Yours sincerely,

Norman K. Denzin
Congress Director

Conference Welcome

Thursday, 5:30–7:00 p.m., 200 Ballroom Illini Union

- 1) Norman K. Denzin, Congress director's Welcoming remarks
- 2) Elder Joseph Naytowhow, Welcome from Indigenous Inquiries Circle
- 3) Keynote addresses

Seduction and desire: the power of spectacle
Bronwyn Davies, Professorial Fellow University of Melbourne, Emeritus
Professor Western Sydney University

Stitching Tattered Cloth: Reflections on Social Justice and Qualitative Inquiry
in Turbulent Contexts
Karen M. Staller, University of Michigan, School of Social Work, Ann Arbor,
MI USA

- 4) Opening Midwest BBQ, Alice Campbell Alumni Center: cash bar, 7–9 p.m.
Music by Tom Turino and the Cornstalkers.

Other Congress Activities

Wednesday May 16

SIG in Spanish and Portuguese, SIG in Turkish (opening), S SIG in Social Work,
SIG in Critical and Poststructural Psychology, SIG in Indigenous Qualitative
Inquiry, SIG in Critical Qualitative Inquiry, SIG in Autoethnography, Forum of
Critical Chinese Qualitative Research, Global Qualitative Health Research

Thursday May 17

3:30-5:00: Illini Room B:

Combined Poster Sessions

Congress Reception: Collaborating Sites Network

Friday May 18

12:00-1:00: Illini Room C:

Town Hall Meeting on Academic Freedom

Facilitator: Jane Gilgun, University of Minnesota

This Town Hall Meeting seeks to address how the academy might survive assaults and resist rightist

political regimes, regimes such as those of Trump in the US, Capriles in Venezuela, Peña-Nieto in Mexico, Erdogan in Turkey, May in the UK, or Netanyahu in Israel. Further, we will seek to address what survival and resistance might mean in places experiencing routine violence, places such as Syria and Yemen. Dissent is silenced. The world is at war with itself. The moral and ethical foundations of democracy are under attack. The politics may be local, but the power is global, the fear visceral. We are global citizens trapped in a world we did not create, nor want any part of. Please join us for what we hope will be part of an ongoing conversation about our place as academics in these troubled times.

5:30-6:30: Illini Room C:

Plenary Performance: when the stakes are too d*mn high

Hill L. Waters

Saturday May 19

12:00-1:00: Illini Room A

Town Hall meeting: Collaborating sites Network

5:30-6:30: AWARD CEREMONIES

Annual Meeting of the IAQI & Award Ceremony, Illini Union 200 Ballroom

7:00-9:00: COOKOUT

Old-fashioned Midwest Cookout, 7–9 p.m., Alice Campbell Alumni Center:
Music by Tom Turino and the Cornstalkers.

Publisher's Exhibit

Pine Lounge
Wednesday 12:00-5:00
Thursday 9:00-5:00
Friday: 9:00-5:00
Saturday: 9:00-12:00

Collaborating Sites Network

Reception
Poster Sessions
Illini Room B
Thursday 3:30-5:00

Book Signing
Friday 4:00-5:00
Pine Lounge

Plenary Performance
Friday 5:30
Illini C

Award Ceremonies
200 Ballroom
Saturday 5:30-6:30

CONGRESS ORGANIZERS

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

CONGRESS PROGRAM

This Congress program was compiled by the Congress organizing committee. The program was printed by Martin One Source.

LOCAL PROGRAM SPONSORS

American Indian Studies Program /Native American House * Anthropology * Center for Advanced Study * Center for Global Studies * Center for Latin American and Caribbean Studies * Center for Qualitative Inquiry * College of Media* European Union Center * Gender & Women's Studies Program * Illinois Program for Research in the Humanities * Institute of Communications Research * Kinesiology and Community Health * Sociology * The Unit for Criticism and Interpretive Theory * Women and Gender in Global Perspectives Program

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Autoethnography: Stacy Holman-Jones

Coalition for Critical Qualitative Inquiry (CCQI): Gaile S. Cannella, Mirka Koro-Ljungberg, Jasmine Ulmer

Critical and Poststructural Psychology: Heather Adams, Katharina A. Azim (co-chair), Angelo Benozzo, Marco Gemignani, Michael Kral, Paul Rhodes, (co-chair). SIG consultants: Cynthia Langtiw, Cesar Cisneros Puebla, Mirka Koro-Ljungberg,

Digital Tools for Qualitative Research: Caitlin Byrne

Forum of Critical Chinese Qualitative Research: Ping-Chun HSIUNG, Sophy Cai, Jiling Duan, Xiyang Wang, Pengfei Zhao, Xiangming Chen, Yuk-Lin Renita Wong

Global Qualitative Health Research: Janice Morse, Vanessa Shannon

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A Day in Korean (KAQI) Youngcook Jun, Jeong Hee Kim

Social Work: Jane Gilgun

Day in Turkish: Mustafa Yunus Eryaman

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An information table for congress inquiries will be available in the Pine Lounge of the Illini Union. Congress volunteers will be happy to assist you.

Registration Hours

Registration will be in the Pine Lounge of the Illini Union. Registration hours will be 3-5 pm Tuesday, 8 am to 5 pm Wednesday, Thursday and Friday, and 8 am to noon Saturday.

Technology

The Congress is unable to insure that you will have access to computers, LCD projectors, or audio equipment.

Institute of Qualitative Inquiry Collaborating Sites

Appalachian State University
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Association of Qualitative Research – La Trobe University
At Home At School Program - Washington State University (Vancouver)
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Department of Sociology - Kaunas University of Technology
Department of Speech Communication - Southern Illinois University
Department of Theater and Film at Bowling Green
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Narrative, Discourse and Pedagogy - University of Western Sydney
Narrative Inquiry Center – University of Bristol
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University of St. Thomas
University of South Australia
University of Utah

University of Waterloo
UTS-University of Technology Sydney
Virginia Commonwealth University
Western Kentucky University
Worldviews in Precarious Conditions of Life-Institute of Cultural Studies

2018 Congress Award Winners

2018 Illinois Distinguished Qualitative Dissertation Award

Traditional category:

Jennifer James, University of California, San Francisco.: Black women with advanced cancer and the challenge of biomedicine: A Black feminist methodological exploration of the lived experience of terminal illness

Experimental category:

Nancy Emilce Carvajal Medina, Washington State University: Testimonios of the U.S. rural “homeless”: a critical and decolonizing-decolonized ethnography

2018 Outstanding Qualitative Book Award

Anderson, P. (2017). *Autobiography of a disease*. New York & London: Routledge.

Honorable mention:

de Rond, M. (2017). *Doctors at war: Life and death in a field hospital*. Ithaca, NY: Cornell University Press.

Ellingson, L. L. (2017). *Embodiment in qualitative research*. New York & London: Routledge.

2018 Lifetime Achievement Award in Qualitative Inquiry for dedication and contributions to qualitative research, teaching, and practice

Kathy Charmaz

Past Congresses

5-7 May 2005

Qualitative Inquiry in a Time of Global Uncertainty
Keynotes: Janice Morse, Linda Tuhiwai Smith

4-6 May 2006

Ethics, Politics, and Human Subject Research
Keynotes: Marie Battiste, Michelle Fine

2-5 May 2007

Qualitative Inquiry and the Politics of Evidence
Keynotes: Julianne Cheek, D. Soyini Madison

14-17 May 2008

Ethics, Evidence, and Social Justice

Keynotes: Gloria Ladson-Billings, Ian Stronach

20-23 May 2009

Advancing Human Rights Through Qualitative Research

Keynotes: Antjie Krog, Frederick Erickson

26-29 May 2010

Qualitative Inquiry For a Global Community in Crisis

Keynotes: Cynthia B. Dillard, Isamu Ito

18-21 May 2011

Qualitative Inquiry and the Politics of Advocacy

Keynotes: Michal Krumer-Nevo, John H. Stanfield, II

16-19 May 2012

Qualitative Inquiry as a Global Endeavour

Keynotes: Sarah Delamont, Paul Atkinson

15-18 May 2013

Qualitative Inquiry Outside the Academy

Keynotes: Laurel Richardson, Russell Bishop

21-24 May 2014

Qualitative Inquiry and the Politics of Research

Keynotes: Uwe Flick, Patti Lather

20-23 May 2015

Constructing a New Critical Qualitative Inquiry

Keynotes: Margaret Kovach, Kathy Charmaz

18-21 May 2016

Qualitative Inquiry in Neoliberal Times

Keynotes: Maggie MacLure, Johnny Saldaña

17-20 May 2017

Qualitative Inquiry in the Public Sphere

Keynotes: Susan Finley, Graham Hingangaroa Smith

Illinois Distinguished Qualitative Dissertation Award Winners

2006

Traditional: Jessica Polzer, University of Toronto
Experimental: Dalene M. Swanson, University of British Columbia

2007

Traditional: Dixiane Hallaj, George Mason University
Experimental: Gurjit Sandhu, Queen's University, Kingston

2008

Traditional: Mariana Cavalcanti Rocha dos Santos, University of Chicago
Experimental: Nicole Defenbaugh, Southern Illinois University

2009

Traditional: Carrie Friese, University of California, San Francisco
Honorable Mention: Chad William Timm, Iowa State University
Experimental: Robin Boylorn, University of South Florida
Honorable Mention: Samuel P. L. Veissière, McGill University
Ken Gale and Jonathan Wyatt, University of Bristol

2010

Traditional: Lfeoma Ann Amah, UCLA
Mixed-Methods: Sara B. Dykins Callahan, University of South Florida
Experimental: Mansha Mirza, University of Illinois at Chicago

2011

Traditional: Sharalyn Jordan
Honorable Mention: Toni Shorter Smith, Ohio State University
Experimental: Kristia Bruce Amatucci, University of Georgia
Honorable Mention: Tony Adams, University of South Florida

2012

Traditional and Mixed-Methods: Manijeh Badiee, University of Nebraska
Honorable Mention: Mara Casey Tieken, Harvard University
Experimental: Hilary Hughes-Decatur, University of Georgia
Honorable Mention: Susan Naomi Nordstrom, University of Georgia

2013

Traditional: Ellen Block, University of Michigan
Honorable Mention: Michele K. Donnelly, McMaster University; Randall F. Clemens, University of Southern California
Experimental: Rebecca Mercado Thornton, Ohio University
Honorable Mention: Jennifer Self, University of Washington; Gina Paese, St. John's University

2014

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General information

Traditional: Urmitapa Dutta, University of Illinois at Urbana-Champaign
Honorable Mentions: Brenda McPhail, University of Toronto
Experimental: Geo Takach, University of Calgary
Honorable Mention: Elizabeth Cone, Columbia University

2015

Traditional: Chaunetta Jones, Rutgers University
Experimental: Graham Lea, University of British Columbia
Honorable mention: Category A: Experimental: Lisa Armitage, University of Western Sydney

2016

Traditional: Uchenna Baker, Rutgers, The State University of New Jersey and The New Jersey Institute of Technology.
Honorable Mention: Amanda Tachine, Arizona State University
Experimental (co-winners): David Bright, University of Queensland; Rachel Liebert, City of University of New York

2017

Traditional: Erin Parke, University of South Florida.
Shuning Liu, University of Wisconsin, Madison.
Experimental: Dominique C. Hill, University of Illinois, Urbana-Champaign.

Special Career Award in Qualitative Inquiry for dedication and contributions to qualitative research, teaching, and practice

2010

Harry F. Wolcott, University of Oregon

2011

Robert Stake, University of Illinois

2015

Patricia Leavy

Olivia Inés Sanhueza Alvarado

Landmark Achievement Award

2011

Mitch Allen

General information

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Lifetime Achievement Award in Qualitative Inquiry for dedication and contributions to qualitative research, teaching, and practice

2009

Norman K. Denzin

2010

Yvonna S. Lincoln

2011

Janice M. Morse

2012

Carolyn Ellis

2013

Laurel Richardson

2014

Judith Preissle

2015

Patti Lather

2016

Arthur P. Bochner

2017

Ronald J. Peltas

Outstanding Qualitative Book Award

2010

Carolyn Ellis. (2009) *Revision: Autoethnographic Reflections on Life and Work*. Walnut Creek, CA: Left Coast Press.

Honorable Mention:

Mary L. Gray. (2009) *Out in the country: Youth, media, and queer visibility in rural America*. New York: New York University Press.

Pat Sikes and Heather Piper. (2010) *Researching sex and lies in the classroom: Allegations of sexual misconduct in schools*. New York and London: Routledge.

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General information

2011

Co-Winners:

Magdalena Kazubowski-Houston (2010) *Staging strife: Lessons from performing ethnography with Polish Roma women*. Montreal: McGill-Queen's University Press.

Marilyn Metta, (2010) *Writing against, alongside and beyond memory: Lifewriting as reflexive, poststructuralist feminist research practice*. New York: Peter Lang.

Honorable Mention:

Viv Martin, (2010) *Developing a narrative approach to healthcare research*. Oxford, UK: Radcliffe.

2012

Celine-Marie Pascale. (2011) *Cartographies of Knowledge: Exploring Qualitative Methodologies*. Sage Publications.

Honorable Mention:

Andrea Dyrness. (2011) *Mothers United: An Immigrant Struggle for Socially Just Education*. University of Minnesota Press.

2013

Donna West. (2012) *Signs of hope: Deafhearing family life*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Honorable Mention:

Mary M. Gergen, and Kenneth J. Gergen. (2012) *Playing with purpose: Adventures in performative social science*. Walnut Creek, CA: Left Coast Press.

Martin Packer. (2011) *The Science of qualitative research*. New York, NY: Cambridge University Press.

2014

Robin Boylorn. (2013) *Sweetwater: Black Women and Narratives of Resistance*. New York, Peter Lang.

Honorable mention:

Laurel Richardson. (2013) *After a Fall: A Sociomedical Sojourn*. Walnut Creek, Left Coast Press.

Ricardo Castro-Salazar & Carl Bagley. (2012) *Navigating Borders: Critical Race Theory Research and Counter History of Undocumented Americans*. New York: Peter Lang.

2015

General information

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Arthur Bochner. (2014) *Coming to Narrative: A Personal History of Paradigm Change in the Human Sciences*. Walnut Creek, Left Coast Press.

Honorable Mention:

Kristine Munoz. (2014) *Transcribing Silence: Culture, Relationships, and Communications*. Walnut Creek, Left Coast Press .

Devika Chawla. (2014) *Home, Uprooted: Oral Histories of India's Partition*. New York, Fordham University Press.

Bronwyn Davies. (2014) *Listening to Children: Being and Becoming*. London, Routledge.

2016

Alisse Waterston. (2014). *My Father's Wars: Migration, Memory, and the Violence of a Century*. NY: Routledge.

Jane Speedy. (2015). *Staring at the Park: A Poetic Autoethnographic Inquiry*. Walnut Creek, CA: Left Coast Press.

2017

K. Bhattatharya, & N. K.Gillen (2016). *Power, Race, and Higher Education A Cross-Cultural Parallel Narrative*. Rotterdam: Sense Publishers.

Honorable Mention:

Tami Spry (2016). *Autoethnography and the Other: Unsettling Power Through Utopian Performatives*. New York: Routledge.

Outstanding Book in Spanish or Portuguese

2012

Fernando Peñaranda Correa et al.(2011). *Educación para la salud: una mirada alternativa al modelo biomédico. La praxis como fundamento de una educación dialógica*. Medellín, Colombia: La Carreta Editores.

2014

Maria do Mar Pereira. *Fazendo Gênero no Recreio. A negociação do gênero em espaço escolar (Making Gender at playtime. Negotiating gender in school space.)* Lisboa: Imprensa de Ciências Sociais, 2012.

2016

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Emerging Indigenous Research/Scholar Award

2018

Elizabeth Fast, PhD, Assistant Professor, Indigenous Youth Studies, Concordia University, Montreal, Canada

Outstanding Indigenous Graduate Student Scholar Award

2018

Mariel Belanger, MFA Candidate Interdisciplinary Studies, University of British Columbia, Okanagan Campus

Fifteenth International Congress of Qualitative Inquiry

May 15-18, 2019

QUALITATIVE INQUIRY AND THE POLITICS OF RESISTANCE

Keynotes:

Elizabeth St.Pierre, University of Georgia

Aitor Gomez, Universitat Rovira i Virgili

The 2019 congress is committed to a politics of active and passive resistance, to non-violence, to bearing witness to injustice, to refusing to take no as an answer, refusing to be silenced, refusing to accept assaults on critical, interpretive inquiry, refusing to abandon the goal of social justice for all. It is committed to confronting structures of repression which keep people in marginalized states by repressing critical consciousness. The truth cannot be repressed. Justice will prevail. We call for a politics of hope, acts of activism, discourses of resistance which imagine the impossible.

We are global citizens trapped in a world we did not create, nor want any part of. Our public institutions are under assault. Academics and pacifists critical of the public order are branded as traitors. The 2019 Congress offers scholars the opportunity to foreground, interrogate, imagine and engage new ways of a politics of resistance and critical qualitative inquiry in these troubling times. Sessions will take up such topics as: research as resistance, redefinitions of the public university, neoliberal accountability metrics, attacks on freedom of speech, threats to shared governance, the politics of advocacy, value-free inquiry, partisanship, the politics of evidence, public policy discourse, indigenous research ethics, decolonizing inquiry.

Scholars come to the Congress to resist, to celebrate community, to experiment with traditional and new methodologies, with new technologies of representation. Together we seek to develop guidelines and exemplars concerning advocacy, inquiry and social justice concerns. We share a commitment to change the world, to engage in ethical work that makes a positive difference. As critical scholars our task is to bring the past and the future into the present, allowing us to engage realistic utopian pedagogies of hope.

Scholars from around the world have accepted the challenge to gather together in common purpose to collectively imagine creative and critical responses to a global community in crisis. The Fifteenth International Congress offers us an opportunity to experiment, take risks, explore new presentational forms, share experiences, problems and hopes concerning the conduct of critical qualitative inquiry in this time of global uncertainty.

We shall not cease from exploration/ And the end of all our exploring/ Will be to arrive where we started/ And know the place for the first time (T. S. Elliot, No 4 of Four Quartets, 1942).

Thursday workshops

Morning Session 8:30 AM – 11:30 AM

1. Richard Siegesmund: Dewey's Principles of Arts-Based Inquiry
2. George Kamberelis & Alyson Welker: Focus Group Research in Post Qualitative Times
3. Johnny Saldaña: Coding Qualitative Data: Beyond Indexing and Toward Insight
4. Karen Staller & C. Deb Laughton: Publishing a Qualitative Study
5. Sharlene Hesse-Biber: Mixed Methods Research and the Next Generation Qualitative on-line Research Tools—Mobile Technologies, Research Apps and the Rise of “Big Data.”
6. Claudio Moreira & Marcelo Diversi: Decolonizing Classrooms and Epistemologies
7. Jerry Rosiek and Jimmy Snyder: Indigenous Philosophy and Posthumanism: Connections and Productive Methodological Divergences
8. Pirkko Markula: Foucault and Deleuze's Methodologies for Qualitative Research on the Material Moving Body
9. Mirka Koro-Ljungberg & Jasmine Ulmer: “Extend your d...a...t... a...”
10. Arthur Bochner & Carolyn Ellis: Writing Autoethnography and Narrative in Qualitative Research
11. James Joseph Scheurich: The Ontology of Whiteness: Critiquing White Supremacy
12. Melisa Cahnmann-Taylor: Finding Your Voice & Writing the “Not Me”: Rigorous Wonder in Creative Qualitative Inquiry
13. Christopher N. Poulos: Writing Qualitative Inquiry: Embracing the Mystery

Afternoon Session: 12:30 PM – 3:30 PM

1. Ken Gale and Jonathan Wyatt: Using Deleuze and collaborative writing in troubled times: engaging activism and resistance through collective writing
2. Liora Bresler: Lessons from the arts to qualitative research: Working with resonance, dialogic relationships, and the interplay of knowing and unknowing

3. Lisa A. Mazzei & Alecia Y. Jackson: Ontology in Qualitative Inquiry
4. Kathy Charmaz: Grounded Theory Methodologies for Social Justice Projects
5. Tami Spry: From Body to Paper to Stage: A Methodology for Writing and Performing Autoethnography
6. Ron Pelias: Performative Writing Workshop
7. Roe Bubar, Elizabeth Fast, Margaret Kovach, Warren Linds, Virginie Magnat, Shawn Wilson: Aspects and Ethics of Indigenous Methodologies
8. Anne Kuckartz: Qualitative Data Analysis (QDA) – enhanced outcome by software support. A hands-on introduction to MAXQDA.
9. Bronwyn Davies: Working with memory in collaborative research groups
10. Janice Morse & Julianne Cheek: Qualitatively-driven mixed and multiple method designs
11. Patrick Lewis, Karen Wallace and Joseph Naytowhow: Pimosayta (let's walk together): What does it mean to be an ally? Indigenous research and everyday activism with story.
12. Michael Van Manen: Phenomenology of Practice
13. Sarah J. Tracy: Eight “Big-Tent” Criteria for Creating Quality in Qualitative Research
14. Gaile S. Cannella & Mathias Urban: A Walk on the Wild Side: Policy Entanglements with Critical Qualitative Inquiry for More Just and Equitable Futures

Late Afternoon Workshop 4:00 – 5:00

1. Jim Denison: The Moving Body: Problematizing Knowledge and Practice

Keynote Addresses

Thursday, 5:30-7:00

200 Ballroom Union

Seduction and desire: the power of spectacle

Bronwyn Davies, Professorial Fellow University of Melbourne, Emeritus
Professor Western Sydney University

Since January 2017 we have been witness to an extraordinary spectacle. Courtesy of the e-media we can get up each morning to gaze aghast at the latest episode of a drama we have fast become addicted to — America’s “very big” real life reality TV show. Such spectacles, in their capacity to engage avid, global attention, work on us all, in ways we are not necessarily conscious of. There is a dynamic at work in this spectacle that is, I will suggest, the culmination of neoliberal ideology and practice, and is made possible by the global explosion of internet usage. The task for qualitative researchers, I will argue, is to bring concepts to bear on the micro and macro elements of the spectacle, to make sense of how January 2017 and its aftermath became possible; and to produce an insightful analysis of the lines of force at work shaping and produced by the spectacle. Never have we had such rich data to work with! The video clips of Trump, and of his Greek chorus cheering him on; his tweets; the protesters; the comedians; the political activists; the judges; the journalists of the alt-right and those holding the ground of critique. Our job as social scientists is to pry open the dynamics of the spectacle to discover how they work—and how to deconstruct them. In this paper I will mobilise Baudrillard’s concepts of seduction and desire to see how they might be put to work in such an analysis.

Stitching Tattered Cloth: Reflections on Social Justice and Qualitative Inquiry in Turbulent Contexts

Karen M. Staller, University of Michigan, School of Social Work, Ann Arbor, MI
USA

Chaos, it appears, is the order of the day. Democratic practices, principles, and institutions are under attack. Freedoms of religion, movement, assembly, and speech are being threatened. Hostilities, fears, and suspicions of “others” are being stoked based on differences by nativity, ethnicity, race, religion, class, gender, sexual orientation, gender identity, and ability status. Political and social battlefronts have sprouted everywhere: borders and bathrooms, coastlines and clinics, embassies and airports, sacred lands and sanctuary cities. All seem

to require immediate attention. We are facing troubled times, giving rise to questions about the role of qualitative inquiry in these turbulent contexts.

Historically, qualitative researchers have asked questions about the politics of evidence; but what does that look like in an era of “alternative facts” and “fake news”? We have resisted the ‘audit culture’ in the academy, but what happens when the academy itself is under attack? We have asked whose interpretation or narrative counts; but how do we honor local and situated knowledge when those views may deeply offend our own sensibilities and appear threatening to human rights? We have advocated community engagement but what is the role of action-based and participatory methodologies, where action is being called for on both sides of ideological battle lines? Is it possible to ‘give voice’ to others and take action in a world comprised of political camps informed by fundamentally incompatible views of reality? In general, we have used qualitative inquiry to expose fault lines and resist oppressions but have we done enough to bridge differences, to find common ground, or to stitch seams along frayed edges?

This keynote will be based on a year-long project musing about the role of qualitative inquiry in turbulent times. Using critical inquiry and social work values this keynote will be pieced together from scraps gathered in a diary of field notes reflecting on conversations in classrooms, on campuses, at community forums, between protesters, over email, through tweets, or derived from news accounts, political cartoons, or other threads of qualitative evidence.

For over a decade the International Congress of Qualitative Inquiry has incubated ideas and conversations in a cozy cocoon. More than ever before the time feels right to reflect on its significance as an organizing space for global advocacy and as a collective force for infusing a more hopeful, compassionate, and forgiving worldview by inviting all those who share similar values and principles to join the movement.

P01 Poster Session

Consenso cultural sobre la felicidad en adultos mayores, *Maria de los Angeles Aguilera-Velasco, Universidad de Guadalajara, Martin Acosta Fernandez, Universidad de Guadalajara, and Blanca Elizabeth Pozos-Radillo, Universidad de Guadalajara*

“Heroes of Special Children”: Lived Experiences of Special Student Educators, *Estelle Jelomay Taganile de Jesus, University of the East, Janine Kyna Torres, University of the East, Czarina Antoinette Nucum, University of the East, Jhoyce Ferrer, University of the East, Carl Angelo Blancaflor, University of the East, and John Ederson Pablo, University of the East*

Hermeneutic Archival Research & Artistic License: Exhuming Dispossessed Sauk Voices through Creative Non-Fiction, *Robin Throne, Northcentral University*

Exploring Literacies in the Assemblage of Adult Education English for Speakers of Other Languages Classrooms, *Susan L Watson, Virginia Commonwealth University*

A Narrative Inquiry of a Han Chinese Teacher’s Identity Development at a Rural Tibetan School, *Chaoran Wang, Indiana University Bloomington*

Exhibición Mapas intertextuales. Mujeres lideres del desierto chileno, *jimena silva segovia SILVA, Universidad Católica del Norte*

Bye bye binary: Exploring non-binary youths’ experiences of discrimination, mental health, and community belongingness, *Ellis Furman, Wilfrid Laurier University*

P02 Poster Session

Non-Muslim Minority Students’ Perceptions and Experiences of the Muslim Representation, *Eliann R Carr, Heritage University, and Yusuf Incetas, Heritage University*

Questioning new questions through a visual poetics of place: Rhizomatic possibilities of becoming in a/r/tography, *Olga Shugurova, University of Manitoba*

Visual Reflections: Documenting my|students experiences, *Kate Shively, Ball State University*

Visual Representations and Verbal Schemas: A Case Study of One Student with High-Functioning Autism, *Amanda Buncher, University of Cincinnati, Casey Hord, University of Cincinnati, Kitiara Weaver, University of Cincinnati, and Zachary Gamel, University of Cincinnati*

Imagination, Disruption, Connection: Emergence of Self as Researcher, *Maria Patrice Rybicki-Newman, George Mason University*

Capturing Fear: Images of a photovoice project, *Michelle L. Knaier, Purdue University*

P03 Poster Session

Qualitative Inquiry as a Spectrum, *Marilia Velardi, University of Sao Paulo, and Mariana Harumi Cruz Tsukamoto, School of Arts, Sciences and Humanities, University of Sao Paulo*

Seeing Beyond the Obvious—Second Generation Qualitative Designs, *Paula Marie Dawidowicz, Walden University*

Why I Teach: A Case Study of Educators’ Critical Autobiographies, *Gary Padgett, University of North Alabama, Britney Jacks, University of North Alabama, Harper Canaday, University of North Alabama, and Josh Marshall, University of North Alabama*

The Role of the School Counselor in Promoting the Resilience of African American Adolescents from Urban Communities, *Alayna Ashley Thomas, North Carolina Agricultural and Technical State University*

Construction of masculinities and fatherhood, a dialogue between subjectivities, *Carolina Olvera, Universidad de Guanajuato, and María Gabriela Luna, Universidad de Guanajuato*

Informal Professional Development: Early Field Experiences for Pre-Service Teachers, *Kate Shively, Ball State University*

Critical Inquiry as a Means to Empower Teacher Autonomy, *C. Darius Stonebanks, Bishop’s University, and Aamir Aman, McGill University*

P04 Poster Session

The Preparation of Job Application Portfolio with Hearing-Impaired University Students, *Zehranur Kaya, Anadolu University, Gokcen Abali, Anadolu University, Meltem Ozten Anay, Anadolu University, School for the Handicapped, Department of Architecture and City Planning, and Guzin Karasu, Anadolu University*

Decision making process in medication therapy management: from the understanding to the development of a theoretical model, *Isabela Viana Oliveira, Universidade Federal de Minas Gerais, and Djenane Ramalho de Oliveira, Universidade Federal de Minas Gerais*

Improvement of a School Program through Action Researches: The School for the Handicapped, *Zehranur Kaya, Anadolu University*

Who is Responsible for Children's Education? Qualitative Findings from Low-income Latin@ , *Sarai Coba-Rodriguez, UIC, and Robin L Jarrett, UIUC*

Clinical Supervision: Exploration of Burnout, Impairment, and Wellness A Case study of North Carolina Clinical Supervisors., *Yasmin Evette Gay, North Carolina Agricultural and Technical State University*

Exploring the Challenges and Opportunities of Service Providers in the Resettlement Process Amidst a Global Refugee Crisis, *Hadeel Alhendji, Loyola University Chicago, Linda Tuncay Zayer, Loyola University Chicago, and Catherine Coleman, Texas Christian University*

A Qualitative Exploration of Gendered Expressions on Social Media, *Klaudia Kondakciu, Loyola University Chicago, Melissa Souto, Loyola University Chicago, and Linda Tuncay Zayer, Loyola University Chicago*

P05 Poster Session

Identities in Action: Findings from an Action Research Based Systemic-Reform, *Gadi Bialik, ASA College & Tel Aviv University*

Moral judgments of youth: Applying a mixed-method design, *Shuai Shao, University of Chicago, Saman Fouladirad, University of British Columbia, and Catherine Ann Cameron, University of British Columbia*

Multipositional autoethnography: Exploring the Experiences of a Research Dyad that Bridges Racial and Gender Divides, *Jeremy William Bohonos, EPOL, University of Illinois Urbana-Champaign, and Otchere Kimberly, UIUC HRD Doctoral Program and University Housing*

Autoethnography: My Experience As a Student in an Intergenerational Context, *Kelsey Brooke Emeigh, Penn State Altoona*

(De)constructing my Family Tree using l'écriture feminine as a method of inquiry, *Jan Bradford, University of Edinburgh*

Action Research for Career Development of Hearing-Impaired Collage Students, *Meltem Ozten Anay, Anadolu University, School for the Handicapped, Department of Architecture and City Planning, Zehranur Kaya, Anadolu University, Gokcen Abali, Anadolu University, and Guzin Karasu, Anadolu University*

P06 Poster Session

Autoethnography: A Part of a Nation, *Kayla A. Boucher, Penn State Altoona*

Play in Troubled Times: A Pedagogical Epistemology of Imagination in Post-Secondary Clinical Psychology, *Autumn Marie Chilcote, Duquesne University*

Normalizing Premenstrual Syndrome by using narrative theory, *Meghana Rawat, Purdue University*

Examining the Writing Process Individuals with Hearing Impairment College Students, *Guzin Karasu, Anadolu University*

Online resources for Celebrating Reading as a rich Literacy Practice, *Anita Nigam, UCCS*

Application and Understanding of Metacognition for Classroom teachers, *Anita Nigam, UCCS*

Towards a Restorative Model of Qualitative Inquiry: A Case Study of Faith-based Restorative Practices, *Camarin G. Meno, University of Illinois at Urbana-Champaign, Brett A Boeh, University of Illinois, Urbana Champaign, Jacqueline Yi, University of Illinois at Urbana-Champaign, Vanessa Cerda, University of Illinois at Urbana-Champaign, Anna M. Sekiguchi, University of Illinois at Urbana-Champaign, Mark Becker, University of Illinois at Urbana-Champaign, and Mikhail Lyubansky, University of Illinois at Urbana-Champaign*

P07 Poster Session

Health Promotion and Brazilian Music: the additional use of ABR as a methodological tool, *Márcio Luiz Mello, Oswaldo Cruz Foundation - Fiocruz, Ana Maria Aleksandrowicz, Fiocruz, Victor Strattner, Oswaldo Cruz Foundation - Fiocruz/Instituto Oswaldo Cruz, Adrielle Fernandes, Oswaldo Cruz Foundation - Fiocruz / UFF, Julia Fleury, Oswaldo Cruz Foundation - Fiocruz / UFRJ, Beatriz Durão, 4F Institute, Ana Lopes, UFRJ, and Jeanine Claper., Oswaldo Cruz Foundation - Fiocruz/ COC*

Reexamining Preservice Elementary Teachers' Reluctance towards Science Education: Helping Students by Not Teaching Science, *Jocelyn Elizabeth Nardo, Purdue University, and Minjung Ryu, Purdue University*

Ethnographic Lag: Realizing the Nuances in Video Gaming, *Meng Yang Matthew Wu, Purdue University*

Who's Laughing Now?: Laughter as Participation in Science Learning, *Casey Elizabeth Wright, Purdue University, and Minjung Ryu, Purdue University*

Exploring the Trajectory and Prevention of Alcohol Use among Young People, *Kristin Haglund, Marquette University*

Do No Harm: Perceptions of Chronic Pain and Substance Abuse in Healthcare Settings, *Cheyenne Teresa Reyes, Indiana University School of Public Health- Applied Health Science, and Carrie Ann Lawrence, Indiana University School of Public Health- Applied Health Science*

Cyber Bullying and Trolling Attacks in Social Media and Gaming Sites: New Areas of Inquiry in the Field of Communication, Information Technology, and Media Sociology, *ZiDian Zhang, University of Illinois Urbana-Champaign, and Assata Zerai, University of Illinois*

P08 Poster Session

"I am the Boss": Patients' Perception of their Role in Managing their Diabetic Foot Ulcer, *Idevania Geraldina Costa, Queen's University, School of Nursing, Deborah Tregunno, Queen's University, School of Nursing, and Pilar Camargo Plazas, Queen's University, School of Nursing*

Factors that Influence Self-Care Management in Seniors with Diabetes-Related Wounds: A Grounded Theory Analysis, *Idevania Geraldina Costa, Queen's University, School of Nursing, Deborah Tregunno, Queen's University, School of Nursing, and Pilar Camargo Plazas, Queen's University, School of Nursing*

Individuals' Experience of Having and Taking Care of their Diabetes-Related Wound: A Qualitative Systematic Review, *Idevania Geraldina Costa, Queen's University, School of Nursing, Marian Luctkar-Flude, Queen's University, School of Nursing, Deborah Tregunno, Queen's University, School of Nursing, Pilar Camargo Plazas, Queen's University, School of Nursing, and Amanda Ross-White, Queen's University*

The impact of virtual focus groups during troubling times for faculty and students., *Narjis Hyder, Walden University*

Giving African-American-Mothers a Voice: Using Qualitative Methods to Learn about School-Readiness for Children with Disabilities, *Jasmine P Brown, University of Illinois at Chicago, Sarai Coba-Rodriguez, UIC, and Robin L Jarrett, UIUC*

Literacy Contributions of Family Members: Qualitative findings from low-income, African-American Families with Preschool Children, *Sarai Coba-Rodriguez, UIC, and Robin L Jarrett, UIUC*

P09 Poster Session

Distance Learning: Exploring Challenges, Innovations and Strategies for Online Statistical Education in the Literature (2007-2017), *Allison D. Ray, Texas Woman's University*

Transliteracy in the classroom: Thinking Critically about Information, *Alessia Zanin-Yost, Penn State/IUP*

Inquiry Strategy With Focus Group Discussion, *Dr. Maitha Abdullah Binjaweer, Al Manara Academy*

Miracles beyond sight: An autoethnography of teaching in the visually impaired school, *Hua Pan, University of Taipei, Min-chun Chiang, Univeristy of Taipei, and Li-chuan Kao, University of Taipei*

ABR and Freudian Psychoanalysis: a bold collaboration attempt, *Márcio Luiz Mello, Oswaldo Cruz Foundation - Fiocruz, Victor Strattner, Oswaldo Cruz Foundation - Fiocruz/Instituto Oswaldo Cruz, Beatriz Durão, AF Institute, Adrielle Fernandes, Oswaldo Cruz Foundation - Fiocruz / UFF, Julia Fleury, Oswaldo Cruz Foundation - Fiocruz / UFRJ, Ana Lopes, UFRJ, and Jeanine Claper, Oswaldo Cruz Foundation - Fiocruz/ COC*

Toward Digital, Critical, Participatory Action Research: Findings from the #ARCProject, *Dr. Ashley Isreal, Clemson University, Dr. Robin Phelps-Ward, Clemson University, Aris L. Hall, Clemson University, Travis C Smith, Clemson University, Courtney Allen, Clemson University, LaShia Bowers, Clemson University, and Keneisha LaRae' Harrington, Clemson University*

A qualitative study on using social media to support informal learning in museums, *Pei-Wei Lee, PSU*

P10 Poster Session

Fostering Resilience in the Classroom: An Exploration of the Resilient Learning Environment, *Abby Grammer Horton, The University of Alabama*

Symmetric analysis of agro-ecological networks for food sovereignty, *PAULA ANDREA TAMAYO MONTOYA, Univalle, and NELSON MOLINA VALENCIA, Univalle*

Metamorphosis of the Play Keepers: Reflective Expressions of Two Early Childhood Educators First Year, *Lisa Dianna Wood, Ball State University*

Using Photo-Elicitation to Unpack the Decision-Making Process of Black Graduate Students, *Dr. Ashley Isreal, Clemson University*

Disentangling Love, Identity, and Commitment: Narratives of Change and Continuity in Emerging Adulthood, *Leanne Hlewka, University of Saskatchewan, Stacey McHenry, University of Saskatchewan, Shannah Dutrisac, University of Saskatchewan, and Ulrich Teucher, University of Saskatchewan*

Health-Related Quality of Life of Female Children with Congenital Adrenal Hyperplasia: A Mixed Methods Study, *Lacretia Carroll, University of Tennessee Health Science Center, and Carolyn Graff, University of Tennessee Health Science Center*

Qualitative Research in the Chinese Social Work Academy, *Deborah Gioia, University of Maryland, Baltimore, Yanfeng Yu, University of Maryland, Baltimore, Corey Shdaimah, University of Maryland, Baltimore, and Fang Zhao, Fudan University, Shanghai, China*

P11 Poster Session

The Role of Perceived Relatedness in Student Success, Motivation, and Engagement, *nabide gungordu, university of alabama*

Adult English as a Second Language Learners Responses to Children's' Literature, *Monique C Stone, University of New Mexico*

Young Adult Males' Evaluation of Their Sexual Health Education: An Enhanced Critical Incident Technique Analysis, *Tymarah Cholewa, University of British Columbia*

Nutritional Inequities and Place: Understanding Inner-City Use of Alternative Food Networks, *Jasmin Ogren, University of Saskatchewan, Rachel Engler-Stringer, University of Saskatchewan, Lisanne Kossick-Kouri, University of Saskatchewan, and Ulrich Teucher, University of Saskatchewan*

Bertha's Book of Scraps: Reading Between the Lines, *Margaret Laurene Young, Bradley University*

Road to Participation: Case Study on Social Movement Participants for "Comfort Women" in South Korea, *Hye su Kuk, Pennsylvania State University*

Long-Term Participant Evaluation of Interactive-Participatory Mixed Methods Workshops: A Qualitative Analysis, *Rae Sakakibara, University of Michigan, and Timothy C. Guetterman, University of Michigan, Department of Family Medicine*

P12 Poster Session

Integration into a PhD Program: An Arts-Based Research Approach to Examine the Perceptions of Doctoral Students, *Inci Yilmazli Trout, University of the Incarnate Word*

Our living yoke, *Shihlung Chang, catholic church*

Black Male Educators' Participation in a Community Youth Program as a Push Into Teaching, *Karla Zaccor, Indiana University School of Education at Indianapolis*

Pesquisa Qualitativa em Cena, *Renata Frazão Matsuo, EACH Universidade de São Paulo, André Estevez, EACH - Universidade de São Paulo, Paulo Cavalcante, EACH - Universidade de São Paulo, Kátia dos Anjos, EACH - Universidade de São Paulo, and Marília Velardi, University of Sao Paulo*

Profiles of Students with Learning Disabilities in Algebra I Settings, *Casey Hord, University of Cincinnati, Amanda Buncher, University of Cincinnati, Nathaniel L. Hall, University of Cincinnati, Samantha Marita, University of Cincinnati, Emily Ladrigan, University of Cincinnati, and Rene L. Saldanha, New York University*

Autoethnography: LaManda, With an "L", *Lamanda Perry, Penn State Dubois*

A Portrait of the Self-Defined Canadian Secularist Teacher, *Melanie Bennett-Stonebanks, Bishop's University, and Cassandra Norrie, Bishop's University*

P13 Poster Session

Autoethnography: My Experience with Social Anxiety, *Katherine Rebekkah Stoltenberg, Penn State Altoona*

Construcción social de Necesidades Relacionadas con la Salud por delegados comunitarios de Presupuesto Participativo. Un estudio de caso. Medellín 2016., *Sebastian Guzman, Universidad de Antioquia, Ruben Dario Gomez, Universidad de Antioquia, and Gabriel Jaime Otalvaro, Universidad Andina Simón Bolívar*

Precarious work in ethnic enclaves: an examination from within a 25 year archive, *Yvette D Castaneda, University of Illinois at Urbana-Champaign, Dolores Castaneda, UIC, Melissa Silva, UIC, Melissa Leon, UIC, Lizbeth Perez Olazaba, UIC, and Alicia Gonzalez, UIC*

Exploring the Merits of Interpretative Phenomenology Analysis to Examine Acculturation Processes, *Ashna Jassi, University of Guelph*

Care for transplanted child cardiac, *Francisca Elisangela Teixeira Lima, Universidade Federal do Ceará, Ires Lopes Custódia, Universidade Federal do Ceará, Gedeane Pereira Taveira, Universidade Federal do Ceará, Igor de Freitas, Universidade Federal do Ceará, Erica Oliveira Matias, Universidade Federal do Ceará, Larissa Bento de Araújo Mendonça, Universidade Federal do Ceará, Lilia Jannet Saldarriaga Sandoval, Universidade Federal do Ceará, and Silvania Braga Ribeiro, Universidade Federal do Ceará*

Examining Self-Determination in Health Care in School Through Qualitative Inquiry, *Sarah Ballard, UTUC, Department of Special Education*

A narrative inquiry to working experiences of people with hearing impairment, *Min-Juan Wu, university of taipei, Min-chun Chiang, Univeristy of Taipei, and Li-chuan Kao, University of Taipei*

P14 Poster Session

A Qualitative Research on Curriculum in Girls-only Secondary School, *Juan Han, Guangzhou City Polytechnic*

Assistive technology how to use the female condom for women with visual impairment, *Cristiana Brasil Reboucas, Federal University of Ceará, and Luana Cavalcante, Federal University of Ceará*

Auto-ethnography on structural imagination that English make in Korea: by theory of Foucault and Lacan, *Jaeyoun Hwang, Yonsei University*

Collateral Damage: Women as Sites of Struggle in a Conflicted World, *Koeli Moitra Goel, HTCSCI (UIUC Alumni)*

Does Psychological Distress Affect the Expression of Empathy for People with Histories of Life Experiences?, *Paria Yaghoubi Jami, The University of Alabama, and Behzad Mansouri, The University of Alabama*

N7+1 Literature Reviews using NVivo 11 eBook, *Maureen Mary O'Neill, ACU, and Sarah Booth, ECU*

Narratives of biculturalism: Arab-American identity negotiation post-9/11, *Janan Shouhayib, Connecticut College*

P15 Poster Session

Pilot Study: Use of Mobile Phones for HIV Prevention and Testing Information by Emerging African Immigrant Adult Population in Richmond City, Virginia, *Augustine B Kiplagat, University of Wisconsin-Milwaukee, and Peninnah Kako, University of Wisconsin-Milwaukee*

Qualitative Approaches: Engaging South Asians to develop a Culturally Relevant Colon Cancer Screening Survey, *Joanne Crawford, Brock University*

The Role of Social Capital in Fostering Resilience: A Sociological Perspective on Risk and Resilience, *Ashley Prowell, The University of Alabama in Tuscaloosa*

Inclusiveness of Architectural Education in Turkey: Feedback from Hearing-Impaired Architects, *Meltem Ozten Anay, Anadolu University, School for the Handicapped, Department of Architecture and City Planning*

**Arts-Based Research: Interrogating Identity,
1371479 Subjectivity, and Agency through Arts-based Research**

8:00-9:20

Chair: Sarah Travis, University of Illinois

I Know, In my Flesh. Learning, Entanglement, and Difference, *Catalina Hernandez-Cabal, University of Illinois*

Primordial Urge—To Locate Oneself, *Shivani Bhalla, University of Illinois*

In the Name of a Memory of an Autograph: An Arts-based Research Study, *Angela Baldus, University of Illinois*

**239 Coalition for Critical Qualitative Inquiry: Spinning
Stories, Weaving Life**

8:00-9:20

Chair: Lauren Hoffman, Lewis University

Intergenerational Ageism: Progesterone Cream, Knee Pain, and an Ageist Essay, *Lauren Hoffman, Lewis University, Christy Roberts, Lewis University, and Heather Hickman, Lewis University and Argo High School*

When Autoethnography Reveals Agony: A Critical Qualitative Research Analysis, *Donald R Collins, Prairie View A&M University*

The Necessary Technology and Unintended Consequences of Isolation, *Curtis Sullivan, North Dakota State University*

KS1 Korean: Culture & Narrative Inquiry

8:00-9:20

Chair: Jaewoo Do, University of Tennessee, Knoxville

Is there a cultural difference in teaching qualitative research courses between Korea and the United States?, *Jaewoo Do, University of Tennessee, Knoxville, Jinbee Kim, Andong National University, and Lisa Yamagata-Lynch, University of Tennessee, Knoxville*

A Collective Case Study on Struggling Readers as a Socially Constructed Concept in Classrooms, *Soojin Lee, University of North Carolina at Chapel Hill*

A Case Study and Implications for Early Childhood Culture and Arts Education in Singapore, *You ji-sun*

230 Psychology: Decolonisation, Acculturation & Culture

8:00-9:20

Chair: Alex McConville, SHORE and Whariki Research Centre

'Pissed off and Confused' / 'Grateful and (Re)moved': Affect, Privilege, and Commemoration in New Zealand., *Alex McConville, SHORE and Whariki Research Centre*

Unheard Stories of Chinese-Australian Acculturation, *Michael Zhang, University of Sydney, and paul rhodes, University of Sydney*

Leadership and adult development: cross-cultural & multinational perspectives, *Winnifred O'Toole, American University of Ras al Khaimah*

Evaluating social media impact: Experiential learning in social media research and evaluation during troubled times, *Sondra Marie LoRe, National Institute of STEM Evaluation and Research (NISER) at University of TN, and Kevin Kidder, National Institute of STEM Evaluation and Research (NISER)*

A Political Ontological Approach and the Decolonization of Ethnographic Research, *Jairo Isaac Fúnez-Flores, Purdue University*

**101 Indigenous Research: Centering Indigenous Stories as
Methodology for Healing**

8:00-9:20

Chair: Rose Cameron,

The Earth Reclaimed Her: Embodied Story Practice, *Mariel Belanger, Okanagan Nation*

The Perspectives of Aboriginal Youth and Young Adults on Lateral Violence, *Katie Pottekkat, Algoma University, and Rose E. Cameron, Algoma University*

Exploring the prevalence of interpersonal violence among Australian Aboriginal women: In her own words, *Celina Doria, University of Michigan*

Cultural ways of Learning. The case of Mapuche Children in Southern Chile, *Maria Carolina Hidalgo, Universidad de La Frontera, Paula Alonqueo Boudon, Universidad de La Frontera, and Ana Maria Alarcon, Universidad de La Frontera*

101 Autoethnography: Autoethnographic Considerations of Race, I

9:30-10:50

Chair: Andrea Yancy, Lewis University

My Blackened boy, I Now Pronounce You Death and Life: How Her Story Birthed his(s)tory, *Andrea Yancy, Lewis University*

The Man in Black and the White Church: Embodiment of Oppression through Homiletic Confession, *Durham Harris, Emory University*

In Search of a Home: African American Women and Scholars Global Struggle, *Roblyn Phillita Lewter, The Chicago School of Professional Psychology*

An Autoethnography of Black Automobility: the Ongoing Search for James 'Billboard' Jackson, *Anthony Kwame Harrison, Virginia Tech*

116 Autoethnography: Loss

9:30-10:50

Chair: Joyce Hocker, Missoula, Montana

The Trail to Tincup: From Autoethnography to Memoir, *Joyce Hocker, Missoula, Montana*

First my dad, then my iPhone: An autoethnographic sketch of experiencing double loss, *Daniel Clarke, University of Dundee*

Alcohol, Death and Forgiveness: An Autoethnography of Negotiating and Revitalizing a Father-Son Relationship. Dacheng Zhang, School of Communication, San Diego State University, *DACHENG ZHANG, SAN DIEGO STATE UNIVERSITY*

Redefining personal identity of a young Taiwanese widow: challenges from a cultural context, *An-Hua Yeh, Chung Yuan Christian University*

109 Autoethnography: Illness

9:30-10:50

Chair: Cody M. Clemens, Bowling Green State University

Invisible Is...: An Autoethnographic Exploration of Hashimoto's Thyroiditis, *Cody M. Clemens, Bowling Green State University*

Retracing Cancer: Insights into Compassionate Ethnography, Performance, and Life and Death, *Chris J Patti, Appalachian State University*

Coping with (Surviving) Adolescent Cancer: A Performative (Auto) Ethnography, *Patrick McElearney, Louisiana State University*

Autoethnography: Viewing Cancer with only One Eye Open, *Stephanie Knaub, Penn State Altoona*

1371575 Arts-Based Research: Using Songs to Examine the Recondite Dimensions of Humans Seeking Intimacy

9:30-10:50

Using Original Music to Explore Zilbergeld's Ten Myths about Male Sexuality (Approaching the Unapproachable through Song), *Joey W. Pogue, Pittsburg State University*

Exploring Counter-Hegemonic Feminism in Ellen Reddy's "I Don't Know How to Love Him", *Kristen Livingston, Pittsburg State University*

Examining the Seductive Power of Hyper-Reality A Male Laments His Addiction to Pornography in the Key of C, *Sreerupa Sanyal, Pittsburg State University*

Sharing the Desire to Feel Loved in Adele's Rendition of Bob Dylan's "Make You Feel My Love", *Hannah Ishmael, Pittsburg State University*

1371428 Arts-Based Research: Making comics in research and scholarship

9:30-10:50

Extending research validity by making comics, *Ebony Kalir, Unaffiliated*

Psychological discomfort, well-being and growth: comics and neurobiology, *Ann E Fink, UW-Madison*

Depicting the invisible: drawing as a method of visualizing implicit bias, *KC Councilor, University of Wisconsin-Madison*

Comics in popular culture—comics on popular culture—comics as popular culture, *Jason Lippincott Kartez, UW-Madison*

Civil society, community research, and making comics, *Ife Williams, UW-Madison*

260 Arts-Based Research: Methodological Approaches in Arts-Based Research

9:30-10:50

Chair: Hakan Anay, Eskisehir Osmangazi University

Art as Inquiry in Troubled Times, *Hakan Anay, Eskisehir Osmangazi University, and Ulku Ozten, Eskisehir Osmangazi University*

On my praxis of becoming a/r/tography: The ontological standpoint against technical skills, political standards, and mechanical rationality in arts-based research, *Olga Shugurova, University of Manitoba*

L'OPERA: Layered Operations Practicing Embodied Reflection & Analysis, *Allison Upshaw, University of Alabama*

Art: A form of inquiry in/of itself, *Ryan Kasperowitsch, Brock University*

Drawing in the Darkness: Activism and Sketching with Young Mothers, *Clara Juando-Prats, ST. MICHAEL'S HOSPITAL*

120 Autoethnography: Language Learning

9:30-10:50

Chair: Jeraldin Ballesteros, Research student

English and French learning through Int. Acti immersion, *PILAR TORRES QUINTERO, Research student, Banny Danilo Serna, Research student, Mestil Xilena Lopez Ule, Research student, Kevin Andrés Semante, Research student, and Brigitte Xiomara Bambagüé Alarcón, Research student*

Theatrical Performance as a Strategy to Diminish Inhibition in Foreign Language Learning, *Jeraldin Ballesteros, Research student, Fides Isabelly Martinez Rivera, Research student, and Gina Maria Loaiza, Research student*

English radio immersion for the students of the Modern Languages Program to learning in real contexts., *DANIELA GONZALEZ CRUZ, UNIVERSIDAD DEL CAUCA, and DIEGO SEBASTIAN HERNANDEZ, UNIVERSIDAD DEL CAUCA*

Study of the experience of creative writing in the process of learning foreign languages., *Eliana Lizeth Collabuazo Cuchillo, Universidad del Cauca, and Jorge Andrés Galarza Garzón, Universidad del Cauca*

212 Situated Research in Qualitative Inquiry, I

9:30-10:50

Chair: Lana Ray, Lakehead University

Workshop Leaders: Colonizing vs. Decolonizing Narratives, *Leonardus Sudibyo, College of Education-University of Illinois at Urbana-Champaign*

'Weweni': Ensuring Ethics and Care in Education through the 'Indigenous Quality Assurance Project', *Lana Ray, Lakehead University, and Mary Wabano, Canadore College*

School effectiveness in upper secondary education and identification of management practices, *Rubi Surema Peniche, CONACYT-Universidad Autónoma de Aguascalientes, and Laura Elena Padilla, Universidad Autónoma de Aguascalientes*

The Day I Became a Fraud as a Higher Education Professor, *Igor V. L. Valentim, Faculty of Education, Federal University of Rio de Janeiro, Brazil, Graduate Program in Education, Fluminense Federal University, Brazil, and CSG, SOCIUS, University of Lisbon, Portugal*

University Language Policy Management in South Africa: The Case of the Central University Of Technology, Free State, *Sizakele Audrey Ngidi, SACE*

**Pushing the Boundaries: Narrative Research in Public
1343328 Health**

9:30-10:50

(Session Organizer) Sabrina Cherry, University of North Carolina Wilmington;
(Session Organizer) Nancy Daley-Moore, Truman State University,

**Ordinary lives: Posthumanism, New Materialism and
1370924 Critical Disability Studies**

9:30-10:50

The necessity of the Everyday Human in Posthuman: Moving Through the
interstitial Spaces to Honor the Bodies Flowing Within, *Emese Ilyes, OpenCUNY*

Who and What Is Being Made to Matter in Tistje, *Elisabeth De Schauwer, Special
Needs Education/Disability Studies, Ghent University, and Ieni Van Goidsenhoven,
Cultural Studies, Leuven University*

Rethinking Autonomy for Disabled Children in Aotearoa New Zealand, *Kate
Waterworth, Faculty of Health and Environmental Sciences, AUT University*

Dis/Orienting Pathways: Autism Diagnostic Pathways for Racialized Children,
Henna Aslam, Institute of Medical Science, University of Toronto

The Doing and Undoing of the “Autistic Child”: Cutting Together and Apart
Interview-based Empirical Materials, *Alessandra Frigerio, Università Milano-Bicocca,
Angelo Benozzo, University of Valle d’Aosta, Rachel Holmes, Manchester Metropolitan
University, and Katherine Runswick-Cole, University of Sheffield*

171 Interrogating Race

9:30-10:50

Chair: Ericka Roland, University of South Florida

Sunken Place: Possibilities for Anti-Racist Leadership Through Dialogue and the
Movie “Get Out”, *Ericka Roland, University of South Florida*

The Racialization of Space: Classrooms at the Intersections of Race, Class, and
Culture, *Julia Persky, Texas A&M University - Commerce*

A Duoethnography of Hegemonic Whiteness: Living Language and Language
Education, *Soria Colomer, Oregon State University, and Adam Schwartz, Oregon
State University*

Self-Reflection to Social Justice: Journaling to Locate and Remediate Spaces of
Inequity in a Suburban High School, *David F. McIntosh, University of Louisville, Jed
Doyle, Mundelein High School, Randy Ramirez, Mundelein High School, Danielle
Leibowitz, Mundelein High School, Stevee Bellas, Mundelein High School, Melissa
Schaefer, Mundelein High School, and Duke Novak, Mundelein High School*

Photovoice: College Student Views on Racial Diversity and Inclusion on Campus,
*Jana Sladkova, University of Massachusetts Lowell, Wael Kamal, University of
Massachusetts Lowell, and Pisey Hok, University of Massachusetts Lowell*

**Spotlight: Troubled times for qualitative scholars in
a comparative perspective: experiences from Brazil,
1388935 Chile, Spain, and USA**

9:30-10:50

(Discussant) Aitor Gomez, Universitat Rovira i Virgili; (Session Organizer)
Fernanda Filgueiras Sauerbronn, UFRJ; (Discussant) James Salvo, University of
Illinois at Urbana-Champaign; (Discussant) Joao Felipe Rammelt Sauerbronn,
PPGA/Unigranrio; (Discussant) Pamela Zapata, Universidad de Tarapacá,

**180 Education: Teaching and Producing Qualitative
Research**

9:30-10:50

Chair: Mitsunori Misawa, The University of Tennessee, Knoxville

Our Side of the Conversation: Constructivist Educators Teaching QUAL in a
Positivist Research University, *Mitsunori Misawa, The University of Tennessee,
Knoxville, and Lauren Moret, University of Tennessee*

The Qualitative Research Classroom as Soft Landing Site, *Nathan Wood, North
Dakota State University, Erika Beseler Thompson, North Dakota State University
School of Education, and Danelle Klamann, North Dakota State University*

Learning qualitative methodologies in Lithuania: Historical challenges and
opportunities for learning in doctoral education, *Audra Skukauskaite, Klaipeda
University, and Liudmila Rupsiene, Klaipeda University*

Too Tired and Troubled to Think: On (Not) Producing Knowledge in the Hyper-Productive University, *Maria do Mar Pereira, University of Warwick*

160 Education: Pre-Service Teachers

9:30-10:50

Chair: Scott P. Gibbons, University of Cincinnati

Investigating the Views of Pre-Service Teachers Regarding Non-Class Teaching, *AHMET GÖKMEN, Gazi University*

Pre-service Classroom Teachers' Criteria of Selecting Children's Books, *Nergiz Kardas, Hacettepe University*

The self that tells: Socio-political constraint in learning multicultural controversial topics in an illiberal democracy, *Vy V Dao, Michigan State University, and Trieu Le, National University in Vietnam*

Evaluating and Instructing Pre-Service Teachers in the Digital Age, *Scott P. Gibbons, University of Cincinnati*

A phenomenology study of pre-service teachers' experiences of creating an inclusive learning environment on school placement: A critical perspective, *Margaret O'Keefe, Mary Immaculate College*

**How to Approach Disability Rights Under Troubled
1371314 Times: A Multicultural Perspective**

9:30-10:50

Chair: Yue Xu, University of Illinois at Chicago

Disability Advocacy under a Tough Political Atmosphere in China, *Yue Xu, University of Illinois at Chicago*

Disability Advocacy the Perspective of an Arab American, *Randa Abdelrahim, University of Illinois at Chicago*

"Disabling" Academic and Activist Spaces, *Nell Koneczny, University of Illinois at Chicago*

Healthcare Providers' and Deaf Patients' Perspectives toward Video Remote Interpreting, *Manako Yabe, University of Illinois at Chicago*

Identifying as an Autistic Person of Color, *Timotheus TJ Gordon, University of Illinois at Chicago*

168 Writing As Method Of Inquiry

9:30-10:50

Chair: Judith C. Lapadat, University of Lethbridge

Blogging, Autoethnography, Poetry, Fiction: What's the Diff?, *Judith C. Lapadat, University of Lethbridge*

Understanding selves through change: a collaborative inquiry, *Emma Jordan, On Course South West, and Kathy Fox, Plymouth University*

Rendering qualitative analysis through storyline, *Melanie BIRKS, James Cook University, and Jane Mills, Massey University*

The Techno-Medium: Dialogues with the Dead in the Digital Age, *Jake Simmons, Missouri State University*

Writing Chronotopically About the Museum, *Eunjung Choi, Penn State University*

1358591 Spotlight: Radical Interactionism on the Move

9:30-10:50

Chair: Lonnie Athens, Seton Hall University

Radical Interactionism and Public Policy, *Noreen Sugrue, University of Illinois, Champaign*

Subjectivity Struggles: The Veil and Double Consciousness: Du Bois' Contribution to Radical Interactionism, *Gil Musolf, Central Michigan University*

Demonization of Robert Park: Myth or Reality?, *Lonnie Athens, Seton Hall University*

**Autoethnography: Interwangelings: Encounters,
1380786 interruptions, retellings.**

9:30-10:50

Chair: Alys Mendus, University of Hull

Becoming an intertwangler, *Ella Houston, Liverpool Hope University*

Interruptions and Intertwangelings: Learning in the interstices, *Fiona Murray, University of Edinburgh*

Swan maidens, seal-skins and sirens – transformation beyond the PhD process., *Davina Kirkpatrick, Plymouth University*

Intertwangers in partnership: Performative collaboration with the other half, *Joseph Maslen, Liverpool Hope University*

“Oh the places, you’ll go!” A nomadology of an itinerant van-dwelling PhD., *Alys Mendus, University of Hull*

1370110 Spotlight: Reconceptualizing the Archetypal Journey

9:30-10:50

Chair: Patrick J Lewis, University of Regina

Reconceptualizing the Archetypal Journey, *Karen O Wallace, Private Practic*

Reconceptualizing the Archetypal Journey, *Kathryn Ricketts, University of Regina*

Reconceptualizing the Archetypal Journey, *Joseph Naytowhow, Nehiyawak, Treaty 6 Sturgeon Lake, SK, Canada*

Reconceptualizing the Archetypal Journey, *Patrick J Lewis, University of Regina*

**240 Coalition for Critical Qualitative Inquiry: Anti-Racism
and Critical Research**

9:30-10:50

Chair: Chaddrick Gallaway, Graduate Student

Accessing white supremacy: Colonial perception of the researcher “Other”, *Nimo Abdi, University of Minnesota, and Marina Aleixo, University of Minnesota*

“We asked people of color to educate us”: Racial voyeurism and intergroup dialogue, *Chaddrick Gallaway, Graduate Student*

The Tomi Lahren Assemblage: Investigating a Microcosm of Conservative New Media, *Tyler Rife, Arizona State University*

206 Spotlighted Papers in Cross-Disciplinary Methodologies

9:30-10:50

Chair: Ulrich Teucher, University of Saskatchewan

Modular Methodology: A Flexible Checklist of Possibilities, *Ulrich Teucher, University of Saskatchewan, Samantha Blackwolf, University of Saskatchewan, Stacey McHenry, University of Saskatchewan, Shannah Dutrisac, University of Saskatchewan, Leanne Hlewka, University of Saskatchewan, Jasmin Ogren, University of Saskatchewan, Ben Aaron Dunning, University of Saskatchewan, and Jeongeon Sim, University of Saskatchewan*

Judging a book by its cover: Using systemic functional linguistics to extend institutional ethnography’s analysis of texts, *Simon Adam, Trent University*

Cartography’s decentering and connective productivity, *Michelle M. Wooten, University of Alabama*

The Impact of Sociolegality in the Transfusion of Law and Justice into Human Society, *SUNDAY EBALUNEGBE EDEKO, AMBROSE ALLI UNIVERSITY EKPOMA EDO STATE NIGERIA*

Moving propositions: Learning in and through and dance, *Kimber Andrews, University of Cincinnati, Flavia Bastos, University of Cincinnati, and Cat Kneip, University of Cincinnati*

**Spotlight: Photovoice Research within the University
1375510 Context**

9:30-10:50

(Session Organizer) Amanda Latz, Ball State University,

1371391 Transnational Intersections

9:30-10:50

Chair: Valeria Bonatti, University of Illinois

Nationalism, democracy and the killing of an Indian journalist, *Shwetha Delanthamajalu, University of Illinois*

Marginalization and relationality: perceptions of security in an Egyptian village, *Hebataallah Khalil, University of Illinois*

Poor in Spirit? – Campus Ministries, and the Framing of Mission, *Matthew Peach, University of Illinois*

The Digital and the Male Gaze on Migrant Women: An ethnography of street harassment, *Valeria Bonatti, Bard College*

The Permanence of Uncertainty, *Parthiban Muniandy, Sarah Lawrence College*

EI **Spotlight: Researchers, Radicalism, and (the) Resistance: The Importance of Reflexivity and (True) Praxis In Troubled Times**

9:30-10:50

Chair: Emily Noelle Sanchez Ignacio, University of Washington Tacoma

Walking the Cyber City, *Russell Hansen, University of Washington*

Under Western Eyes - Literally: Positionality, Praxis, and Resistance through Critical Ethnographic Literature, *Alice Marie Hatcher, Novelist and Historian*

(True) Praxis and (True) Resistance: Positionalities and Getting to the Roots of Knowledge-Production through Dialogue, *Douglas Avella-Castro, University of Washington Seattle, Emmiyan Ferro, University of Washington Tacoma, Joshua David Jones, University of Washington Tacoma, and Christopher Oliver, University of Washington Tacoma*

“Woke-Kinda or Wakanda?: Critical Reflections, (True) Praxis and Conducting Critical Cultural Studies Research via Black Panther Reactions, *Emily Noelle Sanchez Ignacio, University of Washington Tacoma*

Discussant, *Douglas Avella-Castro, University of Washington Seattle*

KS2 **Korean: Korean Qualitative Research Review**

9:30-10:50

Chair: Hyunju Lee, Ewha Womans University and Youngcook Jun, Suncheon National University

Professional identity formation and internal conflict of freelance male conference interpreters: A narrative inquiry, *Sulyoung Hong, Hankuk University of Foreign Studies, Graduate School of Interpretation and Translation*

A Phenomenological Study on College Experience after Students' Return, *Eun Won Cho, Sungkyunkwan University*

Personal case study of appreciating an international art festival in Suncheon Bay National Garden, *Youngcook Jun, Suncheon National University*

163 **Gender Issues, I**

9:30-10:50

Chair: Teara Lander, Kansas State University

In/visibility of Gendered Identities in Black Women Student Leaders In a Predominantly White Institution, *Teara Lander, Kansas State University*

N-Epiphany at 30,000 feet above: An introspective personal-narrative, *Esen Saygin Koc, Bowling Green State University*

Warring in the Academy: Black Women's Use of Spirituality to Resist Oppression, *Danielle Tate, Indiana University Purdue University Indianapolis, and Mercedes Cannon, IUPUI School of Education*

Dress Code: A Gender and Racial Divide?, *Alyssa Mary Pavlakis, University of Illinois-Champaign*

(Un)Stable identities: Teaching Race, Learning Race, *Joyce Maxwell, Teachers College, and M. Irene Oujó, Teachers College*

Harvey's phallus, a week in October, and my vagina is angry: where is my pussy hat? A performative (auto)ethnography., *Katie Beavan, University of West of England*

172 Afrocentric Feminist Epistemologies

9:30-10:50

Chair: M. Candace Christensen, University of Texas San Antonio

Black Women, Spirituality, and Disruptive Narratives: Talking Back in Troubled Times, *Keondria E. McClish, Kansas State University*

Decolonizing Media Discourse in Troubled Times: The Janay Rice Intimate Partner Violence Case (JIPVC), *M. Candace Christensen, University of Texas San Antonio*

Getting back to the B Culture: Learning more about Black Culture through Beekeeping, *Chasity James, The University of Georgia*

Plenary: Revisionist Pragmatist Philosophy and the Ontological Turn in Qualitative Research: Conversation 1371038 with Philosopher Scott Pratt

9:30-10:50

Chair: Lisa Mazzei, University of Oregon

(Session Organizer) Jerry Lee Rosiek, University of Oregon; (Chair) Lisa Mazzei, University of Oregon; (Discussant) Patti Lather, Ohio State University; (Discussant) Richard Siegesmund, Northern Illinois University School of Art and Design; (Discussant) Becky Atkinson, University of Alabama; (Discussant) Scott Pratt, University of Oregon,

IC1 The telling and re-telling of our qualitative inquiry. Interfaces between media, digital identities and what is told about qualitative inquiry

9:30-10:50

Chair: Adam T. Clark, Arizona State University

The importance of getting attention for ourselves and our research – introducing the digital calling-card, *Julianne Cheek, Østfold University College, Norway, and Elise Øby, Østfold University College, Norway*

Narrating qualitative methods: Creations, possibilities, and myths in the methodological blogosphere, *Tim Wells, Arizona State University, Mirka Koro-Ljungberg, Arizona State University, Jorge Saldoval, Arizona State University, and Adam T. Clark, Arizona State University*

Fake qualitative inquiry? Possible effects of the re-telling of our qualitative inquiry by “expert nonexperts”, *Julianne Cheek, Østfold University College, Norway, and Mats Persson, Østfold University College, Norway*

231 Psychology: Affective Atmospheres and Community Building

9:30-10:50

Chair: paul rhodes, University of Sydney

Hidden Present, Visible Absent in The City of Dreams: Assembling The Collective Imagination, *paul rhodes, University of Sydney*

Hearts in Motion in Times of Change. Relational Liminality in The Scandinavian Modern Breakthrough., *Merete Morken Andersen, University College of Southeast Norway*

Attempting to Advance the Community Development Approach to Preventing and Dealing with School Bullying, *Stephen James Minton, Trinity College Dublin, Ireland*

Community-based recovery? Investigating Alcoholics Anonymous, *Hannah Glassman, University of Sydney, paul rhodes, University of Sydney, and Niels Buus, University of Sydney*

102 Indigenous Research: Colonial Remnants and Indigenous Methodologies

9:30-10:50

Chair: Roe Bubar,

Mapping and Complicating Conversations about Indigenous Education, *Cash Ahenakew, University of British Columbia*

Teetering on “The Edge of a Moment”, *Felice Yuen, Concordia University, and Dan Henhawk, University of Waterloo*

Roots: African and Indigenous Frameworks in Qualitative Research, *Mark Malisa, University of West Florida*

D1 Digital Tools: Methods & Uses

9:30-10:50

Chair: Nicole M Brown, National Center for Supercomputing Applications

Computational Digital Autoethnography as Performative Reclamation Technology, *Nicole M Brown, National Center for Supercomputing Applications, and Lisa Fay, University of Illinois*

Mapping stories: Using GPS as an ethnographic approach to socio-spatial research with families displaced by war, *Bree Akesson, Wilfrid Laurier University*

Creating Agency through Digital Story-Telling A Qualitative Research Experience with Nine-Year-Old 'eKasi' *Boys, *Shafika Isaacs, University of Johannesburg*

Creating Agency through Digital Story-Telling A Qualitative Research Experience with Nine-Year-Old 'eKasi' *Boys, *Shafika Isaacs, University of Johannesburg*

102 Autoethnography: Autoethnographic Considerations of Race, II

11:00-12:20

Chair: Venus Evans-Winters, Illinois state University

Had We Known: Critical Pedagogical Reflections of Black Women Graduate Student Teachers, *ArCasia James, University of Illinois Urbana Champaign, and Francena Turner, University of Illinois Urbana Champaign*

Trapped in the Rubble: Excavating Black Women's Tales Implementing a Community Health Intervention, *Tuere Bowles, NC State University, and Tabitha Haynes, NC State University*

Black Feminist Theory in Qualitative Inquiry: Am I My Little Sisters and Brothers Keeper?, *Venus Evans-Winters, Illinois state University, Beulah McLoyd, Illinois State University, Allania Moore, Illinois State University, and Teresa Lawrence, Illinois State University*

Black Poems Matter: An African American lyric; as/in practicing spoken word poetry as method., *Charlie Hope Dorsey, Southern Illinois University*

122 Autoethnography: Trauma

11:00-12:20

Chair: Gresilda A. Tilley-Lubbs, Virginia Tech

Abuse Culture and Motherhood in the Trump Era: Navigating PTSD, Survivorship, and Forgiveness, *Clare Frederick Anzoleaga, Fresno State*

Using exo-autoethnography in transgenerational trauma transmission research, *Anna Denejkina, University of Technology Sydney*

Eureka Moments in Critical Autoethnography: Embedded Ontology/Epistemology Collides with Ontological/Epistemological Expectations, *Gresilda A. Tilley-Lubbs, Virginia Tech*

Stress and Trauma in the Elementary Classroom: A Grounded Theory Approach, *Tiffany Newton Rosenzweig, Saint Louis University, Samantha Wasala, Saint Louis University, Margaret Buckley, Saint Louis University, and Elizabeth Corcoran, Saint Louis University*

Tell Well: An Innovative Creative Writing and Storytelling Approach to Interrupting Nurses' Compassion Fatigue, *Rebecca Singer, UIC College of Nursing, and Kathryn Sarah Kruse, Independent*

125 Autoethnography: Health Practices

11:00-12:20

Chair: Djenane Ramalho de Oliveira, Universidade Federal de Minas Gerais

Minimalist Information Practices During A High-Risk Pregnancy: Navigating Information Anxiety, Overload, and Avoidance, *Rachel M Magee, University of Illinois Urbana-Champaign*

Autoethnography for the preparation of patient-centered health care practitioners: The case of pharmacists, *Djenane Ramalho de Oliveira, Universidade Federal de Minas Gerais*

Navigating Adversity: Perspectives of an MD, *Sudbakar Shenoy, Southern Illinois University School of Medicine, and Jeanne Koehler, Southern Illinois University School of Medicine*

The Collaborative Work of Discovering What it Means to Work with Narcolepsy, *Nicole Eugene, University of Houston-Victoria*

Developing researcher competencies to conduct a longitudinal interactional ethnographic study in health care, *Liudmila Rupsiene, Klaipeda University, Audra Skukauskaitė, Klaipeda University, Ingrida Baranauskiene, Klaipeda University, and Judith Lee Green, University of California, Santa Barbara*

**Arts-Based Research: Those who are left standing;
1370230 Exploring creative practices attending to grief**

11:00-12:20

Those who are left standing, *Kathryn Ricketts, University of Regina*

Three Bundles: Grief, Loss and Death, *Joseph Naytowhow, Nehiyawak, Treaty 6 Sturgeon Lake, SK, Canada*

Cycles of Grief, *Karen O Wallace, Private Practic*

Between Bodies, *Anne Harris, Monash University Melbourne, Australia, and Stacy Holman Jones, Monash University*

Grief (noun), *Patrick J Lewis, University of Regina*

121 Autoethnography: Linguistic Constructions and the Uses of Language

11:00-12:20

Chair: Nickie Coomer, Indiana University - Indianapolis (IUPUI)

Figured Worlds Shaped by Madness in Schools: an Autoethnographic Reflection by a Former Teacher of Students with Serious Emotional Disturbances, *Nickie Coomer, Indiana University - Indianapolis (IUPUI)*

Bootstrapping of Affect and Trust in Ethnographic Encounters, *myrdene anderson, purdue university, and phyllis passariello, Centre College*

Tug of War: A layered account of academic bullying, *Bolton Morales, Southern Illinois University Carbondale, and Dustin Dodson, Angelo State University*

The use of translator/s at local municipalities in South Africa, *SEPHIRI DAVID HLOHLOLO, Central University of Technology, Free State*

130 Autoethnography: Uses of the Arts

11:00-12:20

Chair: Carmen Elena Viveros, Universidad del Norte

A review of Eisner's *What Education is for*, *Nona Marie Batiste, Texas A & M Commerce*

Prison poems: Autoethnography as a vehicle for sharing the stories of muted voices, *Adam David Henze, Indiana University*

MYTHOS: The Square of Time, *Carmen Elena Viveros, Universidad del Norte*

Crane dancing performance in front of cranes at ICF, *Youngcook Jun, Suncheon National University*

Queer Millennial Pedagogies: Creating arts-based ways of knowing, *Ashleigh Bingham, Ball State University*

213 Situated Research in Qualitative Inquiry, II

11:00-12:20

Chair: Nicole Webster, Pennsylvania State University

Urban Planning vis-à-vis the New Urban Economy: Industrial areas regeneration as a case study, *Lihi Matza, Technion - Israel Institute of Technology, and Efrat Eizenberg, Technion - Israel Institute of Technology*

The Historical, Contextual and Relational of Cross-Cultural Communication in Toxic Times, *Aleksandra Rados, Norwegian*

Deconstructing "that Novice White Teacher" in New Orleans, *Elizabeth K Jeffers, Georgia State University*

Marching for Democracy: The Revolution and Youth in Burkina Faso, *Nicole Webster, Pennsylvania State University, and Chenira Smith, The Pennsylvania State University*

**Engaged Scholarship: Training Undergraduate Students
1343330 to Conduct Qualitative Research**

11:00-12:20

(Session Organizer) Sabrina Cherry, University of North Carolina Wilmington,

**Makers-Philosophers-Researchers: Experimentations
1371289 with (Dis)Placements**

11:00-12:20

Intentions and Repercussions of Revitalization: Urban Geographical Research
Using Walking Methodology, *Lauren Woods, University of Memphis*

“Moving to Memphis”: A Hypertextual Experience of Neoliberal Urbanism, *Laura L. Sullivan, University of Memphis*

“Ask for a Miracle”: Manipulation, Memory, and Displacement in the Cooper-
Young Neighborhood, *Hannah Clevenger, University of Memphis*

**Spotlight: Building Sexual Misconduct Cases Against
1386726 Powerful Men**

11:00-12:20

Chair: James Salvo, University of Illinois at Urbana-Champaign

From “He Said and She Said” to “He Said and They Said”: It takes more than one
prey to bring down a predator, *Melissa Beall, University of Northern Iowa, Zhoujun
Joyce Chen, University of Northern Iowa, and Shing-Ling S Chen, University of
Northern Iowa*

Cliff or Cosby? The Jury and “Happy Objects” in the 2017 Trial of
Commonwealth v. William Henry Cosby, Jr., *Sam G. West, University of Colorado
at Boulder*

From “a family man and public servant” to “an accused and resignee “: Narrative
transformations of Al Franken, *Melissa Beall, University of Northern Iowa, Shing-
Ling S Chen, University of Northern Iowa, and Laura Terlip, University of Northern
Iowa*

**Plenary: Celebrating the Handbook of Arts-Based
1369048 Research**

11:00-12:20

Chair: Patricia Leavy, www.patricialeavy.com

Poetry as Method, *Sandra L Faulkner, Bowling Green State University*

Autoethnography, *Tony Adams, Bradley University*

ABR and pedagogy, *Liora Bresler, University of Illinois at Urbana-Champaign*

Multimethod arts-based research, *Susan Finley, Washington State University*

1383670 Indigenous methodologies in Troubled Times

11:00-12:20

Chair: Aitor Gomez, Universitat Rovira i Virgili

Indigenous methodologies in Troubled Times, *Elizabeth Fast, Concordia University*

Indigenous methodologies in Troubled Times, *Shawn Wilson, Southern Cross
University*

Indigenous methodologies in Troubled Times, *Aitor Gomez, Universitat Rovira i
Virgili*

Indigenous methodologies in Troubled Times, *Margaret Kovach, University of
Saskatchewan*

1370279 Spotlight: Stay human, please

11:00-12:20

Chair: Lene Tanggaard, Aalborg University

Humanism after posthumanism, *Svend Brinkmann, Aalborg University*

Alterity, Responsibility & Posthuman Humanism, *Noomi Matthiesen, Aalborg
University*

What is the practice of humanism?, *Daniel Rosengren Olsen, Aalborg university,
department of communication and psychology*

Writing, catching the moment very raw, *Charlotte Wegener, Aalborg University*

The human post-human interview, *Lene Tanggaard, Aalborg University*

187 Education: Mathematics Education

11:00-12:20

Chair: Eric Sij, University of Georgia

Understanding Instructors' Misunderstandings of Procedures for Finding a Passing Score, *Charles Secolsky, Rockland Community College*

Ethnography as a Method to Analyzing Math Class: The Case of Drawings, *Eric Sij, University of Georgia*

Connecting Leadership and Learning: Principals' Instructional Leadership for Science and Mathematics in South African schools, *Loyiso Jita, University of the Free State*

Two Mathematics Teachers' Personal Practical Knowledge: Experiences Making Curriculum Within The 3D Inquiry Space, *Elizabeth Suazo-Flores, Purdue University*

Privilege and economy exclusive powers disregard learners' potential in learning mathematics in South Africa, *Nosisi Nellie Feza, Central University of Technology*

169 Education: Teacher Education, I

11:00-12:20

Chair: Jennifer Martin, Mount Union

The Elephant in the Room: The Unbalanced Use of Reflection in Teacher Education, *Jeff Henning-Smith, University of Minnesota - Twin Cities*

The Promises of a Phenomenological Framing for Teacher Reflection, *Mark A. Sulzer, University of Cincinnati, and Mandie Dunn, Michigan State University*

Storying Our Lives: Uncovering the Hidden Violence within the Academy, *Jennifer Martin, Mount Union, Sohyun Meacham, University of Northern Iowa, and Davud Hernandez-Saca, University of Northern Iowa*

Preparation of Student Teachers for the Implementation Inclusive Education in South African Higher Education, *Mahlapahlapana Johannes Themane, University of Limpopo*

Nonconforming Bodies: Embodiment of Disability, 1371384 Aging, and Difference

11:00-12:20

Chair: Shirley Drew, Pittsburg State University

The Ethnographic Embodiment of Eye Contact: Perceptions of Individuals who are Blind and Visually Impaired, *Elaine B. Jenks, West Chester University*

Embodiment and Nonconforming Bodies in ePortfolios, *Theresa Conefrey, Santa Clara University*

Embodiment, Aging, and Memories of the WWII Homefront, *Patricia Sotirin, Michigan Technological University*

What Do Data Do? Feminist and Critical Qualitative Possibilities for Embodied Data Collection on Illness, *Laura Ellingson, Santa Clara University*

195 Spotlight on New Methods & Methodologies, I

11:00-12:20

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

Multiple Stories, Multiple Discourses, Multiple Perspectives: Using Multiadic Interview Designs, *Jimmie Manning, Northern Illinois University*

Multimodal Discourse Analysis: New Analytical Units and Approaches to Multimodal Transcription and Data Representation, *Jason Ranker, Portland State University*

Qualitative Inquiry as a Multiverse: What would this mean for research design?, *Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Polina Golovátina-Mora, Universidad Pontificia Bolivariana, Tyrone Steven Orrego, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Elizabeth Agudelo, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Ana María Herrera, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and Sebastián Castrillón-Ortega, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Developing a methodological relationship with not just one, but multiple analytic methods!, *Demetricia Skinner, Georgia State University*

Polyangulation means both data analysis... and data collect , *Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Walter Castaño, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Ana María Urrego-Zapata, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Yuly Cárdenas, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and Jhon Arredondo, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

208 What Is an Academic Space? Thinking Inclusion and Belonging, I

11:00-12:20

Chair: Carrie Symons, Michigan State University

Symbolic Boundaries: Navigating Social and Academic Spacess, *Betty Okwako Riekkola, Albion College*

Creating Community-Based Learning Spaces for Immigrant and Refugee Youth, *Carrie Symons, Michigan State University, and Yue Bian, Michigan State University*

Supporting Technology Integration in Language Classrooms: Voice from the Field, *xianquan Liu, University of Nebraska - Lincoln*

Leveling the Digital Playing Field for First-Generation College Students, *Theresa Conefrey, Santa Clara University*

Understanding Student Responses to a University-Sponsored Diversity and Inclusion Workshop, *Jacqueline Yi, University of Illinois at Urbana-Champaign, Emily J Blevins, University of Illinois, Urbana Champaign, Nathan R Todd, University of Illinois, Urbana Champaign, and Ross Wantland, University of Illinois, Urbana Champaign*

1344969 Plenary: Educational Ethnography as a Flexible and Responsive Mode of Engagement for Societal Critique and Praxis in Troubled Times

11:00-12:20

(Session Organizer) Carl Bagley, Queens University Belfast; (Session Organizer) Dennis Beach, University of Gothenberg,

1369213 Collage as Method

11:00-12:20

Chair: Jessica Smartt Gullion, Texas Woman's University

Glitterbomb: Challenging Society's Notions of Ideal Beauty, *Vikter Solis-Palacios, Texas Woman's University, LaWanna Fant, Texas Woman's University, and Allison Ray, Texas Woman's University*

Refocusing the Discussion on Invisible Illnesses, *Jessica Williams, Texas Woman's University, and Cody Jackson, Texas Woman's University*

Group Solidarity Represented in Rap Music: Experiences in Qualitative Collage as Method Applied to Rap Album Cover Art, *Robert McNeill, Texas Woman's University*

Pregnancy and Giving Birth in the Ivory Tower, *Erin Graybill Ellis, Texas Woman's University*

114 Autoethnography: Gender, Sexuality, and Transgender Issues

11:00-12:20

Chair: Jeremy William Bobonos, EPOL, University of Illinois Urbana-Champaign

In Transit: Artistic Interventions in Precarious Times, *Kerr Mesner, Arcadia University*

"But You're Not A Lesbian!": An Autoethnography About Discovering Sexual Identity, *Toria Kwan, University of South Florida*

Catcalling as ritual in a masculinized workplace: Linguistic marginalization on the axis of gender, sexuality and race, *Jeremy William Bobonos, EPOL, University of Illinois Urbana-Champaign, and Otchere Kimberly, UIUC HRD Doctoral Program and University Housing*

Singing What I Study: Performing Collateral and Autoethnographic Research, *Glenn Phillips, University of Texas, Arlington*

"Where'd You Get that Jacket?": Life as an Inauthentic Veteran, *Manda V. Hicks, Boise State University*

Sexualities in transition: an exploration of men and women's sexuality after pregnancy, *Inés Barcenas Taland, Clinic Doctor Carlos Chiclana, Elena Serrano, Consulta Doctor Carlos Chiclana, Alejandro Villena, Consulta Doctor Carlos Chiclana, Sofia Carriles, Consulta Doctor Carlos Chiclana, Esther Gimeno, Consulta Doctor Carlos Chiclana, and Carlos Chiclana, Consulta Doctor Carlos Chiclana*

1371089 Feeding the Resistance: The Politics of Food

11:00-12:20

Is There Always Room for Jell-O?, *Jean A. Graves, Indiana University*

Let Them Eat Cake: Exploring Elitism in the Domestic Arts, *Linda Helmick, Indiana University*

Feast or Famine: Researcher Responsibilities Regarding Food Access in Complex Socio-Political-Material Geographies, *Alexandra Panos, Indiana University*

Food for Thought: Examining the Connection between Food and Religion in Public Schooling, *Alexandra M. Weiss, Indiana University - Bloomington*

Nourishing our Classrooms: How Cooking School Informed our Feminist Pedagogical Practices, *Libba Willcox, Valdosta State University, and Crystal Dawn Howell, Indiana University*

241 Coalition for Critical Qualitative Inquiry: Critical Narratives and Discourses

11:00-12:20

Chair: Morna McDermott, Towson University

Voices of Baltimore: Stories, Film Making, and Anti Racist Narrative, *Morna McDermott, Towson University, and Gary Homana, Towson University*

Critical Theory for Community Wellbeing in a Mexican Ethnic Enclave: A Narrative Inquiry of Oral Histories, *Ana Genkova, University of Illinois-Chicago*

Narrative & Discourse Analysis: Novice-Expert Border Crossing in Conducting Collaborative Self-Study, *Young Ah Lee, The Ohio State University, Lima, and Brittany Collier-Gibson, The Ohio State University, Lima*

Social Justice? A Critical Discourse Analysis of Key Values in Accreditation Standards in Nursing Education, *Robin R. Walter, Barry University*

Coalition for Critical Qualitative Inquiry: Educating Professionals: Reconsidering William James' "The PhD Octopus" in Neoliberal Contexts

11:00-12:20

Chair: Eric Sheffield, Western Illinois University

James' Octopus and the Study of Qualitative Inquiry within EdD Programs, *Austin Pickup, Aurora University*

The Graduate Student Professional as Hidden Arm of the Ph.D. Octopus, *Faith Agostinone, Aurora University*

"Three Magic Letters": Exposing the Ethical Entanglements of Professional Doctoral Programs, *Jessica Heybach, Aurora University*

203 Spotlighted Papers in Feminist Qualitative Research

11:00-12:20

Chair: Kirsten Robbins, Indiana University School of Education - IUPUI

Information Communication Technologies (ICTs) for Gender and Development in sub-Saharan Africa: The Case for Feminist Methodologies, *Christobel Asiedu, Louisiana Tech University*

A critical look at biographical-narrative research applied to the professional development of women entrepreneurs, *MAGDALENA SUAREZ-ORTEGA, UNIVERSIDAD DE SEVILLA*

Exploring the Ontology of Caring within Nursing Practice., *Abby Grammer Horton, The University of Alabama, and Becky Atkinson, University of Alabama*

Embracing Emergent Research Design, *Kirsten Robbins, Indiana University School of Education - IUPUI*

**Citizen Engagement in Emancipatory Discourse:
Microstructures of Local Resistance and Critical
1371402 Pedagogical comeback against Global Neoliberal Trend**

11:00-12:20

Chair: Koeli Moitra Goel, HTCSCI (UIUC Alumni)

Calling Foul: Mobile communication and emancipatory citizen journalism in western India, *Koeli Moitra Goel, HTCSCI (UIUC Alumni)*

Cross-border Community partnerships as a tool for environmental education, *Karie Brown-Tess, College of Education- International Studies, UIUC*

Caught at Crossroads: Re-defining international education policies and employment transition of Black African immigrants in the USA, *Susan Akello Ogwal, UIUC - Education Policy & Organizational Leadership-Global Studies*

Small-town, Big-move: Crafting community resistances to Trump's isolationist turn-away affecting climate change policies, *Scott Tess, Urbana Public Works*

Dance Education Moves Citizens as an Emancipatory Discourse, *Maria Cynthia Anderson, UIUC - Education Policy & Organizational Leadership*

138 LGBTQ+ Issues

11:00-12:20

Chair: Eric Douglas Teman, University of Wyoming

Transgender Patients' Unmet Expectations in Healthcare Settings, *Heather M. Meyer, University of Nebraska at Kearney, Natalie R. Holt, University of Nebraska-Lincoln, Richard Morcarski, University of Nebraska at Kearney, Debra A. Hope, University of Nebraska-Lincoln, Nathan Woodruff, American Red Cross, and Robyn E. King, University of Nebraska at Kearney*

Resilience Processes Demonstrated by Transgender and Gender Diverse Youth Living with HIV, *Gary Harper, University of Michigan, Laura Jadwin-Cakmak, University of Michigan, Elliot Popoff, University of Michigan, Sari Reisner, Harvard T.H. Chan School of Public Health, and Riley Wagner, University of Michigan*

Queering the GLBTQQA+ Wyoming Narrative, *Eric Douglas Teman, University of Wyoming, and Maria Lahman, University of Northern Colorado*

Trans embodied epistemologies and 'doing justice' in the public sphere: On-line spaces of recognition, becoming and self-realization for transgender and gender diverse youth, *Wayne Martino, The University of Western Ontario, Wendy Cumming-Potvin, Murdoch University Australia, Diana Elizabeth Kuhl, The University of Western Ontario, and Adam Davies, The University of Toronto*

The Rejuvenation of Rap: A Qualitative Analysis of the Rise of LGBTQ+ Rap Artists, *Emily MacDiarmid, University of Nevada, Reno*

1370136 Plenary: "New" Approaches to Inquiry

11:00-12:20

Chair: Aaron M Kuntz, University of Alabama

Inquiry as Divination, *Maggie MacLure, Manchester Metropolitan University*

Mapping conditions for a Minor Inquiry, *Lisa Mazzei, University of Oregon*

Thinking Without Method, *Alecia Youngblood Jackson, Appalachian State*

Virtuous Inquiry, Refusal, & Parrhesia, *Aaron M Kuntz, University of Alabama*

Post Qualitative Inquiry in an Ontology of Immanence, *Elizabeth St. Pierre, University of Georgia*

**Forum of Critical Chinese Qualitative Research:
Teaching and Conducting Qualitative Research:
1369795 Experiences, Challenges, and Lessons from China.**

11:00-12:20

The Portrait of Academic Person: A Study on Academic Supervision on Doctoral Students, *Zhiyong Zhu, Beijing Normal University, and Qian Han, Beijing Normal University*

Grounded Theory in the Field of Communication Studies in Mainland China (1960-2017): the Status Quo and Problems., *Jinghong Xu, Beijing Normal University, Weipeng Hou, Beijing Normal University, and Shiming Hu, Beijing Normal University*

Cognitive Apprenticeship-based Qualitative Research Methodology Course Design and Learning Outcome Analyzing, *Bin Bai, baibin@bnu.edu.cn*

The Practice of Reflexivity in Negotiating the Relationship between land-lost farmers and Local Government., *Hongping Lian, Beijing Normal University*

Action research on gender equality promotion and gender-based violence prevention, *Xiyang Wang, Beijing Normal University*

164 Gender Issues, II

11:00-12:20

Chair: Alejandra Martinez, CIECS-CONICET y UNC

“THAT’S Not a Girl!” Misgendering, Identity Denial, and Stereotyping of Children, *Julie Minikel-Lacocque, University Wisconsin-Whitewater*

On Masculinities: Communication and Gender in the Trump Era, *Mick Brewer, Southern Illinois University Carbondale*

What do you stand for? Reflections on LGBTQ+ inclusive curricula, *Leia Kristin Cain, University of South Florida, and Bretton A. Varga, University of South Florida*

Some fresh air, but still not enough: gender representations in recent Disney films, *Alejandra Martinez, CIECS-CONICET y UNC*

Methods, Gender and Hope: A Blueprint for Social Science, *Adrienne Evans, Coventry University, and Sarah Riley, Aberystwyth University*

211 Philosophical Approaches to Qualitative Inquiry

11:00-12:20

Chair: Kerry Earl Rinehart, University of Waikato, NZ

On the Table: Four Possible Tenets of Contemporary (Deweyian) Pragmatism, *Kerry Earl Rinehart, University of Waikato, NZ*

Storytelling and Non-Human Animals: Mapping New Futures for Qualitative Inquiry, *Nadine Dolby, Purdue University*

Contemplative Criticism and the Frantic Question of Action, *David Gray Matthews, University of Memphis*

Learning from heteroglossia: Notes from a duo-ethnographic study of co-instructing a doctoral qualitative research class sequence in adult education, *Craig Campbell, Penn State University, Jinbee Choi, Penn State University, and Xiaoqiao Zhang, Penn State University*

Elasticity and Mobility: Taking Play Seriously, *Brian E Kumm, University of Wisconsin - La Crosse, and Joseph A. Pate, Young Harris College*

1371322 Re-encountering Data

11:00-12:20

(Session Organizer) Mirka Koro-Ljungberg, ASU; (Session Organizer) Maggie MacLure, Manchester Metropolitan University; (Session Organizer) Jasmine Brooke Ulmer, Wayne State University; (Session Organizer) Sarah Tracy, Arizona State University; (Session Organizer) David Rousell, Manchester Metropolitan University,

Scholarly Publishing of Qualitative Research for a Post-1370912 Tenure World

11:00-12:20

(Session Organizer) Mitchell Allen, Scholarly Roadside Service; (Discussant) Julianne Cheek, Ostfold University College; (Discussant) Ron Chenail, Nova University Southeast; (Discussant) Sally Campbell Galman, University of Massachusetts Amherst; (Discussant) Lisa Janicke Hinchliffe, University of Illinois Urbana-Champaign; (Discussant) John H Stanfield II, Human Sciences Research Council of South Africa,

Psychology: Uplifting Personal Stories: Uniting through the Intersections of Race, Transnational Movements, 1371495 and Queer Identities

11:00-12:20

Black Feminism Embodiment: A Theoretical Geography of Home, Healing and Activism, *Chinyere Okafor, The Graduate Center, CUNY*

Black Dreams Matter: Exploring the Realm of the Black Radical Imaginary Through An Intergenerational Oral History, *Loren Siobhan Cahill, The Graduate Center, City University of New York*

Meandering through the Not Yet Found: Recuperating Life Histories of Queer Asians in the U.S., *Diane Yoong, Graduate Center, City University of New York*

Doing Whiteness and Constructing the 'Refugee.' A Phenomenological Study with German Volunteers, *Friederike Margarethe Windel, CUNY Graduate Center*

103 Indigenous Research: Emerging Indigenous Methodologies

11:00-12:20

Chair: Jennifer Nutton,

Evoking Indigenous Poesis: An Indigenous Métissage, *Vicki Lynn Kelly, Simon Fraser University*

Concerning Disconnects: The Place of Secondary Analysis in Indigenous Research, *Rachel Louise Burrage, University of Michigan*

Lessons to Others: Indigenous Epistemologies, Practices and Protectors of Indigeneity, *Doreen E. Martinez, Colorado State University*

02 Digital Tools: Writing & Publishing

11:00-12:20

Chair: Piotr Celiński, UMCS

Beyond flat text. Towards multilayered, data-based and interface oriented narratives for humanities, *Piotr Celiński, UMCS*

Here Today, Gone Tomorrow: An Adventure in Publishing Digital Tools Research, *Caitlin Byrne, The University of Alabama*

Supporting novice researchers to understand how to complete literature reviews using digital tools in NVivo™, *Maureen Mary O'Neill, ACU, Janeen Lamb, ACU, Sarah Booth, ECU, and Bernadette Savage, QUT*

112 Autoethnography: Autoethnographic Reflections on Race

1:00-2:20

Chair: Jacquelyn Grandy, Indiana University

Pressing Matter: An Autoethnographic Exploration of the Straightening Comb, *Jacquelyn Grandy, Indiana University*

Constructively Addressing White Privilege in the Self, *Rob McHarley Anderson, University of Tennessee*

Cuentos de la Maestra/Teacher Tales of a Bicultural Latina Feminista in an all African American, all-male Chicago High School, *Heather A. Hathaway Miranda, University of Illinois at Chicago*

Always Dr., Never Ms.: Negotiating the (Hyper)/(In)Visibility of the Black Female Scholar, *Jean Swindle, Rockford University*

Can't Silence my Voice: The Consequences of the Proposed Protest Ban, *franklyn charles, Ohio university*

118 Autoethnography: Violence

1:00-2:20

Chair: Charity Gamboa Embley, Texas Tech University

An Exploration Using Structural Violence to Identify and Label State Sanctioned Violence, *Rebecca L Morrow, University of Illinois Urbana Champaign*

From Darkness to Light, *Gabrielle Davidson, Penn State Altoona*

"He Put Me Through Hell, I Called It Love": The Voices in Intimate Partner Violence, *Charity Gamboa Embley, Texas Tech University*

128 Autoethnography: Mental Health

1:00-2:20

Chair: Caroline Gaddy, Eastern Michigan University

Interrogating Diversity from the Inside Out, *Cynthia Lubin Langtiw, The Chicago School for Professional Psychology, Tracie Rogers, University of the Southern Caribbean, and Micheal Kocet, The Chicago School of Professional Psychology*

Depression, Nihilism, and Self-delusion: An Autoethnography, *Esen Saygin Koc, Bowling Green State University*

Madness, Maternity, and the Medical Model, *Caroline Gaddy, Eastern Michigan University*

Art as Reflection: (Mis)Representations of Madness in the Media, *Caroline Gaddy, Eastern Michigan University*

Institutional violence in mental health care: a risk for worsening health conditions in Brazil, *Walter Ferreira de Oliveira, Federal University of Santa Catarina, Karina Adriani Demarchi, Federal University of Santa Catarina, Carolina Francielle Tonin, Federal university of Santa Catarina, Renata Francisca Alves Santos, Federal University of Santa Catarina, and Marina Schiochet, Federal university of Santa Catarina*

1370688 Arts-Based Research: Chicago Butoh: A Living Inquiry

1:00-2:20

Chair: Charles Vanover, University of South Florida

Chicago Butoh: Expanding Interview Data through a Research-Informed Dance, *Charles Vanover, University of South Florida, Erika Hand, Booker High School for the Visual and Performing Arts, and Adrian Anguiano, Columbia College Chicago*

Movement is Meaning, *Julia Gray, Holland Bloorview Kids Rehabilitation Hospital*

Youth Changes the Conversation, *Sarah Hobson, Community Allies, LLC*

Discussant, *Anne Harris, RMIT University*

252 Arts-Based Research: Arts-Based Research: Trauma, Identity and Emotional Challenges

1:00-2:20

Chair: Ellis Furman, Wilfrid Laurier University

An exploration of the impact of childhood trauma in anorexia nervosa; From body image to embodiment, *Jennifer Malecki, University of Sydney, Paul Rhodes, University of Sydney, Jane Usher, Western Sydney University, and Katherine Mary Boydell, Black Dog Institute*

“A Space Where People Get It”: A Methodological Reflection Of Arts-Informed Community-Based Participatory Research With Non-Binary Youth, *Ellis Furman, Wilfrid Laurier University*

Use of Picture Storybook to Identify Anger-Management Skills in Preschool Children: A Performative Inquiry Study, *Gizem Solmaz, TED University, and Çağla Öneren Şendil, TED University*

Lights Up When Plugged In: The Superpower of Disability, *Betsy Crawford, Fort Hays State University*

What do we see when we see without sound, *sarah lucy helps, BSc, MSc, DCLinPsy, CPsychol, AFBPS*

261 Arts-Based Research: Arts-Based Research Performativity: Embodiment & Public Interactions 1

1:00-2:20

Chair: Rabat Hossain, McMaster University

Bodies in the World: the reconstruction of meaningful experience about life and live, *Tatiana Passos Zylberberg, University of Ceara*

Wearing Many Hats: The Embodiment of Euoethnography to Deconstruct Academic Purpose., *Alexander Minh Wimmer, Kansas State University, and Erica Sponberg, Kansas State University*

Considering ethico-aesthetic ethnoperformance approaches for friction filled times, *Wolfgang Vachon, Humber College, and Rabat Hossain, McMaster University, Michael G. DeGroot School of Medicine*

Artifice and Agency: Drag, Paint-by-Numbers, and Authentic Learning Experiences, *Audrey Thompson, University of Utah*

127 Autoethnography: Collaborative Autoethnography

1:00-2:20

Chair: Anjali J. Forber-Pratt, Vanderbilt University

am I a victim? finding shared experiences through collaborative autoethnography in colombia, *Camilo Perez, Universidad del Norte, Melissa María Mendoza, universidad del norte, and jair vega, universidad del norte*

Intersecting Duoethnography and Authenticity: Doing research work, *Melissa Speight Vaughn, North-West University, and Janice Fournillier, Georgia State University*

Advising Upstream: Reflections, Experiences & (Re)visions, *Anjali J. Forber-Pratt, Vanderbilt University, and Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Regaling the Fail: Returning to Sites of Disaster, Disorder, and Discipline, *Derek Bolen, Grand Rapids Community College, and Zack Bolen, Saginaw Valley State University*

Telling A Blues Tale: A co/autoethnography, *Melissa Speight Vaughn, North-West University, and Janice Fournillier, Georgia State University*

**Autoethnography: Challenging Multimedia Production
1370902 Through Autoethnography: a Pedagogical Experience**

1:00-2:20

Chair: Ezequiel Korin, University of Nevada, Reno

On the Fringe: Teaching Multimedia Storytelling Through Autoethnography, *Ezequiel Korin, University of Nevada, Reno*

Storytelling and Selfhood in the Production of Autoethnographic Digital Media, *Sarah Elise Baker, University of Nevada, Reno*

Questioning Journalistic Objectivity Through the Production of Autoethnographic Multimedia, *Jim Scripps, University of Nevada, Reno*

Confessing Through Multimedia: an Autoethnographic Examination, *Sudhiti Naskar, University of Nevada, Reno*

Approximating the Multidimensional Self Through Autoethnographic Multimedia Production, *Shevaun Von Tobel, University of Nevada, Reno*

224 Situated Research in Qualitative Inquiry, III

1:00-2:20

Chair: Alejandra Leon, Universidad de los Andes

Extreme Marketplace Exclusion in Subsistence Marketplaces: A Study in a Refugee Settlement in Nakivale, Uganda, *Madhubalan Viswanathan, University of Illinois at Urbana-Champaign, Robert A. Arias, University of Illinois at Urbana-Champaign, and Arun Sreekumar, University of Illinois at Urbana-Champaign*

Distorted spectacles: Neoliberal logic(s) of TV advertising in India, *Anirban Mukhopadhyay, University of Illinois Urbana-Champaign*

“Our mummies, our history”: Between memories and funerary heritage in San Bernardo, Colombia, *Alejandra Leon, Universidad de los Andes*

Ethics of de-identification in trauma research with marginalized participants - new approaches, and outcomes, *Anna Denejkina, University of Technology Sydney*

147 Disability Issues, I

1:00-2:20

Chair: Clara Vesterman, Syracuse University

Experiences in Counseling Programs: A qualitative study of students with disabilities and International students, *Shalini J Mathew, North Carolina Agricultural and Technical State University*

Compulsory Able-Mindedness and Queer/Mad Existence, *Lzz Johnk, Oregon State University*

‘Walking’ the walk of disability in healthcare, *Clara Vesterman, Syracuse University*

**Makers-Philosophers-Researchers: More
1371303 Experimentations with (Dis)Placements 2**

1:00-2:20

Un(settling) Methodology: Walking the City of Memphis, *Wesam Salem, University of Memphis*

Walking-with Chaos and Community Transformation, *Alyssa Nucaro, University of Memphis*

Becoming Historic: Troubling a Memphis Neighborhood Association’s Self-concept of Preservation as “Activism”, *Leslee Tarbett, University of Memphis*

Creating Outside the Box, *Sara Benson, University of Memphis*

1370396 The Transdisciplinary Travels of Ethnography

1:00-2:20

Disciplinary (Per)Mutations of Ethnography, *Thomas F. Carter, Head of Centre of Sport, Tourism, and Leisure Studies, University of Brighton*

A Traveling Ethnography of Voice in Qualitative Research, *Virginie Magnat, University of British Columbia*

quiet theatre: The Radical Politics of Silence, *Magdalena Kazubowski-Houston, Department of Theatre, York University*

Discussant, *Dennis Beach, University of Gothenberg*

Attending to the Wake: Performative and Autoethnographic Explorations of Mourning and Liberation
1382035

1:00-2:20

Chair: *Durell M Callier, Miami University*

The Black Body as a Political Statement and Sacrifice, *Ty Greenwood, Miami University*

The Cost of Grief: An autoethnographic expression, *Shamika Karikari, Miami University*

“I Want The World To See”: Black Feminist Performance Auto/Ethnography, *Wilson Okello, Miami University*

Ethical entanglements and epistemological commitments in participatory research
1370698

1:00-2:20

The Ethical Implications of Explicitly Articulating Epistemological Commitments in Photovoice Research: A Literature Review, *Melissa Hauber-Ozer, George Mason University*

Teaching PAR: Ethical concerns masquerading as practical considerations, *Jennifer Rainey, George Mason University*

Fuzzy Ethics, *Meagan Call-Cummings, George Mason University, and Maria Patrice Rybicki-Newman, George Mason University*

Doing with: The limits as possibilities, *Barbara Dennis, Indiana University*

Transitioning from Doctoral Candidate to Academic: Successes and Challenges of Mobilizing Dissertation Research
1371296

1:00-2:20

Chair: *Dianna Huxhold, Weber State University*

Knowledge-Building through Music-Infused Autoethnography: Risking within and beyond the Dissertation, *Heidi Davis-Soylu, Indianapolis Museum of Art*

A Change of Direction: From Graduate Student Researcher of Online Visual Arts Education to Art Historian and Arts Advocate, *Mary Soylu, Alabama State University*

Constructing a Research Agenda in a New Academic Context: Building on Doctoral Research Foundations, *Libba Willcox, Valdosta State University*

My Dissertation is Complete, Now What?: Tracing the Evolution of My Research Interests in a New Academic Context, *Dianna Huxhold, Weber State University*

170 Education: Teacher Education, II

1:00-2:20

Chair: *Julie Bell, University of Nebraska at Omaha*

From Present to Past: Accreditation, Accountability, and Archival Research, *Maja Wilson, University of Maine, Farmington, and Christopher Strople, University of Maine, Farmington*

Examining PreService Teachers' (PSTs) Views of Teaching Mathematical Modeling: A Qualitative Approach., *Reuben Asempapa, Penn State Harrisburg*

“A Good Crisis”: Mentoring Student Teaching Interns through Difficult Moments, *Julie Bell, University of Nebraska at Omaha*

1371356 The Suicidal Scholar Speaks

1:00-2:20

The Scholarship of Suicide: Who Benefits?, *Phil Smith, Eastern Michigan University*

Living Suicidal: Mad Pride and Mad Sovereignty, *Lzz Johnk, Oregon State University*

Default, Deviant, Defi-Ace?, *Abigail Mulcahy, Oregon State University*

Death by Oppression: Suicide as a Natural Response to Marginalization, *Emily Sheera Cutler, Mad in America*

196 **Spotlight on New Methods & Methodologies, II**

1:00-2:20

Chair: Dian Walster, Wayne State University

Un[bracketed] Phenomenological Polyethnography, *Phillip Olt, Maranatha Baptist University, and Eric Douglas Teman, University of Wyoming*

Collective interpretation of autoethnographies, *Dian Walster, Wayne State University*

Readymade Methodology, *Ryan Evely Gildersleeve, University of Denver, and Kelly W. Guyotte, University of Alabama*

Becoming-Machine in the Interview: The Interviewer-Interviewee-Recorder as Affective Assemblage, *Aisha Ravindran, Simon Fraser University*

The influence processes on global/local public policy: A methodological proposal, *Guillermo Rivera, Pontificia Universidad Católica de Valparaíso, and Maria Isabel Reyes, Pontificia Universidad Católica de Valparaíso*

209 **What Is an Academic Space? Thinking Inclusion and Belonging, II**

1:00-2:20

Chair: Elsa Gonzalez, UNIVERSITY OF HOUSTON

Experiences of Undergraduate Student Peer-Facilitators of a University-Sponsored Diversity Workshop, *Brett A Boeh, University of Illinois, Urbana Champaign, Emily J Blevins, University of Illinois, Urbana Champaign, Nathan R Todd, University of Illinois, Urbana Champaign, and Ross Wantland, University of Illinois, Urbana Champaign*

Students' reflections on contributions made during group work learning: The case of a South African University, *Mpho Calphonia Modipane, University of Limpopo*

Empowering Underrepresented First-Generation College Students through Peer Mentoring in an Hispanic Service Institution (HSI), *Elsa Gonzalez, UNIVERSITY OF HOUSTON, Hilda Cecilia Contreras Aguirre, TEXAS A&M UNIVERSITY CORPUS CHRISTI, Stephen Luis, TEXAS A&M UNIVERSITY CORPUS CHRISTI, and Roman Torres, TEXAS A&M UNIVERSITY CORPUS CHRISTI*

Surviving In and Beyond: A Narrative Study of the Technological Plato's Cave, *Mychelle Hadley Smith, Weber State University*

Impact of Reorganizing in Higher Education after Budget Stalemate: Perceptions of Students of Color, *Lavern Byfield, Southern Illinois University Carbondale, Crystal Shelby-Caffey, Southern Illinois University Carbondale, Jean Kaya, Southern Illinois University Carbondale, Abdulsamad Humaidan, Southern Illinois University Carbondale, and Xiang Shen, Miami University, Oxford, Ohio*

Rejecting the Master's Tools and the Whole House: Mentoring Students to Conduct Critical Qualitative Research

1:00-2:20

Chair: Kakali Bhattacharya, Kansas State University

Rejecting the Master's Tools and the Whole House: Mentoring Students to Conduct Critical Qualitative Research, *Kakali Bhattacharya, Kansas State University, Venus Evans-Winters, Illinois state University, Susan Nordsrom, University of Memphis, Jasmine Brooke Ulmer, Wayne State University, and Teara Lander, Kansas State University*

New Questions, Directions, and Locations in 1370800 Soundscaping Qualitative Inquiry

1:00-2:20

Chair: Walter Gershon, Kent State University

Sound Education: Soundscape of an Educational Neverwhere (and Neverwhen), *Walter Gershon, Kent State University*

Sonic Modalities: The Groove and Ostinato of Black U.S. Intellectual Traditions, *Reagan Mitchell, Colgate University*

Milklash: Turning into M/othering, *Boni Wozolek, Loyola University Maryland*

Urban soundscape as a disassemblage, *Polina Golovátina-Mora, Universidad Pontificia Bolivariana*

Soundscaping as second language literacies: Using sounds and voices to revisit urban and gaming spaces, *Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Helena Yepes, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Sebastián Ramírez, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Catherin (Millie) Cardona-Urbe, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Carlos Andrés Gaviria, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and Esteban Eusse, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

131 Autoethnography: Spotlit Papers, I

1:00-2:20

Chair: Leah C Neubauer, Northwestern University

Mira, Mirage, Miracle- An Autoethnography about the loss and found as a visual impairment “candidate”, *Min-chun Chiang, Univeristy of Taipei, Li-chuan Kao, University of Taipei, and CHI-YUEN LEE, Taipei City University of Science and Technology*

The Red-Lipstick: Using Currere to Revisit the Moment Where the Past, Present, Future, and Self Collided and Re-Constructed my Identity as a Differently Abled Person, *Juliana C Velasco, University of South Florida*

Learning from Failure: Critical Self-Reflection and Questioning in the Classroom, *Leah C Neubauer, Northwestern University*

Texas on a Duffelbag--A Refugee Resettlement Story, *Justine Lewis, Binghamton University*

The Far Reaching Impact of Transformative Curriculum: A Narrative Critical Ethnographic Case Study, *Benedict L Adams, The College of St. Scholastica*

1370560 Qualitative Approaches in Andragogical Contexts

1:00-2:20

Autoethnography as Therapy, *Angela Mains, Aurora University*

Early Phase Teachers’ Lived Experiences Through Portraiture: Impact on Student Motivation, *Tammy Sommers, Aurora University*

The Decision-Making Process Used to Determine Formative Assessment Strategies and Subsequent Instructional Design, *Valerie McCall, Aurora University*

242 Coalition for Critical Qualitative Inquiry: Critical Activisms

1:00-2:20

Chair: Sean Gleason, Hamden-Sydney College

Still at a Cross Road: Activism and Fight for Rights of the LGBTI Community in Kenya, *Dorothy O Rombo, SUNY Oneonta, and Anne Namatsi Lutomia, University of Illinois Urbana Champaign*

At Home in Appalachia: An Ecological Approach, *Sean Gleason, Hamden-Sydney College*

Negotiating Frustration, Hopeless, and Guilt: Tibetan Freedom Activists In a Time of Mounting Martyrdom, *Alana Vehaba, Arizona State University*

(Un)Earthing Khush: An Applied Drama Methodological Intervention in Critical Qualitative Research with Queer Desi/South Asians, *Dirk J. Rodricks, OISE/ University of Toronto*

MKL1 Plenary: Disrupting Data

1:00-2:20

Session organizers: Marek Tesar, Teija Löytönen, Mirka Koro-Ljungberg; Presenters: Angelo Benozzo, Sarah Bridges-Rhoads, Norman Denzin, Mirka Koro-Ljungberg, Teija Löytönen, Susan Nordstrom, Leena Rouhiainen, Marek Tesar,

201 Spotlit Papers in Institutional Ethnography

1:00-2:20

Chair: Mustafa Yunus Eryaman, Canakkale Onsekiz Mart University

Korean International Students’ Anxiety and Reformatting Normalcy through Christian Faith, *Sujung Kim, University of Illinois at Urbana-Champaign*

One Student at a Time: How Two Alternative Schools are Closing the School to Prison Pipeline, *Joe Lewis, Hamline University, and Letitia Basford, Hamline University*

Syrian Refugee Students' Stories of Surviving Trauma and Integration into Turkish Public Schools, *Mustafa Yunus Eryaman, Canakkale Onsekiz Mart University*

An Ethnographic Study of Schooling of Traditionally Oriented Children in a Rural Village in Turkey, *Zekiye Yahsi, Gazi University*

Thai Students' Perceptions of Racism in Thailand and in the United States, *Mukkarin Wirojchoochut, Department of Teacher Education and Curriculum Studies, University of Massachusetts Amherst*

1371415 Cook County Jail: Stories that arise and intertwine

1:00-2:20

Chair: Geraldine Gorman, UIC College of Nursing and Rebecca M. Singer, UIC College of Nursing

Jail Narratives: "It was the vet who opened up about his depression.", *Natalie Perkins, UIC College of Nursing*

Jail Narratives: "I always walked out feeling better than when I arrived", *Erin Christmas, UIC College of Nursing*

Jail Narratives: "Listening and attention made the biggest impact.", *Layne Miller, UIC College of Nursing*

Jail Narratives: "Meeting with the correctional officers with the door closed", *Kristen Starkey, UIC College of Nursing*

Jail Narratives: "Giving back knowledge to the disempowered about their own bodies", *Mary Murphy, UIC College of Nursing*

162 Queering Research

1:00-2:20

Chair: James Sheldon, University of Arizona

"I Never Thought I'd Be Doing Research on My Back": Reflections on Research(er/ing) Mobility, Reflexivity, and Embodiment, *Sam Stiegler, University of British Columbia*

Queering Narratives of White (dis)comfort in Academia, *Jeanette Elizabeth Maritz, University of South Africa, and Paul Prinsloo, University of South Africa*

Complicity in Silence: Middle School and High School as a Incipient Queer, *James Sheldon, University of Arizona*

Invading Guyland: A feminist awakening through gaming, *Saralyn McKinnon-Crowley, The University of Texas at Austin*

An Analysis of LGBTQ Personas, Sexuality, and Gender and Sex-based Stereotypes Portrayed in US Television, *Cheyenne Pennell, The University of North Carolina at Charlotte*

Autoethnography: Celebrating the Legacy of Art 1376327 Bochner and Carolyn Ellis (Part I)

1:00-2:20

Chair: Robin Boylorn, University of Alabama

(Session Organizer) Tony Adams, Bradley University; (Chair) Robin Boylorn, University of Alabama; (Discussant) Foster Elissa, Depaul University; (Discussant) Blake Paxton, Saint Xavier University; (Discussant) Chris J Patti, Appalachian State University; (Discussant) Lisa Spinazola, University of South Florida, Dept. of Communication; (Discussant) Andrew Herrmann, East Tennessee State University; (Discussant) Nathan Hodges, Coe College; (Discussant) Laura Ellingson, Santa Clara University; (Discussant) Lisa Tillmann, Rollins College; (Discussant) Carol Rambo, University of Memphis; (Discussant) Arthur Bochner, University of South Florida; (Discussant) Carolyn Ellis, University of South Florida,

Forum of Critical Chinese Qualitative Research: Doing Fieldwork in China Reconsidered: Reflexivity, State 1371458 Power and Inbetweenness

1:00-2:20

Before Doing Fieldwork in the Authoritarian Regime: Self-censorship in the Process of Forming the Research Proposal, *Jiling Duan, Indiana University-Bloomington*

Learning from the "Queer Spy": Politics of Invisibility in
, *Shana Ye, University of Toronto*

Working the Hyphens in an Authoritarian State: Positionality, Intersubjectivity and Structural Constraints, *Pengfei Zhao, Indiana University-Bloomington*

Cross the river by feeling the stones: the contradiction between imagined danger and blurry ethical standards of qualitative research in China, *Grace Chiyu Lin, University of Toronto*

155 Feminist Qualitative Research, I

1:00-2:20

Chair: jennifer esposito, Georgia State University

What Happiness Values: Cruel Optimism and the Unobtainable American Dream, *Alycia Elfreich, Indiana University-Indianapolis*

Beyond Reciprocity, Responsibility, and Respectability: The Way Forward In Feminist Research, *Sana Rizvi, De Montfort University*

Catching Stories, Creating Justice: Radical Witnessing as Feminist Methodology, *Susan B Harper, Texas Woman's University*

Intersectionality in Education Research: Methodology as Critical Inquiry and Praxis, *jennifer esposito, Georgia State University, and Venus Evans-Winters, Illinois state University*

Adolescent girls' intersectional stories of seduction and the aftermath: A tale of epiphanies and emotions, *Laila Rahman, University of Toronto*

Bridge Over Troubled Water: Singing and Songs as 1376519 Qualitative Inquiry in Troubled Times

1:00-2:20

"Strange Fruit" and the "Glory" of Possibility, *Bryant Keith Alexander, Loyola Marymount University*

Vibrant bodies as Praisesong, *Anne Harris, RMIT University*

Visceral Resonances: Conjuring History and Memory in Traditional/Folk Music, Together, *Deanna Shoemaker, Monmouth University*

Singing in Troubled Times: This Country, *Kitrina Douglas, Leeds Beckett University*

Tightrope Walking: Songs for Healing, *Marcelo Diversi, Washington State University - Vancouver*

Suburban Black Suburban Blue, *David Carless, Leeds Beckett University*

1370050 Reassessing Assessment

1:00-2:20

Chair: patti lather, ohio state university

Beyond Outcomes-Focused Evaluation: Critical Pragmatism at Work, *Jennifer Greene, University of Illinois-Urbana*

Assessment as Evidence Gathering: What Can Qualitative Inquiry Contribute to Assessment?, *Harry Torrance, manchester Metropolitan University*

Passably Smart/"Somewhat Less Stupid": Troubling Assessment, *patti lather, ohio state university*

Trouble in Paradise 2: Promotion and Tenure and 1362729 Qualitative Inquiry in Troubled Times

1:00-2:20

(Session Organizer) Christopher N. Poulos, University of North Carolina at Greensboro; (Discussant) Marcelo Diversi, Washington State University - Vancouver; (Discussant) Julie-Ann Scott-Pollock, University of North Carolina at Wilmington; (Discussant) Jodi Kaufmann, Georgia State University; (Discussant) Anjali J. Forber-Pratt, Vanderbilt University,

232 Psychology: Autoethnographies and Personal Scholarship

1:00-2:20

Chair: Tricia Wang, Duquesne University

Feeling Dead: Autoethnographic Reflections on the Corporate Colonization of Mental Health, *Tricia Wang, Duquesne University*

Poetry in Motion: An Autoethnography on the Move, *paul rhodes, University of Sydney*

**Indigenous Research: Coming together around the fire:
1372937 Métis women, kinship and expanding the circle**

1:00-2:20

(Session Organizer) Elizabeth Fast, Concordia University; (Discussant) Vicky Boldo, Concordia University; (Discussant) Moe Clark, Interdisciplinary Métis artist; (Discussant) Michelle Smith, Dawson College; (Discussant) Cathy Richardson, University of Montreal,

**Arts-Based Research: Ethical Considerations and
1371000 Discourse in Arts Based Research**

1:00-2:20

Aesthetic power and authenticity in Arts-Based Research—Our ethical responsibility, *Nancy Gerber, Drexel University*

Fake News? Fake Research? Ethical, Aesthetic, Scientific and Public Responsibility in Arts-Based Research, *Melisa Cabnmann-Taylor, University of Georgia*

Our Ethical Responsibility to Refine ABR Definitions, *Dafna Moriya, The Center for Art Based Research & Change*

Disinterestedness as a post-pragmatic criterion for the ethical practice of ABR, *Richard Siegesmund, Northern Illinois University School of Art and Design*

**Digital Tools: RQDA and Text Mining (TM) package for
1371600 Qualitative Research**

1:00-2:20

(Session Organizer) Alex J Jean-Charles, Faculty,

**Autoethnography: Raising our Voices Against Racism,
Hatred, Violence, and Oppression in these Troubled
1326727 Times, I**

2:30-3:50

(Session Organizer) Christopher N. Poulos, University of North Carolina at Greensboro; (Discussant) Norman K Denzin, University of Illinois; (Discussant) Ronald J Pelias, Southern Illinois University; (Discussant) Bryant Keith Alexander, Loyola Marymount University; (Discussant) Lisa Tillmann, Rollins College; (Discussant) Claudio Moreira, University of Massachusetts; (Discussant) Lesa Lockford, Bowling Green State University; (Discussant) Donna Henson, Bond University; (Discussant) Andrew Herrmann, East Tennessee State University; (Discussant) Hari Stephen Kumar, Springfield Technical Community College; (Discussant) Boylorn Robin, University of Alabama; (Discussant) Foster Elissa, DePaul University,

106 Autoethnography: Social Justice

2:30-3:50

Chair: Cristina M Dominguez, University of North Carolina at Greensboro

A Haunting Wholeness: Inviting Ghosts on the Bridge so We can Transform, *Cristina M Dominguez, University of North Carolina at Greensboro*

Sustaining dreams of social justice: Reflections on one public university professor's discourse that pushes back, *Minnie Bluhm, Eastern Michigan University*

Becoming Aware of the Lies: Awakening Moment by Moment, *Esperanza De La Vega, Portland State University*

So you really want to “dialogue across difference”? What to leave, what to bring and how to “do.”, *Karla D Scott, Saint Louis University*

**104 Autoethnography: Autoethnographic Explorations of
Mental Health Impairment**

2:30-3:50

Chair: Samuel Benson Bernstein, University of Tennessee

Bipolar Disorder and Disc Golf: Imagining Utopian Sporting Spaces, *Samuel Benson Bernstein, University of Tennessee*

“Your Attendance Will Become a Problem”: Mental Health and Barriers to Employment in Education., *Matthew Staples, Leeds Beckett University*

Roundtable on pragmatic ethics in Participatory Action Research: Roles, Meanings, and Methodological power 1370769 and choice

2:30-3:50

(Session Organizer) Michael Kral, Wayne State University; (Session Organizer) Mary Brydon-Miller, University of Louisville; (Session Organizer) Marco Gemigmani, Universidad Loyola Andalucia; (Session Organizer) Katharina A. Azim, University at Buffalo SUNY; (Session Organizer) Alfredo Ortiz, University of the Incarnate Word,

253 Arts-Based Research: Arts-Based Research: Mental Health and Aging

2:30-3:50

Challenging the Fear Discourse in the Dementia Context through Theatre: Knowledge as Embodied, Imaginative Enactment, *Sherry Dupuis, University of Waterloo, Julia Gray, Holland Bloorview Kids Rehabilitation Hospital, Pia Kontos, Toronto Rehabilitation Institute, Christine Jonas-Simpson, York University/Bitove Wellness Academy, and Gail Mitchell, York University*

Centering the Person in Phenomenological Dementia Research: Three Found Poems from my Grandma's Journals, *Rikki Tremblay, Arizona State University*

Art and Social Work: The Power of Connection, *Sarah Kramer, The University of Toledo*

262 Arts-Based Research: Arts-Based Research Performativity: Embodiment & Public Interactions 2

2:30-3:50

Chair: Angela Williams, University of Illinois at Urbana-Champaign

Body Conversations: Re/Em/Bodied Performances in Queer Oral History, *Colin Whitworth, Southern Illinois University*

The Why They Kill Documentary: Informing Stakeholders through the Art of Visual Criminology, *Giuseppe M Fazari, Seton Hall University, Lonnie Athens, Seton Hall University, and Lorenzo Natali, University of Milano-Bicocca*

Hip Hop Aesthetics and Women's Voices in the Middle East and North Africa Region, *Angela Williams, University of Illinois at Urbana-Champaign*

Social media and human interactions under a poetical-musical perspective, *Matheus C. K. Pinheiro, Fundação Dom Cabral, Anderson S. Sant'Anna, Fundação Dom Cabral, and Ricardo A. A. Carvalho, Fundação Dom Cabral*

129 Autoethnography: Journeys, Paths, and Findings

2:30-3:50

Chair: Carolyne J White, Rutgers University Newark

My Journey as an Artist and as a Researcher, *Leia Kristin Cain, University of South Florida*

An Autoethnography of my Nomadic Journey with Indigenous Knowledges: From Social Constructionism to Posthumanism, *Alfonso Montero, Lewis University*

Finding “Home”: An Autoethnographic Literary Inquiry of Bisexuality, *Rikki Tremblay, Arizona State University*

Re-Searching Ontological Education for the Posthuman Condition, *Carolyne J White, Rutgers University Newark*

Autoethnography as a Boundary-Crossing Framework: Building on the Past and Planning for Emerging Professional Identities, *Donna Harp Ziegenfuss, University of Utah*

Autoethnography: Illustrating stories: Graphic novel and 1370998 comics use as autoethnography

2:30-3:50

(Session Organizer) Natalie Carlton, DREXEL UNIVERSITY; (Discussant) Jessica Masino Drass, Drexel University; (Discussant) Rumi Clinton, Alzheimer's Association,

Spotlighted Papers in Qualitative Health Care Research,

200 I

2:30-3:50

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

“Just Relax and Loosen Up:” The Un/Under/Misdiagnoses of Women’s Painful Sex, *Katharina A. Azim, University at Buffalo SUNY, and Alison Happel-Parkins, University of Memphis*

Undergraduate Campus Ministry Students’ Sexual Health Concerns: A Situational Analysis, *Charis Davidson, Minnesota State University, Gabrielle M. Turner-McGrievy, University of South Carolina, DeAnne K. Hilfinger Messias, University of South Carolina, Alyssa G. Robillard, University of South Carolina, Daniela B. Friedman, University of South Carolina, and Jessica Schwiesow, East Alabama Medical Center*

Fostering Integrated Care Competencies: Counselor Interns Experiences in Integrated Care Settings, *Bridget Asempapa, West Chester University*

Does Sharing Stories of Child Loss Empower Bereaved Mothers?: Japanese Narratives on Grief Sharing, *Masahiro Masuda, Wakayama Medical University*

The role of cultural keystone species in the well being of displaced women and their families in Antioquia, Medellin, *Joanna Michel, University of Illinois*

148 Disability Issues, II

2:30-3:50

Chair: *Joy Marie Anderson, Arizona State University*

A Case Study of Attention Deficit Hyperactivity Disorder (ADHD), *Rahime Filiz Kiremit, Necmettin Erbakan Üniversitesi, and Funda Ergüleç, Osmangazi Üniversitesi*

Personal Agency, Structure, and Transition to Disability: A Narrative Exploration of Services, Experiences, and Outcomes, *James Alan Oloo, Gabriel Dumont Institute, and Georgine Auma Obura, Ngala Secondary School for the Deaf*

Bipolar, *Joy Marie Anderson, Arizona State University*

Navigating the Political Terrain of Narrative Research: 1371440 Methodological Challenges and Philosophical Questions

2:30-3:50

Chair: *Jerry Lee Rosiek, University of Oregon*

Narrative Research and the Ontological Turn: Narratives as Beings of Fiction, *Tristan Gleason, Moravian College*

Decolonizing Historical Data: Analytically Challenging the Good vs. Evil Narratives in Research on the History of Indigenous Peoples., *Issac Akande, University of Illinois Urbana-Champaign*

Narrative Inquiry and Critical Race Theory: An Overdue Exploration of Their Intersection in Teacher Knowledge Research, *Alex Pratt, University of Oregon, and Jerry Lee Rosiek, University of Oregon*

Digging in the Dirt: Social Inquiry as Healing, Session

1381622 Two

2:30-3:50

Chair: *Caleb C. Cooley, University of Memphis*

“The Price to Pay is Death”: Becoming a Gold Star, Finding Meaning through Healing and Service, *Brittany E. Presson, University of Missouri*

Dealing with Boobs: Discursive Constraint and Resistance in the Narrated Identities of those who Publicly Breastfeed, *Anna Church, University of Memphis*

Self-injury and Stigma, *Victoria Gaines, University of Memphis, and Brittany E. Presson, University of Missouri*

Professional Empathy: An Evolving Concept, *Amanda G. Pruit, Stephen F. Austin State University*

The Universal in the Particular: Reading Inquiry Theater as Critical Theory

184

2:30-3:50

Chair: *David Dodd, University of Chicago*

The Universal in the Particular: Reading Inquiry Theater as Critical Theory, *David Dodd, University of Chicago, and Charles Vanover, University of South Florida*

Imagining and Dreaming through Human/Posthuman 1371107 Narratives

2:30-3:50

Chair: Mirka Koro-Ljungberg, ASU

Imagine There's No Narrative: Dreaming Narratives and the Thresholds of Realities, *Marek Tesar, University of Auckland*

Dreamified Narrating, *Timothy Wells, Arizona State University, Anna Montana Cirell, Arizona State University, Jorge Sandoval, ASU, and Adam Clark, ASU*

Sketching Schizoid Narratives, *Mirka Koro-Ljungberg, ASU, and Teija Rantala, University of Helsinki*

Learning to "fit in": A Post-Colonial Analysis of Two Internationals' Lived Experiences in Higher Education, *Ngan Nguyen, Texas Tech University, and Jeong-Hee Kim, Texas Tech University*

Body and Will: Analysis of a Veteran's Narrative from a Posthuman Perspective, *Jeong-Hee Kim, Texas Tech University, and Stephanie Millett, Texas Tech University*

Traversing an Equity-Intentional, Qualitatively-Rich Doctoral Program: A New Generation of Engaged 1371899 Scholars Pushing Back in Troubled Times

2:30-3:50

Chair: Lisa Zagummy, TTU

How Can I Best Serve the Field? Journeying Toward My Academic Identity, *Nécole Huey Elizer, Tennessee Technological University*

Conversations with Freire: A Journey Toward Critical Consciousness in Troubled Times, *Jacob K Kelley, Tennessee Technological University*

Diaper Bags and Dissertations: An Autoethnographic Study of Mothering in a Doctoral Program, *Ginger Thomas, Tennessee Technological University*

Doorway to Dissertation: A Third-Year Student's Perspective, *Amanda Powell, Tennessee Technological University*

176 Education: The Ways of Teaching, I

2:30-3:50

Chair: Lauren Moret, University of Tennessee

Children's Rights in Children's Songs, *Meral Mete, Hacettepe University, and Nergiz Kardas, Hacettepe University*

Let's Play!: Using

8

Lauren Moret, University of Tennessee

Comics to Change Positioning Towards Indirect Aggression, *Patricia E. Jaramillo, Pontificia Universidad Católica de Chile*

Teacher Humanity: No Body Left Behind, *Karla Manning, Queens College*

A Critical Look at 4th Grade Social Studies Coursebooks in Turkey, *Mustafa Kemal Ozturk, Hacettepe University*

Fostering Trauma Informed Pedagogy Through a 1383559 Community Coalition

2:30-3:50

(Session Organizer) Jill Reedy, Macon-Piatt Regional Office of Education, Illinois; (Session Organizer) Amelia Finch, Illinois Education Association; (Session Organizer) Dani Craft, Education Coalition of Macon County; (Session Organizer) Jeanne Koehler, Southern Illinois University School of Medicine; (Session Organizer) Patrice Jones, Southern Illinois University School of Medicine,

197 Spotlight on New Methods & Methodologies, III

2:30-3:50

Chair: Aitor Gomez, Universitat Rovira i Virgili

Saleacom: researching with rather than on vulnerable groups, *Aitor Gomez, Universitat Rovira i Virgili*

The Power and Presence of "The Table" as a Tool for Collective Action, *Talina S Corvus, Pacific University, and Natalie DeWitt, Pacific University*

Applied Conversation Analysis with Dyadic Interview Data, *Robin Dawson Estrada, University of South Carolina College of Nursing, and DeAnne Karen Hilfinger Messias, College of Nursing and Women's and Gender Studies, University of South Carolina*

Hands-on = Minds in: Using a hands-on tool to encourage discussion of complex topics., *Michelle Allmendinger, Michigan State University*

Rapid Qualitative Inquiry and Design Research, *Lubomir Popov, Bowling Green State University, and Franklin Goza, University of Wisconsin-Whitewater*

210 What Is an Academic Space? Thinking Inclusion and Belonging, III

2:30-3:50

Chair: Mary Brydon-Miller, University of Louisville

The Sacred Road Trip: Developing a Mentorship Model, *Gary Padgett, University of North Alabama*

Transversalizing Concepts: Paper Presentation as Becoming Event, *Cala Coats, Stephen F. Austin State University*

The power of margins: Living on the borders of pain and knowing in qualitative inquiry, *Shelly Melchior, University of Alabama, and Stephanie Anne Shelton, University of Alabama*

Escape from the House of Stairs: Anticipatory Ethics in Troubled Times, *Mary Brydon-Miller, University of Louisville*

Art is a Battlefield: How Art Institutions Shape Aesthetic Interpretation, *Kay M. Beckermann, North Dakota State University, Robert Mejia, North Dakota State University, and Curtis Sullivan, North Dakota State University*

1373774 Publishing the Book that You Dream About: Perspectives from Authors, Editors, and Publishers

2:30-3:50

Chair: Kakali Bhattacharya, Kansas State University

Perspectives from Series Editors and Authors, *Norman K Denzin, University of Illinois, Kakali Bhattacharya, Kansas State University, and Michael Giardina, Florida State University*

Perspectives from an Author, *Venus Evans-Winters, Illinois state University*

Perspectives from Publishers, *Mitchell Allen, Scholarly Roadside Service, and Hannah Shakespeare, Routledge*

1370705 Normalizing Methodological Messiness and Mistakes

2:30-3:50

An open letter to my professors, *Maria Patrice Rybicki-Newman, George Mason University*

An open letter to my co-researchers, *Jennifer Rainey, George Mason University*

An open letter to my students, *Meagan Call-Cummings, George Mason University*

An open letter to those I left behind, *Barbara Dennis, Indiana University*

132 Autoethnography: Spotlighted Papers, II

2:30-3:50

Chair: Stephen Andrew, Cairnmillar Institute

Searching for an Autoethnographic Ethic, *Stephen Andrew, Cairnmillar Institute*

Fortuity of Love: My Autoethnography in search of the Role as a Story Volunteer, *Zih-Han Chen, University of Taipei, and Min-chun Chiang, Univeristy of Taipei*

Bursting the bubble: autoethnography as a pedagogical tool in the classroom, *Camilo Perez, Universidad del Norte*

Pathologies of 'Professionalism': vocation, audit, and casualization
1370841

2:30-3:50

Developing responsible rather than accountable professionals in the Metricised Environment, *Cathal O'Siochru, Liverpool Hope University*

A Feminist Disability Studies Exploration of the Contested Concept of 'Professional Knowledge', *Ella Houston, Liverpool Hope University*

Intersectionality between citizenship, race, gender and professional academic status, *Sophia Deterala, Liverpool Hope University*

To be... or to become? – The student, the professional and the history of research-informed teaching, *Joseph Maslen, Liverpool Hope University*

Pathologies of professionals, professionalism and professionalization: Invoking controversial dialectic – 'per fas et nefas' to define, defend and condemn the modern professional, *Alan Hodgkinson, Liverpool Hope University*

Pathologies of 'Professionalism': vocation, audit, and casualization, *Ian Stronach, Liverpool Hope University*

Coalition for Critical Qualitative Inquiry: Critical Perspectives on Women and Gender

243

2:30-3:50

Chair: jebunnessa chapola, University of Saskatchewan

The challenges of building reconciliation among Bangladeshi-Canadian Immigrant and Indigenous women, *jebunnessa chapola, University of Saskatchewan*

Bikuda: Hair, Aesthetic, and Bodily Perspectives from Women in Salvador, Bahia, Brazil, *Sheryl Felecia Means, University of Kentucky*

Understanding the Impact Intimate Partner Violence has on the Wellness of African-American Millennial Women, *Lanessa Donielle Mccloud, North Carolina A&T State University*

Coalition for Critical Qualitative Inquiry: Navigating 1371489 Researcher as Human in Human(e) Research.

1371489

2:30-3:50

Chair: Velta Douglas, University of Toronto

Confessions of a Token Black Girl, *Teana Lander, Kansas State University*

Driving a Human Wedge into Colonial Academics, *Anjali Helferty, OISE/University of Toronto*

Vulnerability Breach: Acknowledging Discomfort and Pushing Back Against the Immobilization of (Re)traumatization in Practitioner Inquiry, *Velta Douglas, University of Toronto*

Towards a Pedagogy of Vulnerability: Qualitative Methodology with/in/from the Borderlands, *Dirk J. Rodricks, OISE/University of Toronto*

219 Spotlighted Papers in Practicing Qualitative Inquiry

2:30-3:50

Chair: Dan W. Royer, Ball State University

Using surveys to support qualitative findings: Avoiding reliance on the quantitative data, *Megan Adams, Kennesaw State University, and Sanjuana Rodriguez, Kennesaw State University*

Making the Connections in an Interpretive Case Study: The Intersection of Appreciative Inquiry, Social Constructionism, and Symbolic Interactionism, *Dan W. Royer, Ball State University*

Mutual Aid: A Report on Building a Collaborative Toolkit for Interdisciplinary Research, *elizaBeth Simpson, UIUC*

Protracted Punishment: Using Situational Analysis to Examine the Post-Prison Dynamics of Debt, *Kimberly Nicole Spencer-Suarez, Columbia University School of Social Work, and Karin Martin, University of Washington*

The Impact of Selecting Participants from Different Fields in a Case Study, *Dr. Maitha Abdullah Binjaweer, Al Manara Academy*

Online Instruction in Large Scale Sport Sociology 1371510 Courses in the Trump era

1371510

2:30-3:50

Chair: Caitlin Vitosky Clarke, University of Illinois at Urbana-Champaign

Designing and Instructing a Large Scale Sport Sociology Course, *Synthis Sydnor, University of Illinois at Urbana-Champaign, Kinesiology*

An Emerging Scholar's Autoethnography of Life as Online Instructor and Grader for a Large Scale Sport Sociology Course, *Caitlin Vitosky Clarke, University of Illinois at Urbana-Champaign*

A First Year Doctoral Student's Autoethnography of Life as a Grader for a Large Scale Sport Sociology Course, *Doo Jae Park, University of Illinois at Urbana-Champaign*

A doctoral student's autoethnography as online grader in a large scale sport sociology course, *Matt Haugen, University of Illinois at Urbana-Champaign*

SB1 Islamophobia, Symbolic Interactionism and Qualitative Methods

2:30-3:50

Chair: Melanie Bennett-Stonebanks, Bishop's University

Stigma & Passing: Ethnographic Research on Muslim Undergraduate Women, *Shabana Mir, American Islamic College*

Silence, Suffering and Resilience: Uncovering Lived Realities of Muslim Students in Public Schools, *Seema Imam, National College of Education*

The Muslim through Superhero Comics; Viewing Self and Other through the Panel Frames, *C. Darius Stonebanks, Bishop's University*

The 'Othering' of Muslims through discourses on terrorism: Challenging the Muslim terrorist dialectic through a comparative analysis of far-right and Muslim religious extremism, *Naved Bakal, Tabah Foundation, United Arab Emirates*

Symbolic Interactionism and the Semiotics of Islamic Clothing: Resisting Constructions of the Menacing Muslim Man, *Aamir Aman, McGill University*

Autoethnography: Celebrating the Legacy of Art 1376332 Bochner and Carolyn Ellis (Part II)

2:30-3:50

Chair: James Salvo, University of Illinois at Urbana-Champaign

(Session Organizer) Tony Adams, Bradley University; (Chair) James Salvo, University of Illinois at Urbana-Champaign; (Discussant) Mark Freeman, College of the Holy Cross; (Discussant) Joyce Hocker, Missoula, Montana; (Discussant) Stacy Holman Jones, Monash University; (Discussant) Sandra L Faulkner, Bowling Green State University; (Discussant) Keith Berry, University of South Florida; (Discussant) Mitchell Allen, Scholarly Roadside Service; (Discussant) Kitrina Douglas, Leeds Beckett University; (Discussant) Arthur Bochner, University of South Florida; (Discussant) Carolyn Ellis, University of South Florida,

156 Feminist Qualitative Research, II

2:30-3:50

Chair: Anne Namatsi Lutomia, University of Illinois Urbana Champaign

Aging Bodies and Gratitude: Reflections of Older Women of Color, *Lisa Borrero, University of Indianapolis, Wanda K. Watts, University of Indianapolis, and Ashley Bauman, University of Indianapolis*

How Grandma Became A Canon of The Anglican Church of Kenya, *Anne Namatsi Lutomia, University of Illinois Urbana Champaign*

Problematizing "Women's Right to the City": Gender, Class, Ethnicity and Access to the ϕ , *Serife Genis, Adnan Menderes Universitesi, Turkey, and Dilek Kose Akkirman, Adnan Menderes Universitesi, Turkey*

School Memories and Time-Travel: Memory, Affect, Experience, and Pedagogy, *Asilia Franklin-Phipps, University of Oregon*

Autoethnography: An Autoethnographic/Performative 1377045 Examination of Cultural Differences

2:30-3:50

Chair: Dan Wilbur, Purdue University Northwest

(Session Organizer) Jenna Dimopoulos, Purdue University Northwest; (Chair) Dan Wilbur, Purdue University Northwest; (Discussant) Selina Baez, Purdue University Northwest; (Discussant) Janel Contreras, Purdue University Northwest; (Discussant) Kirsten Nirtaut, Purdue University Northwest; (Discussant) Alexandra L Herd, Purdue University Northwest,

Settler Colonialism, Whiteness, and Loose Science Metaphors: Emerging Challenges for New Materialist 1371034 Research Methodologies

2:30-3:50

Chair: Jerry Lee Rosiek, University of Oregon

Addressing the Pervasive Conflation of Classic Diffraction and Quantum Diffraction in New Materialist Methodological Writings, *Katie Fitch, University of Oregon*

Whiteness and New Materialist Methodologies: Listening to the Critiques and Finding Opportunities for Antiracist Applications, *Jerry Lee Rosiek, University of Oregon*

How Indigenous Philosophy Can Help us Imagine a Posthumanist Performativity
How Indigenous Philosophy Can Help us Imagine a Posthumanist Performativity, *Jimmy Snyder, University of Oregon*

Discussant, *Maggie MacLure, Manchester Metropolitan University*

**Standing together/four blooms on a sturdy stem/we bow
1376738 to our sides/ ...**

2:30-3:50

(Session Organizer) Jonathan Wyatt, University of Edinburgh; (Discussant) Ronald J Pelias, Southern Illinois University; (Discussant) Tami Spry, St. Cloud State University; (Discussant) Ken Gale, Plymouth University,

**233 Psychology: Methodological Issues in Qualitative
Psychology**

2:30-3:50

Chair: TANIA ESMERALDA ROCHA SÁNCHEZ, UNAM

Reflexivity And Interseccionalidad As A Critical Tools In The Qualitative Research Process in Psychology, *TANIA ESMERALDA ROCHA SÁNCHEZ, UNAM*

Qualitative methodology with a narrative approach oriented to deaf people in Chile, *Carla Andrea Ceroni, Pontificia Universidad Católica de Valparaíso, María Fernanda López, Pontificia Universidad Católica de Valparaíso, and Giselle Moya, Pontificia Universidad Católica de Valparaíso*

Extracting sense: Qualitative psychology and the politics of the transcript, *Desmond Painter, Stellenbosch University*

Teaching qualitative methods in Psychology: opening perspectives on diversity and political engagement, *Laura Cristina Eiras Coelho soares, UFMG, Ariane Agnes Corradi, UFMG, and Deborah David Pereira, UFMG*

**104 Indigenous Research: Community Centered Approaches
to Indigenous Methodology**

2:30-3:50

Chair: Montgomery Harpell,

Planning, Implementing and Reporting a mixed methods First Nations Community Engagement Project, *Montgomery Harpell, University of Regina - Faculty of Social Work*

Families Working Together: A non-profit on the Pine Ridge Indian Reservation, South Dakota, *Heather A. Hathaway Miranda, University of Illinois at Chicago*

Where Do Communities Begin? Indigenizing Child and Family Service Systems in Native Communities across Turtle Island, *Jennifer Nutton, McGill University, and Nancy Lucero, University of Denver*

Towards an African tribal methodology: Community as an epistemological idea, *Nimo Abdi, University of Minnesota*

**268 Arts-Based Research: Arts-Based Research: Poetic
Inquiry**

2:30-3:50

Chair: Samah Elbelazi, Stanford University

Slowing it down: Using poetry to disrupt the avalanche, *Robert E. Rinehart, University of Waikato*

Poetic Ethnography as a Research Method to Explore Individuals' Experiences: Case Study of Libyan Women, *Samah Elbelazi, Stanford University*

"Poetry is not a Luxury": Experiences Using Poetic Transcription for Exploring Academic Success as Perceived and Experienced by African American High School Students and their 'Single' Mothers, *Nicole Ali Corley, Virginia Commonwealth University, and Patricia Reeves, University of Georgia*

Crystalline knowledge: Adventures in Found Poetry, *Felice Yuen, Concordia University, and Sandra Sjollem, Concordia University*

D3 Digital Tools: Social Media Research

2:30-3:50

*Chair: Caterina Fugazzola, University of Chicago**Qualitative Research in the Era of Twitter Politics, Caterina Fugazzola, University of Chicago**Digital Black Feminism: (Re)living Civic Discourse, Digital Black Communities, and Black Feminist Leadership, Ashley Love, University of Georgia**The Action Research Collective: Employing Social Media and Photovoice to Illuminate Graduate Students of Color Experiences, Aris L. Hall, Clemson University, Dr. Robin Phelps-Ward, Clemson University, Travis C Smith, Clemson University, Dr. Ashley Isreal, Clemson University, LaShia Bowers, Clemson University, Courtney Allen, Clemson University, Keneisha LaRae' Harrington, Clemson University, and Ikenma Ezealah, Clemson University**Students Changing the World: Qualitative Study on Social Media and Social Justice in Higher Education, Sarah Marie Jernigan, University of Cincinnati***Autoethnography: Raising our Voices Against Racism, Hatred, Violence, and Oppression in these Troubled Times, II**

4:00-5:20

*(Session Organizer) Christopher N. Poulos, University of North Carolina at Greensboro; (Discussant) Norman K Denzin, University of Illinois; (Discussant) Ronald J Pelias, Southern Illinois University; (Discussant) Bryant Keith Alexander, Loyola Marymount University; (Discussant) Lisa Tillmann, Rollins College; (Discussant) Claudio Moreira, University of Massachusetts; (Discussant) Lesa Lockford, Bowling Green State University; (Discussant) Donna Henson, Bond University; (Discussant) Andrew Herrmann, East Tennessee State University; (Discussant) Hari Stephen Kumar, Springfield Technical Community College; (Discussant) Boylorn Robin, University of Alabama; (Discussant) Foster Elissa, Depaul University,***100 Autoethnography: Resisting the Neoliberal**

4:00-5:20

*Chair: Erica B. Edwards, Georgia State University**Liminal Pedagogy at the Graduate Level: Reflections on the Doctoral Advisement Process in a Neoliberal University Context, Erica B. Edwards, Georgia State University, and Janice Fournillier, Georgia State University**From Autoethnography to Fiction: Examining my Personal Experience as a white female teacher and the Rationale to Fictionalize those Findings, Nicole Lee Semas-Schneeweis, University of Massachusetts Dartmouth**Academic selfies: De/constructing the academic self in performative times, Briony Lipton, Australian National University**I am becoming a neoliberal subject. Can I resist?, Evelyn Morales Vázquez, University of California, Riverside***Autoethnography: Poetic Mobilities IV: A Mobile 1376546 Autoethnographic Poetry Panel**

4:00-5:20

(Discussant) Ashley Beard, Southern Illinois University; (Discussant) Robin Boylorn, University of Alabama; (Discussant) Durell M Callier, Miami University; (Discussant) Sandra L Faulkner, Bowling Green State University; (Discussant) Craig Gingrich-Philbrook, Southern Illinois University; (Discussant) Anne Harris, RMIT University; (Discussant) Dominique C Hill, Amherst College; (Session Organizer) Stacy Holman Jones, Monash University; (Discussant) Charlie Hope Dorsey, Southern Illinois University; (Discussant) Fiona Murray, University of Edinburgh; (Discussant) Ronald J Pelias, Southern Illinois University; (Discussant) Glenn Phillips, University of Texas, Arlington; (Discussant) Deanna Shoemaker, Monmouth University; (Discussant) Jane Speedy, University of Bristol; (Discussant) Tami Spry, St. Cloud State University; (Discussant) Karen Werner, Goddard College; (Discussant) Jonathan Wyatt, University of Edinburgh,

Arts-Based Research: Open-Handedness in Arts-Based Research: Four Stagings of 'Heavier Than Air', A Play

1372137 About Queer Teachers

4:00-5:20

(Session Organizer) Stacy Holman Jones, Monash University; (Discussant) Anne Harris, RMIT University; (Discussant) Elyse Pineau, Emerita Southern Illinois University Carbondale; (Discussant) Ashley Heather Beard, Southern Illinois University; (Discussant) Charlie Hope Dorsey, Southern Illinois University; (Discussant) Jonathan Wyatt, University of Edinburgh; (Discussant) Edgar Rodríguez-Dorans, University of Edinburgh,

Arts-Based Research: Arts-Based Research: Artistic Research

254

4:00-5:20

Chair: Kira Hegeman, University of Georgia

Teaching Design as an Action Research in Design Studio, *Hakan Anay, Eskisehir Osmangazi University, Ulku Ozten, Eskisehir Osmangazi University, and Meltem Ozten Anay, Anadolu University, School for the Handicapped, Department of Architecture and City Planning*

Embodied Re-Cognition: Affordances of Representational Art in Arts-Based Research, *Timothy Babulski, University of Minnesota, Twin Cities*

Artistic research and embodied Inquiry: substantiating a performative and relational approach to embodiment, *Leena Maarit Rouhiainen, Theatre Academy, University of the Arts Helsinki*

The Stories of Discarded Objects: Exploring the Pedagogical Potential of Human/ Non-human Intra-Actions through Participatory, Public Art Interventions. *Kira Hegeman, University of Georgia, Kira Hegeman, University of Georgia*

Radical Jewelry Makeover As Restorative Practice Within Material Culture, *Christine Woywod, University of Wisconsin-Milwaukee*

Arts-Based Research: Arts-Based Research: Performative Play

263

4:00-5:20

Chair: Vicky Grube, Appalachian State University

The place for play in methodology: An accessible medium of expression, *Rachel Monahan, University of Toronto, and Richard Volpe, University of Toronto*

An aesthetic of relationality: embracing the embodied, imaginative and foolish possibilities of performance-research, *Julia Gray, Holland Bloorview Kids Rehabilitation Hospital*

Dismantling and Rebuilding sock monkeys: Stuffing the Ludicrous and Ribald of Culture, *Vicky Grube, Appalachian State University*

Mad Songs for Troubled Times, *Laura Yakas, University of Michigan*

Performances: Dream: In-Between Spaces, *Young Nae Choi, Arizona State University, and Mirka Koro-Ljungberg, ASU*

Yet They Persisted: An experiment in performed multimedia auto ethnography to explore Advocacy, Mothering/Parenting, and Schools, *Carrie Scheckelhoff, Otterbein University, Susan Constable, Otterbein University, and Jenifer Jasinski Schneider, University of South Florida*

123 Autoethnography: Cultural Reflections

4:00-5:20

Chair: Dinah Armstead, University of Illinois

Intercultural Competence: U.S. Pre-Service Teachers Encounter a French Milieu, *Dinah Armstead, University of Illinois*

Because you are different from us- An autoethnography in cure of trauma and in search of self-identity, *SIN-YUN YU, Univeristy of Taipei, and Min-chun Chiang, Univeristy of Taipei*

Culture Difference as Strength: An Autoethnography Writing on Marriage Rebuilding, *min ren, Huazhong University of Science and Technology in China*

I'm no Latino... or am I?, *Ezequiel Korin, University of Nevada, Reno*

Identity and Language, *Julian Alejandro Quinayas, Universidad del Cauca, and Camila Andrea Rivera, universidad del cauca*

**Autoethnography: The Road to Graduation:
1371146 Autoethnographic Accounts of College Persistence**

4:00-5:20

Chair: Amanda Olivia Latz, Ball State University

Hope: My Persistence Autoethnography Story, *Carlos Mata, Ball State University*

Life as a Raider: Persistence Autoethnography, *Nich Huston, Ball State University*

On the Wright Track: My Persistence Autoethnography, *Jessica Rager, Ball State University*

Integration is Key: My Persistence Autoethnography, *Samuel Stewart Snideman, Ball State University*

The Road Less Traveled: My Persistence Autoethnography, *Rosalinda Ortiz, Ball State University*

217 **Spotlighted Papers in Qualitative Health Care Research,
III**

4:00-5:20

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

Research as Caring Witness: Finding Relational Being While Doing Counselling Practitioner Research, *Sarah Penwarden, Laidlaw College, Auckland, New Zealand*

Pulling thread to find out what IS a medical professional, *María del Consuelo Chapela, Universidad Autonoma Metropolitana - Xochimilco, and Ingrid Sor Jenuet, Universidad Autonoma Metropolitana - Xochimilco*

Understanding social representations in people in dialysis, *Mirliana Ramirez-Pereira, University of Chile*

Medical assistance in dying: Narratives of spiritual struggles, *Ulrich Teucher, University of Saskatchewan, José Ribeiro, University of Porto, Portugal, Samantha Blackwolf, University of Saskatchewan, Lilian Thorpe, University of Saskatchewan, and Robert Weiler, Saskatoon Health Region*

Historiographical research. A path for reflective practice in Nursing, *Ursula Serdarevich, Universidad Nacional de la Matanza (UNLaM)*

158 **Critical Health Policy**

4:00-5:20

Chair: Hanne Jensen Haricharan, University of Cape Town, South Africa

The Lack of Mental Health Care and the Effects on Breast Cancer Diagnosis, *Keleigh Blount, NC A&T State University*

A case for girls' legal assent for HPV vaccination at school, *Michele Janet McIntosh, Trent University*

An invitation to participation? An analysis of policy and practice of community participation in Primary Health Care in South Africa, *Hanne Jensen Haricharan, University of Cape Town, South Africa*

Public Health Policies and Programs in the Colombian Health System: Experience Using Mixed Method Research, *Gloria Del Socorro Molina Marin, University of Antioquia*

Ethics of the Nurse's Glove: A Phenomenology of Mediated Touch, *Gillian Lemermeyer, Faculty of Nursing, University of Alberta*

1369920 Enactments of a Minor Inquiry

4:00-5:20

Chair: Lisa Mazzei, University of Oregon

Mapping a Minor Inquiry, *Lisa Mazzei, University of Oregon*

Enacting a Minor Inquiry: Resisting Reterritorialization through Experimentation, *Matthew C Graham, University of Oregon*

A Collective for the Rest of Us: Exploring Collective Assemblages of Enunciation at a Traditionally Observational Field Site, *Laura Elizabeth Smithers, University of Oregon*

**Digging in the Dirt: Social Inquiry as Healing: Session
1381620 One**

4:00-5:20

Chair: Carol Rambo, University of Memphis

Toxic Masculinity in the Academy, *John Pruit, Stephen F. Austin State University*

The Potential Impact of Social Rejection and Stigma on Sexual Minority Substance Abuse, *Caleb C. Cooley, University of Memphis*

"I am a Cartoon? Not me!": Racial Identity Work and Resistance to Native American Caricature Iconography, *Anthony J. Stone, University of Memphis*

Strange Accounting Self-injury: Identities "in Play", *Carol Rambo, University of Memphis, Brittany E. Presson, University of Missouri, Victoria Gaines, University of Memphis, and Brandi Michelle Barnes, University of Memphis*

**Wherefore Art Thou? Critical Conversations and
1371278 Expressions of Arts-Based Qualitative Research**

4:00-5:20

Chair: Kakali Bhattacharya, Kansas State University

(Re)membering Ars Spirituality in Poetic Inquiry, *Qiana Cutts, Mississippi State University*

On Poetry in Qualitative Inquiry, *Melisa Cabnmann-Taylor, University of Georgia*

Sounding an Alarm: Myopia of Arts Based Research, *Walter Gershon, Kent State University*

De/colonial and Contemplative Approaches in Consideration of Quality in Arts-Based Qualitative Research, *Kakali Bhattacharya, Kansas State University*

1370793 Digging Into the Past to Make Sense of the Present

4:00-5:20

Chair: Kathryn Roulston, University of Georgia

The Religious Indoctrination of Slaves, *Edward Muhammad, University of Georgia*

Atrocities of Living in Hell, *James Howell Doster, University of Georgia*

Writing as Dissent, *Judith T. Brauer, University of Georgia*

Interviews in the Federal Writers Project, *Kathryn Roulston, University of Georgia*

**To Mentor or to Be Mentored: How Do We Get There as
1384161 Students of Color?**

4:00-5:20

(Session Organizer) Heather A. Hathaway Miranda, University of Illinois at Chicago,

177 Education: The Ways of Teaching, II

4:00-5:20

Chair: Rosemary Frasso, Thomas Jefferson University

Freelisting: A tool for learners and researchers, *Rosemary Frasso, Thomas Jefferson University, Amy Cunningham, Thomas Jefferson University, Katherine Puskarz, Thomas Jefferson University, and Amy Henderson Riley, Thomas Jefferson University*

Convening Sessions as a Tool in Teaching Qualitative and Action Research Courses, *Douglas M Stevens, Northern Kentucky University, and Sarah Marie Jernigan, University of Cincinnati*

Teaching Thematic Analysis: Five Approaches and Aims, *Melissa Freeman, The University of Georgia*

Practicing a Positional Approach to Teaching Ethnographic Observations in Doctoral Qualitative Research Courses, *Mitsunori Misawa, The University of Tennessee, Knoxville*

**Navigating Life with a Hidden Health Issue: Personal
1383608 Narratives of Troubling Diagnoses**

4:00-5:20

Chair: Jennifer Lynne Morey Hawkins, University of Wisconsin - Stout

The Wolf in the Roller Coaster: The Ups and Downs of My Hidden Illness, *Danette M Patton, Southern Illinois University Carbondale*

Superman wore a scarlet letter too: Invisibility of mental health issues in graduate school students, a narrative., *Terra Rasmussen Lenox, University of Wisconsin-Milwaukee*

Life with a Hidden Health Related Issue Too Many Do Not Understand, *Jennifer Lynne Morey Hawkins, University of Wisconsin - Stout*

Easily Concealed and Even Easier to Forget About A Health Narrative about Growing Up with a Chronic Illness, *Kasey Bruss, University of Wisconsin - Stout*

152 New Directions in Performance Ethnography

4:00-5:20

Chair: Pirkko Markula, University of Alberta

Keeping the Dream Alive: Teacher Preparation in a Profession of Increased Regulation and Decreased Morale, *Maria Elena Cecilia Salazar, University of New Mexico, and Pamela Remstein, University of New Mexico*

'You Have to Do Weight Bearing Exercises:' A Performance Ethnography of Aging and Dance, *Pirkko Markula, University of Alberta*

Cities as Sites: To make the tea, to read what the tea leaves, *Christina Maria Ceisel, California State University Fullerton, and Desiree Rachel Yomtoob, University of Illinois-Chicago*

Soma, Sound, Voice, Embodiment, Culture: A Performance Auto-ethnography, *Desiree Rachel Yomtoob, University of Illinois-Chicago*

As Streets Come Alive: how people shape a city, a performance ethnography, *Desiree Rachel Yomtoob, University of Illinois-Chicago*

1370199 Karaoke to go again, living through repetition

4:00-5:20

Chair: Mirka Koro-Ljungberg, Arizona State University

Karaoke to go again, living through repetition, *Neil Carey, Manchester Metropolitan university, Angelo Benozzo, University of Valle d'Aosta, Justin Hendricks, University of Florida, Adam Clark, ASU, Leslie Pourreau, Kennesaw State University, Timothy Wells, Arizona State University, Jorge Sandoval, ASU, Teija Rantala, University of Helsinki, and Marco Gemignani, University of Loyola*

1370986 Coding and Meaning

4:00-5:20

Chair: Charles Vanover, University of South Florida

Getting to Know Data through Coding and Performing, *Charles Vanover, University of South Florida*

"Meaning Moves and Moving Means" : Coding As a Tool for Meaning, *Paul Mihas, University of North Carolina at Chapel Hill*

Seeking the Greatest Common Divisor, *Daniel Turner, Quirkos Software*

Constructing Compelling Codes: Raising the Level of Analysis and Extending Its Scope, *Kathy Charmaz, Sonoma State University*

Discussant, *Silvana di Gregorio, QSR International*

133 Autoethnography: Spotlighted Papers, III

4:00-5:20

Chair: silvia marcela benard, Universidad Autonoma de Aguascalientes

A weak sense of belonging and its possible incidence on addiction: a personal exploration, *silvia marcela benard, Universidad Autonoma de Aguascalientes*

Camaraderie: An Autoethnographic Rondo in search of the Realization of Friendship, *Han-Yang Hou, ninianhou@gmail.com, and Min-chun Chiang, Univeristy of Taipei*

Negotiating Autoethnography Ethics, *Zeina Ismail-Allouche, Concordia University*

Autoethnographical Account of a Higher Education Program, *Omer Avci, Istanbul Medeniyet University*

1370671 System Failure

4:00-5:20

Chair: Charles Vanover, University of South Florida

What Does It Mean to Work in a System that Fails You and Your Kids?: An Ethnodrama about a Teacher's First Year, *Charles Vanover, University of South Florida*

Failure, Suffering, and Emptiness in the Chicago Public Schools: Towards a Buddhism of the Bottom, *Rosa Thomas, San Quentin State Prison*

A Phenomenological Analysis in Black and White, *Cynthia Lubin Langtiw, The Chicago School for Professional Psychology*

American Blackness, *Tracie Rogers, University of the Southern Caribbean*

Discussant, *William Louis Conwill, University of Illinois at Urbana-Champaign;*

Coalition for Critical Qualitative Inquiry: Critical Perspectives on Policy and Politics

244
4:00-5:20

Chair: Derek Oakley, Lancaster University

Can Unarmed Civilian Peacekeeping as a Community of Practice subvert Hegemonic Gender Regimes?, *Derek Oakley, Lancaster University*

'National', 'anti-national', and 'patriotic': Negotiating political subjectivity in contemporary Indian politics, *Rahul Sambaraju, Trinity College Dublin*

How Can Truth-Claims of Voter Fraud Influence Public Policy? a Political Discourse Analysis, *GREGORY T WILLIAMS, 1966*

From Drapetomania to SBW: The Construction of Mental Illness in the African American Milieu, *Martina L. Sharp-Grier, Stark State College; The University of Akron*

Qualitative Research on Muslims in the Era of the 'Muslim Travel Ban', *Aisha El-Amin, University of Illinois at Chicago, and Michael Thomas, University of Illinois at Chicago*

Coalition for Critical Qualitative Inquiry: Defining Alieness: Divergent Perspectives on Decentering Human Subjectivity

1371057
4:00-5:20

Dehumanization, Objectification, and Orientation in Object-Oriented Ontology, *Keitha-Gail Martin-Kerr, University of Minnesota*

Becoming American: An Alien Vocal Perspective, *Charity Funfe Tatab-Mentan, University of Minnesota, Twin Cities*

Identity and Alterity: Meaning-making as Becoming-alien, *Caleb Zilmer, University of Minnesota, Twin Cities*

Materiality in the Impulsion, Mediation, and Expression of the Aesthetic, *Timothy Babulski, University of Minnesota, Twin Cities*

Spotlighted Papers in Qualitative Health Care Research, II

205
4:00-5:20

Chair: Ophelia Marlene Blackwell, Kansas State University

Breaking Barriers and Stigma: Counselor Self-Disclosure and Working with the Military, *Ophelia Marlene Blackwell, Kansas State University*

MIPs in the 19/S Earthquake in Mexico City, *Carolina Martinez, Departamento de Atencion a la Salud, Universidad Autonoma Metropolitana (Xochimilco)*

Paddling Braided Rivers: Navigating a Confluence of Stories in Semi-Structured Sensitive Research Interviews, *Sarah Penwarden, Laidlaw College, Auckland, New Zealand*

When a School Based Health Needs Assessment Highlights Environmental Injustice: What Next?, *Jeanne Koebler, Southern Illinois University School of Medicine, Anne Scheer, Southern Illinois University School of Medicine, Emilie Lohman-Irwin, Southern Illinois University School of Medicine, and Thomas (TJ) Albers, Southern Illinois University School of Medicine*

Libraries as community anchors: Engaging in the co-production of knowledge and community empowerment processes

1371615
4:00-5:20

Chair: Clara M. Chu, Mortenson Center for International Library Program, University of Illinois at Urbana-Champaign

Community-Library Inter-Action (CLIA) Project: An international yearlong co-production of knowledge process, *Clara M. Chu, Mortenson Center for International Library Program, University of Illinois at Urbana-Champaign*

Community-Library Inter-Action (CLIA) Project: Conceptual Grounding, *Zoraida Mendiwelo-Bendek, Take Part Research Cluster, University of Lincoln (England)*

Community-Library Inter-Action (CLIA) Project: Experiences from Latin America, *Catalina Hernandez-Cabal, University of Illinois*

Community-Library Inter-Action (CLIA) Project: Impact and Lessons Learned, *Jean Sarurai Kanengoni, Mortenson Center for International Library Program, University of Illinois at Urbana-Champaign*

SB2 Revealing the Nature of Secularism in Public School Spaces through Teachers' Voices

4:00-5:20

Chair: Shabana Mir, American Islamic College

School Administration Gatekeeping on "Sensitive" Research Topics, and Critical Inquiry as a Means to Empower Teachers' Voice, *C. Darius Stonebanks, Bishop's University*

Self-Defining as Professionally Secular in the Public Space: Reflecting on Teacher Identity and Practice, *Melanie Bennett-Stonebanks, Bishop's University*

Online Professional Learning Communities as a Qualitative Means to Understand Geographical Variances on Teachers' Views on the Value of Secularism in Schools, *Kassandra Norrie, Bishop's University*

Media Discourse in the Reasonable Accommodation Debates and Teachers' Professional Experiences, *Aamir Aman, McGill University*

Forum of Critical Chinese Qualitative Research: Interdisciplinary dialogue on the meaning and politics of knowledge production

4:00-5:20

Knowledge production or circulation? Compiling, editing and translating popular science in Republican-era Shanghai, *Noa Nahmias, Graduate Program in History, York University*

Interrogating Investigative Research during China's Great Leap Forward (1958-62): Reports of the All China Women's Federation, *Ping-Chun Hsiung, University of Toronto, Scarborough College, and Teresa Lau, Sociology, University of Toronto, Scarborough College*

221 Feminist Qualitative Research, III

4:00-5:20

Chair: Courtney Potts, University of Alabama

The Promise of Being Taught: Affect Aliens and (Dis)embodied Pedagogy, *Asilia Franklin-Phipps, University of Oregon*

A Breastfeeding Friendly Campus Initiative: Are mothers' human rights protected at school?, *Michele Janet McIntosh, Trent University*

Let me oppress you like a gentleman!: A critical look at chivalry and gentlemanliness, *Esen Saygin Koc, Bowling Green State University*

Sister oh sister: Being responsible feminist researchers in a politically charged climate, *Courtney Potts, University of Alabama, April J. Irwin, University of Alabama, and Amanda Elizabeth Brunson, University of Delaware*

Special program: White Folks: Race and Identity in 1376855 Rural America

4:00-5:20

(Session Organizer) Arthur Bochner, University of South Florida; (Discussant) Veronica Watson, Indiana University of Pennsylvania; (Discussant) Robin Boylorn, University of Alabama; (Discussant) Aisha Durham, University of South Florida; (Discussant) Nathan Hodges, Coe College; (Discussant) Erin Stutelberg, Salisbury University; (Discussant) Timothy Lensmire, University of Minnesota,

Plenary: The politics, places, forms, and effects of accountability, quality assurance, and/or excellence frameworks in these global troubled times

MS1

4:00-5:20

Bronwyn Davies (Australia),

Maria del Consuelo Chapela Mendoza (Mexico/Central America),

Marc Spooner (Canada/U.S.) [Chair]

John Stanfield II (South Africa)

Harry Torrance (UK)

Discussant: Patti Lather,

234 Psychology: Critical Approaches to the Clinical I

4:00-5:20

Chair: Diana Elizabeth Kuhl, The University of Western Ontario

Death of the Clinic: Trans-Informing the Clinical Gaze to Counter Epistemic Violence, *Diana Elizabeth Kuhl, The University of Western Ontario*

An exploration of the impact of childhood trauma in anorexia nervosa, *Jennifer Malecki*

Medea, My Dear: A Grounded Theory of the Stigma of Bipolar Disorder for New Mothers, *Walker Ladd, University of Phoenix*

The “Ground Zero” of Mental Illness: Women’s Lived Experiences with Bipolar Disorders, *Stacey McHenry, University of Saskatchewan, Leanne Hlewka, University of Saskatchewan, and Ulrich Teucher, University of Saskatchewan*

Indigenous Research: A First Peoples’ Storytelling Exchange: Decolonizing Postsecondary Institutions through Digital Storytelling

1371074

4:00-5:20

(Session Organizer) Morgan Phillips, Dawson College,

Arts-Based Research: Intrinsic Arts-Based Research—Arts based practices studying intersubjective transformative phenomena in the creative arts

1370816

4:00-5:20

(Session Organizer) Nancy Gerber, Drexel University; (Discussant) Clarissa Karlsson, DREXEL UNIVERSITY; (Discussant) Katrina Carroll-Haskins, Drexel University; (Discussant) Nalini Prakash, Drexel University,

D4 Digital Tools: Classroom Uses/Impact on Learning

4:00-5:20

Chair: David S Noffs, Northwestern University

Discussion Hero: An Interactive Discussion Board that Encourages and Rewards Rich (High Quality) Dialogue., *David S Noffs, Northwestern University, and Jacob Guerra-Martinez, Northwestern University*

Transnational Digital Literacy Practices of Two Karen Female Adolescents: Multimodality and Spaces, *Sonia Sharmin, University of Georgia*

Tech Tales: a Participatory Approach to Understanding Why Digital Literacy Happens, *Rachel M Magee, University of Illinois Urbana-Champaign, and Margaret Buck, University of Illinois iSchool*

Designing a robot to act as a cultural broker in diverse classrooms: Observations and Findings, *Yanghee Kim, Northern Illinois University, Elizabeth Bingham, Southern Baptist University, Hung Pham, University of Waterloo, Sherry Marx, Utah State University, and Tung Nguyen, Auburn University*

“Please, tell them!”: Multimodality and meaning making in polylingual EAL speaking college students, *Olga Gould, SUNY, UB*

**Global Qualitative Health Research: Safe Water,
Sanitation and Early Childhood Malnutrition in Kenya,
1375570 Tanzania and Uganda: African Feminist Analysis**

4:00-5:20

Safe Water, Sanitation and Early Childhood Malnutrition: An African Feminist Analysis of the lives of Women and Children in Kenya, Tanzania and Uganda, *Assata Zerai, University of Illinois, and Brenda Sanya, Colgate College*

Access to Safe Water, Women's Empowerment, and Decentralization Systems in Tanzania, *Teresia Olemako, University of Illinois*

Gender as Social Structure and Its Potential Impact on Safe Water and Sanitation Technologies in East Africa: An African Feminist Analysis, *Rebecca L Morrow, University of Illinois Urbana Champaign, and Assata Zerai, University of Illinois*

Paying Serious Attention to Women's Scholarship concerning Environmental Contamination and Early Childhood Morbidity in Kenya, Tanzania, and Uganda, *Assata Zerai, University of Illinois, Joanna Perez, California State University Dominguez Hills, and Courtney Cutbberston, Michigan State University*

Structural and Economic Analysis of Declines in Water and Sanitation in East Africa, *Shorma Bianca Bailey, University of Illinois, and Assata Zerai, University of Illinois*

**Arts-Based Research: “Qualitative Research in the Arts
1384088 and Social Justice Education”**

8:00-9:20

“Critical Play as Civic Participation”, *Hong-An Wu, School of Arts, Technology, and Emerging Communication, University of Texas at Dallas*

“Mindfulness as method? Critical contemplative pedagogy in the higher education arts classroom”, *Meadow Jones, School of Art + Design, University of Illinois at Urbana-Champaign*

“Curating Racial Dialogue: Arts Practices in the Intergroup Relations Classroom”, *Rachel Lauren Storm, University of Illinois at Urbana-Champaign, and DoMonique Arnold, University of Illinois at Urbana-Champaign*

1381234 Arts-Based Research: Embodied Research Poetry

8:00-9:20

(Session Organizer) marcy meyer, ball state university,

235 Psychology: Poetry, Humor and the Literary

8:00-9:20

Chair: Luis Felipe González Gutiérrez, Universidad Santo Tomás

Reflections about the Colombian Experience in Poetic Inquiry: Challenges and Contributions to a Subjectivity Development, *Luis Felipe González Gutiérrez, Universidad Santo Tomás*

“We Are Book Eight”: Framing the collective imagination through literary fan activism, *Kevin R Carriere, Georgetown University*

Humor in Pet-Friendly Organizations after Hurricane María, *Julian Laboy-Rodriguez, Universidad de Puerto Rico, and Sara Santiago-Estrada, Universidad de Puerto Rico*

**105 Indigenous Research: Emerging Indigenous
Methodologies**

8:00-9:20

Chair: Maggie Kovach,

Traditional Storytelling: An Effective Indigenous Research Methodology and its Implications for Environmental Research, *Ranjan Datta, University of Saskatchewan*

Khoisan Indigenous Research Ethics, *Melissa Speight Vaughn, North-West University*

Folk communication and Andean ethnicities in the frontier. The radios in Arica, northern Chile, *Cristhian Cerna, Research Center of the Man in the Desert - CIHDE, University of Tarapaca, and Shirley Samit, PLU160025 CONICYT, CIHDE, University of Tarapaca*

Using Indigenous and Decolonizing Research Methodologies for African-American Purposes, *Robert Lee Graham, George Mason University*

1377767 Autoethnography: Breaking/ resisting silences I

9:30-10:50

Chair: Claudio Moreira, University of Massachusetts

Learning to see at the Intersections of body, gender, geography and nationality, *Maya Lavie-Ajayi, Ben Gurion University of the Negev, Israel*

On places and Spaces: Politicizing my Body with Four Walls and a Window, *Adi Barak, Bar Ilan University, Israel*

How much does an accented tongue weight?, *Claudio Moreira, University of Massachusetts*

**Autoethnography: 'Dub Con' (Dubious Consent)/
1380743 #metoo DISCUSSION PANEL**

9:30-10:50

(Session Organizer) Alys Mendus, University of Hull; (Discussant) Fiona Murray, University of Edinburgh; (Discussant) David F Purnell, Highline College; (Discussant) Daniel Clarke, University of Dundee; (Discussant) Davina Kirkpatrick, Plymouth University,

105 Autoethnography: Doctoral Research

9:30-10:50

Chair: Byung-In Seo, Chicago State University

An Advising Autoethnography, *Byung-In Seo, Chicago State University*

In whose honor 2017: An autoethnographic performance on the Chief Illiniwek debate and protest, *Na Ri Shin, University of Illinois at Urbana-Champaign, and Doo Jae Park, University of Illinois at Urbana-Champaign*

The Evolution of Academic Identity, *Nécole Huey Elizer, Tennessee Technological University*

To find your "home" in the academy, you must write: using autoethnography to articulate my scholarly struggles as an emerging Filipina Canadian scholar, *Monica Anne Batac, McGill University*

L'écriture féminine as method of inquiry: Writing the screaming horror of inheriting unresolved maternal grief., *Jan Bradford, University of Edinburgh*

**Arts-Based Research: Arts-Based Research in
1371009 Education: Foundations for Practice-Second Edition**

9:30-10:50

Four Guiding Principles for Arts-Based Research Practice, *Melisa Cabnmann-Taylor, University of Georgia*

For Art's Sake, Stop Making Art, *Jorge Lucero, University of Illinois, Champaign-Urbana*

Agency, and Inquiry: Making Connections between New Materialism and Contemporary Pragmatism in Arts-Based Research, *Jerry Lee Rosiek, University of Oregon*

A Researcher Prepares: The Art of Acting for the Qualitative Researcher, *Kathleen McGovern, University of Georgia*

Turning Towards: Materializing New Possibilities through Curating, *Brooke Hofsess, Appalachian State University*

255 Arts-Based Research: Arts-Based Research and Holistic Inquiry

9:30-10:50

Chair: Phyllis L. Clay, Albuquerque Public Schools

A Space Made Sacred by the Humans It Acted For, *Sarah Marie Angne Alfaro, Ball State University*

Using Art and Conceptual Frameworks to Analyze and Report Qualitative Data in Two Diverse Studies, *Phyllis L. Clay, Albuquerque Public Schools*

Art-Making in Public: Impacting Positive Transformation, *Aravindhan Natarajan, University of Toledo*

Music, Sprit, Bliss: The Communicative Implications of the Naad, or the Soundless Sound, *Siri Radha Kaur, Southern Illinois University*

Looking at inclusive education through documentary film practice., *Ellen Vermeulen, RITCS-VUB, Hanne Vandenbussche, UGent, and Elisabeth De Schauwer, Special Needs Education/Disability Studies, Ghent University*

264 Arts-Based Research: Arts-Based Research: Social and Epistemic Justice, I

9:30-10:50

Chair: Kelly Clark/Keefe, The University of Vermont

The Whole Picture: The Epistemological Justification for Arts Based Research, *Erin Leigh Kuri, McMaster University, School of Social Work/ Gender Studies and Feminist Research*

Web documentary about the struggle against aids in Belo Horizonte (Brazil),
Luciana Kind, PUC Minas

When Affect Runs Over my Episteme: Courting a Restless Alliance Between
Arts-Based Research and Material Feminism, *Kelly Clark/Keefe, The University of
Vermont*

124 Autoethnography: Autoethnographic Reflections on the Political

9:30-10:50

Chair: Melissa Tombro, FIT - SUNY

Social Activist Writing: Qualitative Inquiry and Protest in NYC, *Melissa Tombro,
FIT - SUNY*

Looking from troubled above: The “care of self” shaped; The understanding of
places re-theorized., *Vy V Dao, Michigan State University*

A (critical) autethnographic story of social movements, *Simon Rousset, University of
South Florida*

Jumping through Hoops, Toning It Down: Doing Immigration-Related Research in
the Current Political Climate, *Marianne Perez Zape, Vanderbilt University*

1371165 Autoethnography: Navigating the spaces in-between / alongside: Expository tales in troubling times

9:30-10:50

Chair: Rosemary C. Reilly, Concordia University

Our Family’s Travels on Turtle Island: A Critical Autoethnography, *Hilary Rose,
Concordia University, and Madeline Rose Knickerbocker, Simon Fraser University*

Pagan babies and other lessons in my white settler colonial education, *Rosemary C.
Reilly, Concordia University*

Holy Shit I’m not white? No I’m not white, I’m right... write., *Fetaui Iosefo,
University of Auckland*

Braiding Invisible Threads, *Julie Brien, University of Auckland, New Zealand*

Holy shit I’m White?, *Esther Fitzpatrick, University of Auckland*

207 Children as Political Subjects

9:30-10:50

Chair: Nicolás Schongut, Universidad Alberto Hurtado

The Reflexive Relations between the Competent Participation and Personal
Understandings in a Rural Classroom in Turkey, *Zekiye Yahsi, Gazi University*

¿What does children have in common with the market? Neoliberalism and
childhood protection in Chile., *Nicolás Schongut, Universidad Alberto Hurtado*

Habermas and the Public Sp(fear): Analysis of the “Missing Children” Milk Carton
Campaign, *Dianah McGreehan, Southern Illinois University-Carbondale*

Comparing Experiences of Survivors of Irish Industrial Schools and Indigenous
Survivors of Residential Schools, *Stephen James Minton, Trinity College Dublin,
Ireland, and Jeremiah J. Lynch, Trinity College Dublin, Ireland*

On the Bag: Reflections on Caddying for my Child on and off the Course, *Ryan
King-White, Towson University*

1370739 Individuation and Affect in Pedagogy: An Exploration of Erin Manning in Education

9:30-10:50

Chair: David Lee Carlson, Arizona State University

The Impact of Historical Icons on Gay Youth, *Jorge Sandoval, ASU*

Manning and Science Education, *Nicole Bowers, Arizona State University*

Moving Qualitative Inquiry: Erin Manning and the Relationality of Pedagogy,
David Lee Carlson, Arizona State University

Art Curriculum as a Minor Gesture: New Materialist Narratives in Middle
Schoolers Doing Gender, *Joe Sweet, Arizona State University*

Soundscapes as Philosophical and Methodological Exploration, *Adam Clark, ASU*

Erin Manning, Ecological Practices, and Tendency: Radical Methods for
Educational Research, *Timothy Wells, Arizona State University*

220 Education: Language Education

9:30-10:50

Chair: MIN WANG, St. John's University

Social Positioning, Agency, and Critical Pedagogy, *MIN WANG, St. John's University*

Finding Missing Voices in Explicit Academic Vocabulary Instruction of English Language Learners: A Poetic Inquiry, *Kaitlin Glaese, Michigan State University*

Language Purism in Education: English Medium Instruction in an Emerging Multilingual Classroom, *Lydiah Kananu Kiramba, University of Nebraska-Lincoln*

1370337 After Qualitative Research: The Mad Turn

9:30-10:50

Chair: Phil Smith, Eastern Michigan University

Gone 'Round the Bend: Making the Mad Turn, *Phil Smith, Eastern Michigan University*

Animals Behind the Drywall: Mad Methods and EcoCrip Entanglements, *Jacqueline Pruder St. Antoine, Eastern Michigan University*

First Tumble Down the Rabbit Hole: Several Times Changed., *Teresa Hensler, Eastern Michigan University*

1371127 Poststructural Perspectives on Student Affairs

9:30-10:50

Chair: Saralyn McKinnon-Crowley, The University of Texas at Austin

Town halls, campaigns, and safe spaces: How campus responses to violence further marginalize vulnerable populations, *Emily A Johnson, The University of Texas at Austin, Saralyn McKinnon-Crowley, The University of Texas at Austin, Aaron W. Voyles, The University of Texas at Austin, and Alma J. Salcedo, The University of Texas at Austin*

Disrupting masculinities: Deconstructing masculinities' meanings through the experiences of men who teach about men and masculinities, *Matt Zalman, Appalachian State University*

The discursive relationship between student affairs and academic affairs: Using a Foucauldian genealogy to reveal power relations in higher education, *Aaron W. Voyles, The University of Texas at Austin*

American at heart: Thinking with Brayboy and Foucault to explore discourse on undocumented activists, *Katelyn N. Martinez, The University of Texas at Austin*

190 The Visual, I

9:30-10:50

Chair: Jeanette Elizabeth Maritz, University of South Africa

(Re)thinking the Body in Postgraduate Supervision Practices: Analyzing Subject-Produced Adult Drawings, *Jeanette Elizabeth Maritz, University of South Africa, and Dina Burger*

How Are Photo Methods Being Used in Research with Older Adults?, *Nuria Jaumot-Pascual, University of Georgia*

The Photovoice Syllabi: Pedagogical Thinking as Generative Inquiry, *Amanda Latz, Ball State University*

Challenging the Cultural Conditions that Force Resilience: A Black Woman's Visual Self-Portrait, *Shawnette Williams, Kansas State University*

Rethinking Demographics: Using Graphic Art to Show Research Populations, *Glenn Phillips, University of Texas, Arlington*

178 Education: The Ways of Teaching, III

9:30-10:50

Chair: Sherri Colby, Texas A&M University-Commerce

Teaching Qualitative Thinking In Action, *Sherri Colby, Texas A&M University-Commerce, and Brett Bodily, North Lake College*

The Value of a Pedagogy of Vulnerability in Qualitative Inquiry Courses, *Shelly Melchior, University of Alabama, and Stephanie Anne Shelton, University of Alabama*

Graduate Diversity Instruction: The Intersection of Identities and Instructor Roles, *Patricia Marin, Michigan State University, and Melissa Morgan Consoli, UCSB*

Teaching 'multiple truths' in this troubling time: Are qualitative researchers in cahoots with Conway's alternative facts?, *Laila Rahman, University of Toronto*

Jettisoning “Empowerment”: Foucault, Resistance, and Space in a Middle School YPAR Camp, *Kathleen McGovern, University of Georgia*

161 Epistemologies

9:30-10:50

Chair: Thomas G Archibald, Virginia Tech

Epistemological chameleons, methodological mercenaries, and paradigmatic pluralities: Does one’s epistemology change when one changes methodologies?, *Thomas G Archibald, Virginia Tech, Sharlene Hesse-Biber, Boston College, and Donna Mertens, Gallaudet University*

Borrowed narratives to explain a concept, *María del Consuelo Chapela, Universidad Autonoma Metropolitana - Xochimilco*

Validity in qualitative intersectionality: Challenging the conventional boundaries, *Preston B Cosgrove, Cardinal Stritch University*

Methodology as a Lifestyle Choice, *Vivek Vellanki, College of Education, Michigan State University, and Lynn Fendler, College of Education, Michigan State University*

“Publication quality” for qualitative studies according to the American Psychological Association: Critical reflections on epistemological and ontological goods., *Marco Gemignani, Universidad Loyola Andalucia (Seville, Spain)*

199 The Family

9:30-10:50

Chair: Jennifer Lynn Metz, Towson University

Family Favoritism: Defining a Communication-Oriented Construct, *Jimmie Manning, Northern Illinois University, and Andrea Lambert South, Northern Kentucky University*

Sports and Family Time: The motivations and barriers in the modern family’s consumption of professional sports., *Jennifer Lynn Metz, Towson University, and Jessica R. Braunstein-Minkove, Towson University*

“It Completes Half My Faith”: Exploring the Pursuit of Marriage Among Muslim-Americans, *Amal Killawi, Rutgers University*

Portrait of an IT expert’s life story related with his inner strivings toward becoming IT teaching master, *Youngcook Jun, Suncheon National University, and Seong Sook Oh, Chung-Ang University*

Methodological Musings: Performing Qualitative in a 1371181 Neoliberal Setting

9:30-10:50

Chair: Theresa Wright, University of Georgia

“Talking” Qualitative Research in Applied Research Settings, *Theresa Wright, University of Georgia*

Performing Qualitative Research with Hard-To-Access and Sensitive Populations, *Brian Simmons, University of Georgia*

Meeting Multiple Needs across Units: Successes and Challenges, *Megan Adams, Kennesaw State University*

Subverting Challenges to Applied Qualitative Research: Lessons from the Field, *Melinda Moore, University of Georgia*

Autoethnography: Bless Our Hearts: An Oral History of 1371180 the Queer South

9:30-10:50

(Session Organizer) Colin Whitworth, Southern Illinois University,

142 Participatory Action Research, I

9:30-10:50

Chair: Joao Felipe Rammelt Sauerbronn, PPGA/Unigranrio

Urban Adolescent Women’s Human-Nature Relationship: A Phenomenological Inquiry, *Shyla A. Earl, St. Catherine University, and Erin Heimitz, St. Catherine University*

Methodological considerations of engaging individuals with autism in Participatory Action Research using Photovoice, *Gary Yu Hin Lam, University of South Florida, Emily Holden, University of South Florida, and Megan Fitzpatrick, University of South Florida*

Action Research in a Divisive Political Environment: Finding Common Ground Through Participatory Process, *Ernie Stringer, Curtin University*

Exploring a Community-based Work-study Program: An Action Research Project, *Benjamin William Trager, University of Wisconsin- Milwaukee*

Social Transformation or Organizational Intervention? Discussing Action Research in Brazilian Administration and Accounting Academic Research, *Joao Felipe Rammelt Sauerbronn, PPGA/Unigranrio, Marluce Dantas de Freitas Lodi, PPGA/Unigranrio, and Michel Jean Marie Thiollent, PPGA/Unigranrio*

The Process of Transforming Qualitative Data into Monologues., *Verena Schmidt, Kent School of Social Work, Tammi Alvey Thomas, Kent School of Social Work, Lesley Maradik Harris, Kent School of Social Work, and Jelani Kerr, School of Public Health and Information Sciences*

245 Coalition for Critical Qualitative Inquiry: Critical Research in Troubled Times

9:30-10:50

Chair: Steffen Hamborg, Carl von Ossietzky University of Oldenburg

Inquiring Resilience – How Critical Scholars Engage Neoliberal Power/Knowledge in Troubled Times, *Steffen Hamborg, Carl von Ossietzky University of Oldenburg*

Critical Qualitative Inquiry: Rearticulating Emancipatory Perspectives in Troubled Times, *Aaliyah A Baker, Cardinal Stritch University*

Using Transnationalism to Reconsider Multiculturalism and the Perpetuation of Stable National Identity, *Stephanie McCutcheon, Kansas State University*

Learning by building a foundation of knowledge: the Hawthorne Effect in reflective research and evaluation, *Sondra Marie LoRe, National Institute of STEM Evaluation and Research (NISER) at University of TN, and Kevin Kidder, National Institute of STEM Evaluation and Research (NISER)*

Coalition for Critical Qualitative Inquiry: Critical Qualitative Inquiry into the Lives of Women of Color by 1370023 Women of Color

9:30-10:50

(Session Organizer) Altheria Caldera, Texas A&M University-Commerce; (Session Organizer) Freyca Calderon-Berumen, Penn State Altoona; (Session Organizer) Betsabeth Monica Lugo, University of Houston; (Discussant) Karla O'Donald, Texas Christian University,

198 Spotlited Papers on Social Justice

9:30-10:50

Chair: Susan Finley, Washington State University

Joker in the Public Square: Qualitative Research in Troubled Times, *Elena Aydarova, Auburn University*

Open-Ended Definitions of and Self-Reported Attitudes Toward Social Justice Among Undergraduate Students, *Emily J Blevins, University of Illinois, Urbana Champaign, Brett A Boeh, University of Illinois, Urbana Champaign, and Nathan R Todd, University of Illinois, Urbana Champaign*

In the Moment: Poetry, Storytelling, Drawing and Collage in Dreams of Social Justice, *Susan Finley, Washington State University*

Exploring Social Justice Issues in a Troublesome World: University Non-Art Major Students' Art Journeys, *Ting Fang Claire Chien, University of Arizona*

Reclaiming "Failure": Embracing Improvement Science Principles to Strengthen Rigor in Participatory Action Research, *Catherine Kramer, University at Albany, SUNY - School of Social Welfare, and Amanda Lester, University at Albany, SUNY - School of Education*

Community Activists Fighting Neo-Liberal “Urban Education Reform” Using Critical Theory and 1371705 Community-Based Research

9:30-10:50

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

A Broad Overview of Neo-Liberal Reform Worldwide and the History of Neo-Liberal Reform in Indianapolis, *Nate Williams, Knox College*

Neoliberal Deployment of Urban Market-Based Education Reforms and Democracy Destruction, *Nickie Coomer, Indiana University - Indianapolis (IUPUI)*

A National Model for Neo-Liberal Takeover of Urban Public Schools Drawn Primarily From Indianapolis-Based Research, *Jim Scheurich, Indiana University - Indianapolis (IUPUI)*

Power in People: Resistance Efforts Led by the IPS Community Coalition, *Alycia Elfreich, Indiana University-Indianapolis*

Performative and Visual Art as Bildung: Mixed Medium 1371208 Art-Making and Establishing Rigor

9:30-10:50

Chair: Kakali Bhattacharya, Kansas State University

Superheroes, Superpowers, and Space Making: Visual Art as De/colonial Performative Qualitative Inquiry, *Kakali Bhattacharya, Kansas State University*

The Dreams and Possibilities of One’s Bildung: Autobiography as a Performative Journey of Becoming, *Jeong-Hee Kim, Texas Tech University, Jennifer Morrison, Texas Tech University, and Elaine Ramzinski, Texas Tech University*

Hot Spots, Process Work, and The Brick with My Name On It: Ethnographic Comic Art in Three Acts, *Sally Campbell Galman, University of Massachusetts Amherst*

Performative Visual Art as Bildung: Mixed Medium Art-Making and Establishing Rigor, *Betsy Crawford, Fort Hays State Univeristy, and Sarah Tracy, Arizona State University*

Ordinary Objects: Writing Experiments on the Power, 1376534 Importance and Mattering of the Stuff of Our Lives

9:30-10:50

Chair: Stacy Holman Jones, Monash University

Meditation on a Green Light Bulb, *Jonathan Wyatt, University of Edinburgh*

Nishani: Mother Objects and Other Worlds, *Devic Chawla, Ohio University*

Double-Sided Tape: The Tacky Tale of the Actual and the Virtual, *Fiona Murray, University of Edinburgh*

(On the) Self as Book, *Stacy Holman Jones, Monash University, and Anne Harris, RMIT University*

Plastic/Animal/Addiction, *Craig Gingrich-Philbrook, Southern Illinois University*

Living with Objects: Making Them Less Ordinary, *Ken Gale, Plymouth University*

135 Foucault

9:30-10:50

Chair: Caitlin Byrne, The University of Alabama

Doing Genealogy: Reflections on using Foucauldian Genealogical Method, *Joshua M Cruz, Arizona State University*

Making Foucault Work for Me: Using Foucauldian Discourse Analysis to Understand “Good” Teaching and edTPA, *Caitlin Byrne, The University of Alabama*

Surveilled into Neutrality: Exploring Notions of Neutrality Among Social Studies Preservice Teachers, *Joseph McAnulty, University of Georgia*

Ingesting power, *Eva Marxen, School of the Art Institute of Chicago (SAIC), and Adam Greteman, School of the Art Institute of Chicago (SAIC)*

Madness in the classroom: Marginalization and anti-intellectualism in the skills-based classroom, *Chandler Lawrence Classen, Missouri State University*

**Autoethnography: Cowboys and Pirates: Verging on the
1370047 Horizons of Dangerous Shores”, Part I**

9:30-10:50

(Session Organizer) Bryant Keith Alexander, Loyola Marymount University; Christopher N. Poulos, University of North Carolina at Greensboro; Johnny Saldana, Emeritus Arizona State University; Hari Stephen Kumar, Springfield Technical Community College; Elyse Pineau, Emerita Southern Illinois University Carbondale; Norman K Denzin, University of Illinois; Marcelo Diversi, Washington State University - Vancouver; Timothy Sutton, University of Massachusetts Amherst; Brian Rusted, University of Calgary; David Carless, Leeds Beckett University; Jay Baglia, DePaul University; Kitrina Douglas, Leeds Beckett University,

236 Psychology: Critical Approaches to the Clinical II

9:30-10:50

Chair: Shannah Dutrisac, University of Saskatchewan

Beyond Feeling Down: Narrative Performance in Adolescent Depression, *Shannah Dutrisac, University of Saskatchewan, Leanne Hlewka, University of Saskatchewan, and Jeongeon Sim, University of Saskatchewan*

Making sense of Domestic Violence: Women’s resort to mental health Discourses of Alcohol as the culprit, *ANJALI K K, Department of Liberal Arts IIT HYDERABAD, and Shubha Ranganathan, Indian Institute of Technology Hyderabad*

Development as dialectics: narratives of former GDR psychotherapists, *Martin Dege, University Potsdam, Germany, and Irene Strasser, Alpen-Adria-Universitaet Klagenfurt, Austria*

Manualised family therapy for anorexia nervosa: Cost effective or costly for the experiencing person?, *Janet Elizabeth Conti, Western Sydney University, and paul rhodes, University of Sydney*

**106 Indigenous Research: Indigenous Methodologies as
Liberatory Processes**

9:30-10:50

Chair: Patrick Lewis,

Sacred pain in Indigenous metaphysics: dancing towards cosmological reconciliations, *Cash Ahenakew, University of British Columbia*

Walking the Walk: responses to gendered and racialized violence against Indigenous women, *Leisa Desmoulins, Lakehead University*

Pictures in the Paint: The Significance of Memories for Indigenous Researchers, *Tina M. Bly, University of Oklahoma*

Powwow as Homeland: A Mystory Performance of Cultural Citizenship and Belonging, *Liahna Stanley, University of South Florida*

**D5 Digital Tools: Using QDA Software in Qualitative
Research**

9:30-10:50

Chair: Ana Isabel Pimentel Rodrigues, Polytechnic Institute of Beja

Functionalities of CAQDAS in Visual Data Analysis: a Review of Findings, *Ana Isabel Pimentel Rodrigues, Polytechnic Institute of Beja, António Pedro Costa, Aveiro University, and Moreira António, University of Aveiro*

When Thomas meets Watson: the use of technology in social sciences researches, *Carla Regina Mota Alonso Diéguez, Fundação Escola de Sociologia e Política de São Paulo, and Rodrigo Nascimento Souza, PITANG Consultant and Systems*

Transparency in an age of mass digitalization, *Silvana di Gregorio, QSR International*

1380847 Autoethnography: Breaking/ resisting silences II

11:00-12:20

An autoethnography of engaged educational research in post Maria Puerto Rico, *Aurora Santiago Ortiz, University of Massachusetts Amherst*

Lost in the Hyphen? My Last Name, a Space of Compliance and Resistance to White Supremacy in the U.S., *Carmen Hernandez-Ojeda, University of Massachusetts Amherst*

Breaking/ resisting silences, *Brendan Mccauley, University of Massachusetts Amherst*

**Autoethnography: “Young Gifted and Fat: An
1371248 Autoethnography of Size, Sexuality, and Privilege”**

11:00-12:20

(Session Organizer) Sharrell Luckett, Muhlenberg College,

110 Autoethnography: Graduate Study

11:00-12:20

Chair: Dominique Lyew, Vanderbilt University

One Asian Graduate Student’s Survival In The U.S. Graduate School: An Autoethnography, *Soojin Lee, University of North Carolina at Chapel Hill*

Diving Deep and Surfacing with New Life, *Heather Jo Mashburn, Appalachian State University*

Wandering Our Way Home: A Duoethnography between Two Transnational Graduate Students, *Dominique Lyew, Vanderbilt University, and Marianne Perez Zape, Vanderbilt University*

Critical loneliness as being Graduate Student or, Transcendental homelessness with ‘the urge to be at home everywhere’, *Zulfukar Ozdogan, Indiana University*

Learning Qualitative Inquiry Together and Alone, *Xia Ji, University of Regina*

Arts-Based Research: Pumpkins Eternal: Performative Responses to Yayoi Kusama’s “All the Eternal Love I Have for Pumpkins”

11:00-12:20

Singing the Pumpkins Poetic, *Colin Whitworth, Southern Illinois University*

45 Seconds of Infinity: Exploring Emergent Knowledge in the Work of Yayoi Kusama, *Alex Davenport, Southern Illinois University Carbondale*

In the Company of Pumpkinry, *Gregory Langner, Louisiana State University*

Performance/Art: Connecting Dots/Creating a Field, *A. B., Southern Illinois University*

256 Arts-Based Research: Arts-Based Research and Education

11:00-12:20

Chair: Christine Woywod, University of Wisconsin-Milwaukee

From passing tests to becoming human: Using a/r/tography as a framework for re-seeing agency and inquiry within teacher education, *Candance Doerr-Stevens, University of Wisconsin, Milwaukee, and Christine Woywod, University of Wisconsin-Milwaukee*

Broadening Assessment Boundaries Using Visual Methods, *Sandra Ryan, Mary Immaculate College, University of Limerick, and AnneMarie Morrin, Mary Immaculate College, University of Limerick, Ireland*

Transforming a teacher-researcher through arts-based reflections, *Ting Fang Claire Chien, University of Arizona*

Public School Teacher: Views of Troubled Times, *Deborah Filbin, Northern Illinois University*

Transmitting Flow from the Body into Writing: Bringing the Feldenkrais Method into the Writing Classroom, *Lauren Mark, Arizona State University*

265 Arts-Based Research: Arts-Based Research: Social and Epistemic Justice, II

11:00-12:20

Chair: Michael Benjamin Dando, University of Wisconsin-Madison

This is What 40 Looks Like: Using Arts-Based Research to Examine 40 Years of Bowling Green State University’s Women’s, Gender, and Sexuality Studies, *Samantha Weiss, Bowling Green State University, Aimee Jeanne Burns, Bowling Green State University, and Tarishi Verma, Bowling Green State University*

Harm Transformed: Art Based Reflexive Inquiry and Restorative Justice, *Lindsay Amanda Beddes, University of Northern Colorado*

Transcending language and embracing the feminine form through arts-based research, *Courtney Potts, University of Alabama, and Amanda Elizabeth Brunson, University of Delaware*

Arts-Based Inquiry's Potentials for Facilitating Undergraduates' Transformative Learning and Multicultural Social Justice Education, *Kathleen M. Goodyear, The Ohio State University*

Creating Space for Controversial Conversations in the Classroom with Hip-Hop Aesthetics, *Michael Benjamin Dando, University of Wisconsin-Madison*

113 Autoethnography: Ecological Issues

11:00-12:20

Chair: Liza Ann Acosta, North Park University

Fire Storm Reflections: An Autoethnographic Account of a Wildfire., *Stephen Andrew, Cairnmillar Institute*

Huraca'n Maria: An auto-ethnographic performance of Borikén's Colonial Landscape, *Reslie Cortés, Arizona State University*

The Puerto Rican Wise Men Post Maria: A Nation Ripped Apart, *Liza Ann Acosta, North Park University*

Participatory Action Research: Toward a Green Dialysis, *Mirliana Ramirez-Pereira, University of Chile*

Autoethnography: In Search of a Home: African 1371409 American Women and Scholars Global Struggle

11:00-12:20

(Session Organizer) Roblyn Phillita Lewter, The Chicago School of Professional Psychology; (Session Organizer) Kim Dean, Walden University,

193 Chinese Perspectives of Qualitative Inquiry

11:00-12:20

Chair: Suisui Wang, Indiana University Bloomington

Manufacturing Global Sexual Tolerance Hierarchy: Critical Reflections on Quantitative Public Opinion Research from the Field, *Suisui Wang, Indiana University Bloomington*

What's in a Name? Exploring Anglicized Naming Practices in Chinese International Students, *Garrett Ruzicka, Missouri State University*

Biography Driven English Language Learning in China: an Exploratory Case Study of Gains and Losses, *Jinhua Wang, Kansas State University*

Value, Identification, and Growth: A Case Study on Teachers' Well-being, *HUAN SONG, Beijing Normal University, and Yingxin Ou, Beijing Normal University*

1359165 Feminist Embodiment in Research Practices

11:00-12:20

Chair: Sandra L Faulkner, Bowling Green State University

Erasing the Feminist Ethnographer: Editorial Judgment on Excessive Evidence of Embodiment, *Laura Ellingson, Santa Clara University*

Real Women Run: Running as Feminist Embodiment, *Sandra L Faulkner, Bowling Green State University*

Autoethnography as Embodiment, *Keith Berry, University of South Florida*

Enacting Endometriosis, *Jessica Smartt Gullion, Texas Woman's University*

Changing Body, Changing Research Practices, *Jimmie Manning, Northern Illinois University*

214 Education: Spotlighted Papers, I

11:00-12:20

Chair: Sherry D Breshears, Simon Fraser University

Stories of Bilingual Hispanic Teachers in Troubled Times: Competing, Conflicting, and Complementary Identities, *Hayriye Kayi-Aydar, University of Arizona*

Retention and Attrition of New Teachers: A Researcher's Look Back and Forward, *Krystal Flantroy, University of Alabama*

Self-Confrontation Interviews in the Classroom to Learn How to Diagram Arguments in Logic, *Federico José Ferrero, Universidad Nacional de Córdoba, CONICET, and Adriana Gewerc, Universidad de Santiago de Compostela*

Understanding the Making of a Precarious Class of Teachers: A Policy Anthropology Approach, *Sherry D Breshears, Simon Fraser University*

Reflection and critical reflection as assessment tools: A case at Central University of Technology, South Africa, *Pulane Adelaide Molomo, Central University of Technology, Free State*

When Truth is Troubled: Inquiry, the Visual Arts, and 1371249 Qualitative Research Practices

11:00-12:20

Chair: Heather Kaplan, University of Texas El Paso

What Matter and Materials Teach Young Children and Early Childhood Art Education Researchers, *Heather Kaplan, University of Texas El Paso*

Resisting Singularity: Researching In “Between” Spaces, *Shana Cinquemani, Michigan State University*

Investigations on Relationships, Content and the Over all Aesthetic in Museum Narratives and Qualitative Inquiry, *Marianna Pegno, Tucson Museum of Art and Historic Block*

Producing Data in Research with Children, *Kristine Sunday, Old Dominion University*

1371262 Jokering and Brokering Bodies

11:00-12:20

Chair: Vonzell Agosto, University of South Florida

Theory of the flesh: Joker as Border Crosser, *Vonzell Agosto, University of South Florida, and Nathalie Warren, University of South Florida*

Jokering Performance Engagement, *Bratspis Andrew, University of South Florida, and Tara Nkrumah, University of South Florida*

Socio-Technological Dialogics and Diagnostics, *Maria Luisa Migueliz Valcarlos, University of South Florida, and Edwin Reynolds, University of South Florida*

Jokering Toward Affective Leadership, *Tanetha J. Grosland, University of South Florida, and LaSonja Roberts, University of South Florida*

144 Critical Race Theory, I

11:00-12:20

Chair: Kenya Wolff, University of Mississippi

Alternatives to Suspension: Mississippi Teacher and Administrator Perspectives Regarding Referral Process to Alternative Schools, *Kenya Wolff, University of Mississippi, and Jobnoson Crutchfield, University of Mississippi*

Racial Markedness and Criminality: Stigma Management, Place, and Identity Navigation, *Julien Christopher Grayer, University of Missouri*

Agency and Individual Accountability: How Faculty and Staff Challenged White Institutional Hegemony in a Suburban Public High School, *David F. McIntosh, University of Louisville, Jed Doyle, Mundelein High School, Randy Ramirez, Mundelein High School, Danielle Leibowitz, Mundelein High School, Stevee Bellas, Mundelein High School, Melissa Schaefer, Mundelein High School, and Duke Novak, Mundelein High School*

My story: Critical self-narrative-the intersections of education and race, *Joy Marie Anderson, Arizona State University*

The Alliance of Black and Latinx Teachers (ABLT): Cultivating Unity DURING Racist Times, *Darolyn “Lyn” Jones, Ball State University*

179 Education: The Ways of Teaching, IV

11:00-12:20

Chair: Stephanie Yagata, University of Georgia

Classical Characters and Ideologies in Turkish Children's Literature, *Hakan Dedeoglu, Hacettepe University*

Geography Teachers' Use of Instructional Methods and Techniques from the Perspectives of Prospective Classroom Teachers, *Mustafa Kemal Ozturk, Hacettepe University, and Neriman Ozturk, MEB*

Becoming Together in Classrooms: A Visual Narrative and Discussion of What Gets Left Behind, *Stephanie Yagata, University of Georgia, Joseph McAnulty, University of Georgia, and Kathleen McAnulty, Clarke County School District*

The quality of mathematics teaching for low socio economic status learners in South Africa., *Faith Nomathemba Tlou, National University of Science and Technology*

A Mixed-Methods Analysis of the Perceptions of Teachers of the Use of Educational Technology Tools in K-12 classrooms, *Anindya Sen, Northern Illinois University*

159 ESL and Foreign Language Learning

11:00-12:20

Chair: Rebecca Linares, Montclair State University

Exploring How EFL Students in the United States Experience and Understand the Foreign Language Anxiety, *Yifan Liao, Kansas State University*

Storying Their Own Lives: Student Take Up of Dialogue Journaling in the ESL Classroom, *Rebecca Linares, Montclair State University*

Acceptance of International Teaching Assistants: Linguistic Competency Fomenting the Environment for Microaggressions, *Glen Lorne Chapman, University of Cincinnati*

The Lived Experience of (not) Speaking a Foreign Language, *Maria Luisa Perez Cavana, The Open University*

225 Health: Patient-Centered Research

11:00-12:20

Chair: Jeanne Koehler, Southern Illinois University School of Medicine

I Don't Want You As My Doctor: Experiences of Patient Bias, *Jeanne Koehler, Southern Illinois University School of Medicine, and Wendi El-Amin, Southern Illinois University School of Medicine*

On the Front Lines of Health: Pharmacists Addressing the Challenges of Medical Adherence, *Ben Aaron Dunning, University of Saskatchewan, Stacey McHenry, University of Saskatchewan, Ulrich Teucher, University of Saskatchewan, and Lalita Bharadwaj, University of Saskatchewan*

An Analysis of the Term 'Patient' within the Context of Interprofessional Collaborative Care, *Dawn Prentice, Brock University, and Joyce Engel, Brock University*

153 New Directions in Qualitative Health Research, I

11:00-12:20

Chair: DeAnne Karen Hilfinger Messias, College of Nursing and Women's and Gender Studies, University of South Carolina

Promotoras as Community-Engaged Researchers: Rewards and Stressors, *DeAnne Karen Hilfinger Messias, College of Nursing and Women's and Gender Studies, University of South Carolina, Lulis K del Castillo-Gonzalez, University of South Carolina, Daisy Y. Morales-Campos, University of Texas at Austin, and Deborah M Parra-Medina, University of Texas at Austin*

Northern Urban Healthcare: Moral Agency among Registered Nurses, *Elisabeth Fortier, University of Regina*

Prescribing Remedies for What Ails Education?: Medical Residencies as a Model of Teacher Preparation, *Rachel Roegman, University of Illinois, Urbana-Champaign, Emilie M. Reagan, University of New Hampshire, and Joonkil Ahn, University of Illinois, Urbana-Champaign*

M-health Projects in Ghana: The Case for Action Research, *Christobel Asiedu, Louisiana Tech University*

Qualitative enquiry is essential to indigenous health promotion response for obesity epidemic in Fiji, *Kamal Nand Singh, Federation university Australia, Marguerite Sendall, Queensland university of technology, and Phil Crane, University of Sunshine Coast*

Spotlight: Qualitative Inquiry in Troubled Times: 1382436 Contesting Accountability Metrics

11:00-12:20

Chair: Aitor Gomez, Universitat Rovira i Virgili

Qualitative Inquiry in Troubled Times: Contesting Accountability Metrics, *Norman K Denzin, University of Illinois*

Qualitative Inquiry in Troubled Times: Contesting Accountability Metrics, *Karen Staller, University of Michigan*

Qualitative Inquiry in Troubled Times: Contesting Accountability Metrics, *Aitor Gomez, Universitat Rovira i Virgili*

Qualitative Inquiry in Troubled Times: Contesting Accountability Metrics, *Jane Gilgun, University of Minnesota*

1371174 Narrative Performance: That story, yes that one

11:00-12:20

Chair: Patrick J Lewis, University of Regina

Uneasy lies the head that wears a crown: Problematizing my relationships in high-performance sport., *Andrew Gillot, Leeds Beckett University*

A story about writing stories in sport, *Kitrina Douglas, Leeds Beckett University*

Deep water ice theory: a one winter narrative , *Lace Marie Brogden, Laurentian University*

Everyone knows me as the weird kid': Being bisexual, gender-fluid and fifteen, *David Carless, Leeds Beckett University*

Co created impulses and intentions in a performed, *Kathryn Ricketts, University of Regina*

Autoethnography: Queer(y)ing the person in personal 1370436 narratives

11:00-12:20

(Session Organizer) Sophie Tamas, Dr.; (Discussant) Tony Adams, Bradley University; (Discussant) Ronald J Pelias, Southern Illinois University; (Discussant) Robin Boylorn, University of Alabama; (Discussant) Jan Bradford, University of Edinburgh; (Discussant) Fiona Murray, University of Edinburgh; (Discussant) Daniel Clarke, University of Dundee,

167 Literacies

11:00-12:20

Chair: Judy Hunter, The University of Waikato, FEDU

Pushing back at accountability policy: Reframing adult Literacy, *Judy Hunter, The University of Waikato, FEDU, and Jane Furness, The University of Waikato*

Exploring Local Literacies with English learners: using community resources to design curriculum, *Amparo Clavijo-Olarte, Universidad Distrital Bogota Colombia, and Rosa Alejandra Medina, University of Massachusetts- Amherst*

Literacy Training in an Urban High School Professional Learning Community, *Vicki Rossnor, Rockland Community College, and Charles Secolsky, Rockland Community College*

Summer School Programming for Adolescent Readers who Struggle: A Case Study, *Colleen Pennell, Carroll University*

Extending Youth Information Literacy Skills and Metacognition Through Co-Research Experience, *Rachel M Magee, University of Illinois Urbana-Champaign, and Margaret Buck, University of Illinois iSchool*

246 Coalition for Critical Qualitative Inquiry: Critical Reflexivities

11:00-12:20

Chair: Donya Mosleh, University of Toronto

Becoming/unbecoming reflexive: A critical and creative re-thinking of the role of 'researcher', *Donya Mosleh, University of Toronto*

Making a difference: International experience programs and the politics of privilege, *David Bright, Monash University*

Unfolding of affective connections and movements in participant-researcher video co-creation: Toward nonrepresentational literacy research, *Masayuki Iwase, University of British Columbia*

A Diffractive Clearing of the Plane: An Unsettling of Reflexive Inquiry and Understanding, *Angela Lewis, School of Education, Center for Educator Preparation, Colorado State University, and Samara Madrid Akpovo, Department of Child and Family Studies, University of Tennessee Knoxville*

247 Coalition for Critical Qualitative Inquiry: Critical Phenomenologies

11:00-12:20

Chair: andrew gitlin, UGA

Transformative Phenomonology, *andrew gitlin, UGA*

A Phenomenological Case Study: Experiences of a Gifted African American Male, *Vanessa Jefferson, University of Alabama*

Engaging, Embodying, and Entangling Post-Intentional Phenomenological Productions of Teacher Presence, *Jennifer Jill Niedzielski, University of Minnesota*

Reading and writing short narratives in a foreign language as a possibility of approximating otherness”, *Richard William Mejia Ramirez, University of Cauca*

Writers in the University: a Phenomenology of Creative Writing in the University of Cauca, *Brahian Andrés Jojoa, University of Cauca, Stephany Useche Acevedo, University of Cauca, and Richard William Mejia Ramirez, University of Cauca*

Matter and Mattering: A Phenomenological Investigation of Young Children’s Affective Investments in Stories and Domains of Knowledge, *Melanie Reaves, Montana State University Billings*

218 The Big Pictures in Qualitative Inquiry

11:00-12:20

Chair: Maria Labman, University of Northern Colorado

Performance Studies Research in the Qualitative Tradition: 1980-2017, *Jake Simmons, Missouri State University, and Travis Brisini, Penn State University*

Dichotomies of transcription method and practice: A review of the literature, *Maureen Flint, University of Alabama, and Stephanie Anne Shelton, University of Alabama*

Culturally Responsive Human Research Ethics Review, Cultural Humility, and Informed Consent, *Maria Labman, University of Northern Colorado, Suzanne Landram, University of Northern Colorado, Eric Douglas Teman, University of Wyoming, and Tyler Kincaid, University of Northern Colorado*

It’s the Person Who Grows: from Criteria and Scales to Stories in Writing Assessment , *Maja Wilson, University of Maine, Farmington*

The Heuristic IFs, *Geoffrey Andrew Meek, BGSU, and Nancy E Spencer, BGSU*

1372143 Interrogating the Chinese Communist Party (CCP) state

11:00-12:20

Chair: Ping-Chun Hsiung, Sociology Department, University of Toronto, Scarborough

Decoding the CCP’s Official Publications, *Feng Xiaocai, Department of History, Eastern China Normal University*

Methodological Intervention through Meticulous Interrogation: A Methodological Approach to the Studies of Chinese Contemporary History, *Cao Shuji, Department of History, Shanghai Jiaotong University*

Performing Activism: Feminists, Lawyers, and Online Mobilization in China, *Di Wang, Sociology Department, University of Wisconsin-Madison, and Sida Liu, Sociology Department, University of Toronto*

De- and Re-constructing the Discourse of Women’s Liberation in the People’s Republic of China, *Ping-Chun Hsiung, Sociology Department, University of Toronto, Scarborough*

SP1 Experimentation and Creation in Posthuman, Post Qualitative, Deleuzian Inquiry

11:00-12:20

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

Experimentation and Creation in Deleuze and Guattari’s Ontology of Immanence, *Elizabeth A. St.Pierre, University of Georgia*

Painting and Inquiry on a Plane of Immanence, *Jonathan Eakle, The George Washington University*

Deleuze and Writing in Qualitative Inquiry: Non-Linear Texts and Being a Traitor to One’s Own Writing, *Serge F. Hein, Virginia Polytechnic Institute and State University*

11:00-12:20

Chair: Mark D. Vagle, University of Minnesota

Through the Lens: Family Videos, Adoption Stories, and Instrumental Truths,
Wade Tillett, University of Wisconsin - Whitewater

Post-Intentional Phenomenology and the Amplification of Counter-Narratives,
Mark D. Vagle, University of Minnesota, and Colleen Clements, University of Minnesota

Postqualitative research and the politics of openness in a Society of Control, *Erin C. Adams, Kennesaw State University*

Using Assemblage Theory to Conceptualize Student Engagement with Scientific Research, *Logan Leslie, University of West Georgia*

Future/s/ing Education: Spatial-Temporal Ethics for the Anthropocene, *Mary Rebecca Adkins Cartee, University of British Columbia; R. H. Gettys Middle School*

1371800 Bad Girl Theory and Practice

11:00-12:20

Chair: patti lather, ohio state university

“Bad Girls, Divas and Feminist Killjoys”, *lisa weems, miami university of ohio*

“Bad Biographer: Hagiographical Refusals and Feminist (Re)Configurings”, *janet Miller, teachers college, columbia university*

“How Bad can a Good Girl Be?”, *patti lather, ohio state university*

Discussant, *Maggie MacLure, Manchester Metropolitan University*

Autoethnography: Cowboys and Pirates: Verging on the 1370047 Horizons of Dangerous Shores”, Part II

11:00-12:20

(Session Organizer) Bryant Keith Alexander, Loyola Marymount University; Christopher N. Poulos, University of North Carolina at Greensboro; Johnny Saldana, Emeritus Arizona State University; Hari Stephen Kumar, Springfield Technical Community College; Elyse Pineau, Emerita Southern Illinois University Carbondale; Norman K Denzin, University of Illinois; Marcelo Diversi, Washington State University - Vancouver; Timothy Sutton, University of Massachusetts Amherst; Brian Rusted, University of Calgary; David Carless, Leeds Beckett University; Jay Baglia, DePaul University; Kitrina Douglas, Leeds Beckett University,

Psychology: Dialogical enquiry: Mutual influence in the 1370176 analysis of narratives of crisis and care

11:00-12:20

(Session Organizer) paul rhodes, University of Sydney; (Session Organizer) Jo River, The University of Sydney; (Session Organizer) Ruth Wells, University of New South Wales,

Indigenous Research: Standing Rock as a Post-Colonial 1371626 Sapce

11:00-12:20

Chair: Shawn Wilson, Southern Cross University

Decolonization? In the face of racism, neocolonialism, and neoliberalism., *Issac Akande, University of Illinois Urbana-Champaign*

Decolonizing with Indigenous Protocols: Lessons learned from Standing Rock, *Jimmy Snyder, University of Oregon*

Decolonization at Standing Rock: The Lived Experienced, *Angela King, University of Illinois Urbana-Champaign*

D6 Digital Tools: Teaching & Curriculum

11:00-12:20

Chair: David Woods, Transana

Making Connections between Abstract Theory and the Real World : Qualitative Analysis as a Teaching Tool, *David Woods, Transana*

Integrating Methodology and Technology: The Five-Level QDA Method as a Framework for a Concurrent Curriculum, *Christina Silver, Qualitative Data Analysis Services, and Nicholas H Woolf, Qualitative Data Analysis Services*

Teaching Advanced Qualitative Research Methods Online: Grounded Theory, Observation and Analysis, *Bethany Flora, East Tennessee State University*

173 Autoethnography: Spotlighted Papers in Autoethnography, I

1:00-2:20

Chair: William Michael Sughrua, Language Faculty, Universidad Autónoma Benito Juárez de Oaxaca

A Novel in the Form of Heightened Performative Autoethnography: Seeking Social Justice, *William Michael Sughrua, Language Faculty, Universidad Autónoma Benito Juárez de Oaxaca*

Scholar Letter to My Father, *Clara Vesterman, Syracuse University*

Being (T)here: Critical Autoethnography and the Decolonizing Self, *Aaron Padgett, University of Missouri-Columbia*

Grey: An Emergence of Postmodern Autoethnography, *Christopher Strople, University of Maine, Farmington*

Clinical autoethnography: Exploring possibilities for the training of psychotherapist, *Marco Gemignani, Universidad Loyola Andalucía (Seville, Spain)*

Autoethnography: Breaking and making families: Darn 1371444 this stuff takes work

1:00-2:20

Chair: Sarah Lucy Helps, Tavistock and Portman NHS Foundation Trust, London UK

On breaking and making: reforming our families, *Inés Bárcenas Taland, Independent Scholar, Spain*

Working the hyphenated space of son-father relations, *Daniel Clarke, University of Dundee, Scotland, UK*

Making babies can be a complex business: how drugs, test tubes, sharing and love break bonds and create families, *Sarah Helps, Tavistock and Portman NHS Foundation Trust, London UK*

Hidden Damage: (Re)Constructing Porches and Brotherhood, *David F. Purnell, Highline College, USA*

108 Autoethnography: Education

1:00-2:20

Chair: Fabrício Tetsuya Parreira Ono, Universidade Federal de Mato Grosso do Sul

Teacher educator education: an autoethnographic investigation in the English Teaching area in Brazil, *Fabrício Tetsuya Parreira Ono, Universidade Federal de Mato Grosso do Sul*

A Principal's Ethical Dilemma - An Autoethnographic Narrative Inquiry, *Jim Lane, University of Phoenix*

Transformative Curriculum Making In Elementary Science Methods Class, *Sumer Seiki, University of San Francisco*

251 Arts-Based Research: Arts-Based Research: Nomadic Inquiry

1:00-2:20

Chair: Flavia Bastos, University of Cincinnati

C(art)ographic Conjunctions: A nomadology of belonging, place, and higher education, *Maureen Flint, University of Alabama*

Images on the land: bringing visual sovereignty and decolonial aesthetics to participatory photography, *Deanna Del Vecchio, University of Toronto*

You Are Here: Mapping and Performing Data Through Artistic Inquiry, *Jessica Masino Drass, Drexel University*

Migration + Transborder Glitching, *Adetty Pérez Miles, University of North Texas, and Kevin Jenkins, University of North Texas*

257 Arts-Based Research: Arts-Based Research: Roles and Narrative

1:00-2:20

Chair: Abram W Kaplan, Denison University

Role-Playing the Curriculum Committee as Peer Workshop: Arts-Based Experimentation at the Intersection of Lived and Planned Curriculum, *Rory Parks, University of North Texas, Kate Lena Wurtzel, University of North Texas, and Samuel Thomas, University of North Texas*

Becoming-unraveled: Experimentations with Artistic Memoir as a method in post-qualitative research, *Alex Berry, Western University*

Lines of Thought: Drawing as a Means of Reorienting Myself with My Dissertation Study, *Dianna Huxhold, Weber State University*

Toward a Visual Narrative of Conflict Resolution, *Abram W Kaplan, Denison University*

266 Arts-Based Research: Arts-Based Research: Philosophical Foundations

1:00-2:20

Chair: Oscar Montero Hernandez, Universidad Autonoma del Estado de Morelos

“How am I to Speak of You”: Representing Voice in Early 20th Century Poetic Inquiry, *Ingrid Becker, University of Chicago*

Imaging Black Reform: Africans in the Protestant Reformation 1517-1700, *Leah Gipson, lgipson1@saic.edu*

Artistic Expression as a Contestation Practice: Nahum Zenil and the Construction of Masculinities and Homoeroticism in Mexico, *Oscar Montero Hernandez, Universidad Autonoma del Estado de Morelos, virginia montero hernandez, CSUS, and Omar Garcia Ponce de Leon, Universidad Autonoma del Estado de Morelos*

Hurricanes Katrina and Irma: Look but Don't Touch, *Toni M Smith, Columbus State Community College*

107 Autoethnography: Feminist Autoethnography

1:00-2:20

Chair: Susan Linda Street, CIESAS-Occidente

“Autoethnography as Caring for our Selves as Community: a Women's Writing Collective of Activist/Academics concerned with Social Justice in Mexico”, *Susan Linda Street, CIESAS-Occidente*

Feminist Pedagogy Within Elementary and Higher Education, *Leia Kristin Cain, University of South Florida, Amber MacDonald, University of South Florida, and Gretchen Dodson, University of South Florida*

Feminist Auto-Ethnographic Study of Empowerment among Bangladeshi young Immigrant Women, *jebunnessa chapola, University of Saskatchewan*

One Week, Three Years, and Thirteen Years: An Autoethnography of Surviving Sexual Harassment in the University, *Mejjadai Bai, Sun Yat-sen University*

Autoethnography: Trio-Ethnography: Discovering How 1376201 Previous Experiences Guide Our Inquiry

1:00-2:20

Chair: Jay Koupal, Kansas State University

(Session Organizer) Andrew Tinsman, Kansas State University; (Chair) Jay Koupal, Kansas State University; (Discussant) Angela Messer, Kansas State University,

181 Conceptualizing Citizenship

1:00-2:20

*Chair: Sheryl-Ann Simpson, University of California, Davis**Seeing and Sounding Rural Citizenship, Sheryl-Ann Simpson, University of California, Davis**New Neighbors, New Attitudes: Changing Linguistic Landscape in the Turkish Capital, Burcin Kagıtcı-Yıldız, Middle East Technical University**Exploring Citizenship in an Organization for Underrepresented Music Students, Matthew Christopher Fiorentino, University of Illinois at Urbana-Champaign**“We are more than a code”: How Learning Environments Can Create Invisible Citizens, Diógenes Carvajal, CINDE (Bogotá), Alexis Urrea Romero, CINDE (Bogotá), Héctor Rodríguez Navarro, CINDE (Bogotá), and Carlos Parra Guerrero, CINDE (Bogotá)**Nine Months Later..., Paula Marie Dawidowicz, Walden University***185 Transforming Curricula**

1:00-2:20

*Chair: Hagit Sinai-Glazer, McGill University**Thoughts about the qualitative classroom, Hagit Sinai-Glazer, McGill University**Education for Whom? The Writing's on the Wall, Allison Eckert, University of Oregon, and Matthew C Graham, University of Oregon**Defining Culturally Responsive Curriculum through the Voices of 4H Youth and Educators, Chenira Smith, The Pennsylvania State University, and Nicole Webster, Pennsylvania State University**Investigating College Access and Choice for Rural Black Students Using an Anti-Deficit Achievement Framework, Darris R. Means, University of Georgia**Challenges teachers face in the implementation of curriculum changes for primary schools: The case of Mamabolo Circuit, South Africa, Joel Mokelela Mamabolo, University of Limpopo***215 Education: Spotlights Papers, II**

1:00-2:20

*Chair: María del Pilar Mejía Vélez, Kansas State University**Resisting Linguistic and Cultural Erasure to Qualitative Inquiry, María del Pilar Mejía Vélez, Kansas State University**A Not-So Forgotten Minority, Wafa Mohamad, Aurora University**Exploring Barriers to Recruitment and Education of African-American Paramedics, Eric Allmon, Ball State University**Student and Staff Perception on Positive Behavioral Intervention Systems in An Addictions Recovery High School, Daniel Stanford Moore, Clark County School District, Barbara Collins, Clark County School District, and Strosser Suzanne, Clark County School District**Nonverbal Education in the Elementary School Setting, Nicole A Green, Eastern Michigan University***1370097 Plenary: Seeking aesthetic wisdom**

1:00-2:20

*Chair: Liora Bresler, University of Illinois at Urbana-Champaign**The generative role of unknowing: Seeking aesthetic wisdom., Liora Bresler, University of Illinois at Urbana-Champaign**What John Lee Hooker Taught a White Girl from Rural Alabama After He Died, Elizabeth Hearne, University of Illinois, Urbana-Champaign**Changing life stories through the wisdom of imagination, Merete Morken Andersen, University College of Southeast Norway**The Research-Based Screenplay as Aesthetic Product, Johnny Saldana, Emeritus Arizona State University, and Eric Douglas Teman, University of Wyoming**Contemplative, slow art-making as fostering wise living, Csaba Osvath, University of South Florida*

Diffractional Qualitative Data Analysis Through Multiple 1371267 Theoretical Frameworks

1:00-2:20

Chair: Jennifer Adams, University of Calgary

Teacher learner identity and its influence on teacher professional identity and practice, *Susan McCullough, City University of New York*

Discourses around Teacher Ideology and Identity, *Atasi Das, The Graduate Center, CUNY*

Anti-Blackness in the Science Classroom, *LaToya Strong, The Graduate Center CUNY*

Negotiating Narratives of Race in the STEM Classroom, *Jennifer Adams, University of Calgary*

145 Critical Race Theory, II

1:00-2:20

Chair: Anthony Andrews, North Carolina Agricultural & Technical State University

Reimagining Females of Color through Mathematics Communities of Practice, *Illana C. Livstrom, University of Minnesota, Elizabeth Crotty, University of Minnesota, and Lesa Covington Clarkson, University of Minnesota*

RACEing Through Revolving Doors: Recidivism of Black Inmates with Disabilities, *Anthony Andrews, North Carolina Agricultural & Technical State University*

Being a White Ally: Listening and Embracing at a Memphis Rally for Confederate Statue Removal, *Degan Michelle Loren, The University of Memphis Department of Communication*

Affirming Culture in Pre-College Programs, *Ashley J Carpenter, University of Massachusetts - Amherst*

The Making of "Legitimate Mobility": Whiteness and Privileged Migration from Australia to New York City, *Dawn Wells-Macapia, Rutgers University*

140 Doctoral Study, I

1:00-2:20

Chair: Susan Mintzberg, McGill University

What Do Comprehensive Exams Produce? Troubling Unexamined Pedagogy, *Susan Ophelia Cannon, Georgia State University, Joe Sweet, Arizona State University, Kayla D Myers, Georgia State University, and Travis Marn, University of South Florida*

Daring to be a mother in a STEM discipline: A Critical Race perspective, *Marsha Simon, The University of Alabama*

Shakin' it up: challenging academic conformity, *Susan Mintzberg, McGill University*

157 Food

1:00-2:20

Chair: Karla Manning, Queens College

Stories of Community Food Work: Ontological and Social Justice Implications of Narrative Inquiry, *Kim L Niewolny, Virginia Tech*

Sugar, Calcium, Local, and Money: Performative Productions of Chocolate Milk and Their Effects on Healthier School Food Movements, *Katie Fitch, University of Oregon*

Red, Black and Green: An ethnographic case study of food justice in one African-centered school, *Karla Manning, Queens College*

Comparative Color Cluttered Communications: The Hyper Selling of Food as a Commodity, *Salvador Victor, Bethune-Cookman University*

Delicious Reflections on Qualitative Research from a Scarily Quantitative Food Safety Perspective, *Lily L Yang, Virginia Tech, H Lester Schonberger, Virginia Tech, and Thomas G Archibald, Virginia Tech*

226 Health: Clinicians and Clinical Practice

1:00-2:20

Chair: Bita Zakeri Zakeri, McMaster University

Incorporating Qualitative Methodology and Perspective in a Predominantly Quantitative Field Exploring Perspectives of Canadian Healthcare Professionals on Adoption of Point-of-Care Ultrasound, *Bita Zakeri Zakeri, McMaster University, and Khalid Azzam, McMaster University*

Walking the Labyrinth: Early Career Investigators' Experience of Clinical Research, *Wilna Pelsler, University of South Africa, and Jeanette Elizabeth Maritz, University of South Africa*

"Don't Dehumanize Me:" Recommendations from Transgender Youth for Health Care Providers, *Linda Marie Wesp, University of Wisconsin - Milwaukee, Iris Mustich, University of Michigan, Elliot Popoff, University of Michigan, Aashima Sarin, University of Michigan, Laura Jadwin-Cakmak, University of Michigan, Gary Harper, University of Michigan, and Peninnah Kako, University of Wisconsin-Milwaukee*

Clinical ethnography beyond the clinics: Experiences of mobile go-along interviews at homes, *Sudarshan R Kottai, IIT Hyderabad, and Shubha Ranganathan, Indian Institute of Technology Hyderabad*

154 New Directions in Qualitative Health Research, II

1:00-2:20

Chair: William Berry, Bethune-Cookman University

How Mass Media Amplify Southern Cuisine But Mute Unhealthy Consequences of Greasy, Fried Foods, *William Berry, Bethune-Cookman University*

Exercise Prescriptions and Societal Burden: Depressions Studies in Exercise Science, *Caitlin Vitosky Clarke, University of Illinois at Urbana-Champaign*

Grandparent Health Intervention Study, *J Carolyn Graff, University of Tennessee Health Science Center*

Life Experiences of Teachers of a Chilean School of Nursing on Curricular Innovation, *VERONICA TERESA GUERRA GUERRERO, Universidad Catolica del Maule, Carmen Gloria Miño Gonzalez, Universidad Catolica del Maule, Margarita Del Carmen Poblete Troncoso, Universidad Catolica del Maule, Carmen Gloria Cofre Gonzalez, Universidad Catolica del Maule, Paula Ceballos Vasquez, Universidad Catolica del Maule, and Ana Veronica Jara Rojas, Universidad Catolica del Maule*

Evaluation culture and process of subjectivation in the Brazilian Primary Health Care, *João Leite Ferreira-Neto, Pontifical Catholic University of Minas Gerais, Luiz Maflé Duarte, Pontifical Catholic University of Minas Gerais, Kennya Rodrigues Azevedo, Pontifical Catholic University of Minas Gerais, and Stefany Ferreira Reis, Pontifical Catholic University of Minas Gerais*

Spotlight: Qualitative Inquiry in Troubled Times: 1382983 different visions from the SIGs

1:00-2:20

Qualitative Inquiry in Troubled Times: different visions from the SIGs, *Ping-Chun Hsiung, University of Toronto, Scarborough College*

Qualitative Inquiry in Troubled Times: different visions from the SIGs, *Pamela Zapata, Universidad de Tarapacá*

Qualitative Inquiry in Troubled Times: different visions from the SIGs, *Heather Adams, Trauma & Change Research Group, USA, and Michael Kral, School of Social Work at Wayne State University*

Qualitative Inquiry in Troubled Times: different visions from the SIGs, *Kristi Jackson, QUERI*

Qualitative Inquiry in Troubled Times: different visions from the SIGs, *Gaile S. Cannella, Independent scholar*

**Methods Behind the Madness: Utilizing Various
1371214 Ethnographic Methodologies in Qualitative Research**

1:00-2:20

Chair: Thalia Mulvihill, Ball State University

Solidarity Sisters: Women Working Through Their Doctoral Programs Together, *Rosalinda Ortiz, Ball State University*

Building Homes Through Affordable Housing: Women as Heads of Households, *Emilee Mabrey, Ball State University*

Critical Perspectives of African American Community College Administrators: Impact of Racism on Career Progression, *William Christopher Cathcart, Student*

Trading Spaces: Creating Gender Inclusive Housing on College Campuses, *Samantha Amos, Ball State University*

**Autoethnography: Spotlight: International Perspectives
1383525 on Autoethnographic Research and Practice**

1:00-2:20

(Session Organizer) Tony Adams, Bradley University; (Session Organizer) Lydia Turner, University of Sussex; (Session Organizer) Nigel P. Short, Independent Scholar; (Session Organizer) Alec Grant, Independent Scholar; (Discussant) Andrew Herrmann, East Tennessee State University; (Discussant) Kitrina Douglas, Leeds Beckett University; (Discussant) Jonathan Wyatt, University of Edinburgh; (Discussant) Inés Bárcenas Taland, Independent Scholar; (Discussant) Gresilda A. Tilley-Lubbs, Virginia Tech; (Discussant) Robert E. Rinehart, University of Waikato; (Discussant) Sophie Tamas, Dr.; (Discussant) silvia marcela benard, Universidad Autonoma de Aguascalientes; (Discussant) Pamela Zapata, Universidad de Tarapacá; (Discussant) sarah lucy helps, BSc, MSc, DCLinPsy, CPsychol, AFBPS,

186 Directions in Critical Pedagogy

1:00-2:20

Chair: Jennifer Sink McCloud, Transylvania University

Re-Envisioning the Advisor/Student Relationship, *Jennifer Sink McCloud, Transylvania University, and Gresilda A. Tilley-Lubbs, Virginia Tech*

Teachers' Roles Based on Freire's Critical Pedagogy Theory, *Sahar Aghasafari, University of Georgia*

Teaching Qualitative Research: Issues and Concerns, *Rajeswari Swaminathan, University of Wisconsin-Milwaukee, and Thalia Mulvihill, Ball State University*

Culturally and Linguistically Diverse International Graduate Students' Experiences in the Southeastern US: A Criticalist Examination, *Dorota Silber-Furman, TTU, and Lisa Zagumny, TTU*

Exploring Community Based Pedagogies, a Way to connect curriculum with local community., *Sandra Patricia Lastra, University of Tolima*

**Coalition for Critical Qualitative Inquiry: Critical Studies
248 in Education**

1:00-2:20

Chair: Katrin Macha, International Academy Berlin

Children's perspective on quality of early childhood services, *Katrin Macha, International Academy Berlin*

Intergenerational Tensions: Parent-Child Communication in Mixed-Status Immigrant Families, *Caryn E. Medved, Baruch College, City University of New York, and Sarah Bishop, Baruch College, City University of New York*

Foster critical consciousness in the teacher education program, *Cheng-Hsien Wu, Oklahoma Panhandle State Univ*

**Coalition for Critical Qualitative Inquiry: Spotlight:
1370177 Satirical Discourse In Troubled Times, Part I**

1:00-2:20

Chair: Kevin Howley, DePauw University

The Role of Satire in a Climate of Political Divisiveness, *Mridula Mascarenhas, California State University*

Seduction and Aggression in the Graphic Representation of Mexican Migrants in the Political Caricature of the United States, *Maricela Marquez Villeda, Iberoamericana University*

Renaissance Anti-Satirical Satire and Why It Matters Now, *Eric Vivier, Mississippi State University*

204 **Spotlight: Paradigm Dialogues**

1:00-2:20

Chair: Lubomir Popov, Bowling Green State University

The Qualitative Paradigm Quandary, *Paula Marie Dawidowicz, Walden University*

The Heuristic Potential of Qualitative Methodology for Exploring New and Under-Researched Phenomena, *Lubomir Popov, Bowling Green State University, and Ivan Chompalov, Edinboro University of Pennsylvania*

The Qualitative Turn in Design Research, *Lubomir Popov, Bowling Green State University, and Franklin Goza, University of Wisconsin-Whitewater*

Theories of Social Practice in Management Accounting Research: Possibilities from Bourdieu and Giddens in Troubled Times in the Margins, *Fernanda Filgueiras Sauerbronn, UFRJ, and Rosenery Loureiro Lourenço, UEMS / UFRJ*

Education and Subjectivation in Buyers' Markets – Towards the Governmentality of Marketing, *Steffen Hamborg, Carl von Ossietzky University of Oldenburg*

Local, Global, and Transnational Flows in the Classroom: What Does Cosmopolitan Literacy Look

1381264 Like?

1:00-2:20

Chair: Mary Beth Hines, Indiana University

Introduction: Why Cosmopolitan Literacies in Trying Times?, *Mary Beth Hines, Indiana University*

Cultivating Cosmopolitanism: Using Podcasts to Analyze Privilege, Emphatic Fusion, and Global Relations, *Erin McNeill, Center Grove School Corporation, Indiana*

The Transformative Space of Elementary Read-Alouds: Developing Conscious Understandings of Self, Other, and World, *Jeanette Armstrong, Viterbo University, La Crosse, WI*

Decreasing Disparities of English Learner Academic Achievement through Cosmopolitan and Critical Literacy Pedagogy, *Michelle Koehler, Utica Community Schools, MI*

SP2 The Nature of Human Being, in Posthuman, Post Qualitative Inquiry

1:00-2:20

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

Foucault, Deleuze and Guattari, and the Disappearance of "Man.", *Elizabeth A. St.Pierre, University of Georgia*

Racism as Agent: Posthumanism and the Struggle Against White Supremacist Subjection, *Jerry Rosiek, University of Oregon*

Post Qualitative Research and the Always Relational Subject, *Janet Miller, Teachers College, Columbia University*

Encountering the inhuman in (post)qualitative research, *Maggie MacLure, Manchester Metropolitan University*

136 New Materialisms

1:00-2:20

Chair: Jake Burdick, Purdue University

O/Objects and Desire: Public Pedagogy Inquiry Between Materialism and Cultural Psychoanalysis, *Jake Burdick, Purdue University, and Jennifer Sandlin, Arizona State University*

Embodied Phronesis: Materially Engaged Practical Wisdom for Qualitative Inquiry in Education, *Austin Pickup, Aurora University*

Peircean Semiotics in New Materialism!?, *Becky Atkinson, University of Alabama*

Speculative Inquiry: Imaging New Digital-Material Worlds, *Suzanne Kathleen Smythe, Simon Fraser University, and Sherry Bresbears, Simon Fraser University*

Adaptations of the Reggio Emilia Approach: A Post-Phenomenological Study on Becoming-Reggio-Atelieristi through Intra-Actions, *Hsiu-Chun Yang, Florida State University*

1371528 Art(full) Inquiry: Producing (New) Concepts

1:00-2:20

Chair: Candace Kuby, University of Missouri

(Art)full Gifts: Material Disruptions and Conceptual Proddings as Creative Acts of Mentoring, *Brooke Hofess, Appalachian State University, and Christina Hanawalt, University of Georgia*

Transforming Paradigms: Theory as Conceptual Medium, *Amy Ruopp, University of Missouri*

Story Family: The Art(full) Sojourn in the Midst of Inquiry, *Heather Thorp, Appalachian State University*

(In)query: Uncertain (W)rest(full) Relational Liveliness, *Candace Kuby, University of Missouri, and Rebecca C. Christ, University of Missouri*

RB1 Queering Native American Men: Settler Colonialism, Microaggressions and Masculinities

1:00-2:20

Roe Bubar, Tiffani Kelly and Dashiell Hall,

237 Psychology: Gender and Sexuality

1:00-2:20

Chair: Bria Berger, University of Illinois-Chicago

The Intersecting Identity Experiences of Racially Diverse Bisexual Women, *Bria Berger, University of Illinois-Chicago, and Wendy Bostwick, University of Illinois-Chicago*

Digital Ethnography and Discursive Psychology: A study of Online Gender Talk on Facebook in India, *DAIGY VARGHESE, Department of Liberal Arts IIT HYDERABAD, and Shubba Ranganathan, Indian Institute of Technology Hyderabad*

Qualitative Research On Coming Out Experience of Male Homosexuals, *Song Chao, Communist Party of China*

Thinking Fatherhood as a Process in Transformation: a Qualitative Approach to the Experience of Mexican Men, *Rosa María Ramírez de Garay, Universidad Nacional Autónoma de México*

1371377 Indigenous Research: Research as Reconciliation?

1:00-2:20

Chair: Shawn Wilson, Southern Cross University

How Did I Get Here? Demystifying a Research Path that (perhaps) Fails to Reconcile., *Anjali Helferty, OISE/University of Toronto*

A Conversation about the Proposed Truth Commission in Norway for the Sámi and Kven Peoples: What Can Be Learnt from Truth and Reconciliation Processes Elsewhere?, *Stephen James Minton, Trinity College Dublin, Ireland, and Hadi Lile, Hogskolen i Ostfold*

Experiencing Resonance as a Practice of Ritual Engagement, *Joseph Naytowhow, Nehiyawak, Treaty 6 Sturgeon Lake, SK, Canada, Virginie Magnat, University of British Columbia, Vicki Lynn Kelly, Simon Fraser University, and Mariel Belanger, Okanagan Nation*

Exploring Land as a Nexus for Transformative Reconciliation in Research, *Lana Ray, Lakehead University, Paul Cormier, Lakehead University, and Leisa Desmoulins, Lakehead University*

D7 Digital Tools: SIG Business Meeting - Reflections and Future Directions

1:00-2:20

174 Autoethnography: Spotlighted Papers in Autoethnography, II

2:30-3:50

Chair: Djenane Ramalho de Oliveira, Universidade Federal de Minas Gerais

A duo-autoethnographic conversation on becoming educators: reflections on an adviser-advisee relationship, *Djenane Ramalho de Oliveira, Universidade Federal de Minas Gerais, and Erika Lourenço Freitas, Regis University*

170

OFFICIAL PROGRAM

Saturday

Saturday

OFFICIAL PROGRAM

171

Beyond tokenization: The role of critical autoethnography in educational leadership, *Curtis Lorren Stevens, USD 305 Salina High School South*

Technologists and Professional Ethics: An Autoethnography, *Andrew Yeaman, Independent*

Home of the Brave, Land of the Free, Trauma and Travels: A De/colonial Autoethnography, *Maryke Kaie Taute, Kansas State University*

115 Autoethnography: Family

2:30-3:50

Chair: Kathryn Alexandria Williams, Pacific Lutheran University

Calling People "Home", *Kathryn Alexandria Williams, Pacific Lutheran University*

Baseball in Bolivar, *Nathaniel Brock Jones, Missouri State University*

Becoming and being: Exploring fatherhood during and after pregnancy, *Taylor Ellis, The University of Alabama, Ray Robertson, The University of Alabama, and James Charles Jerome Wells, University of Alabama*

Not Like Him: A Son's Autoethnographic Awakening Toward Power and Privilege, *Jacob K Kelley, Tennessee Technological University*

About me. A critical and autoethnographic deconstruction of an ethnography about love, violence and drugs, *César Augusto Tapias-Hernández, PhD Student*

111 Autoethnography: Teaching

2:30-3:50

Chair: Bitá Zakeri Zakeri, McMaster University

"Hearing each heartbeat": Mentoring a new generation of ethnographers in a middle school classroom, *Gina Paese, Blue Valley School District*

Mother-Teacher: Caring for and Nurturing My Students, *Lisa Spinazola, University of South Florida, Dept. of Communication*

A Reflection on Field Research of a Novice Qualitative Researcher in a Beginner's Adult ESL Classroom, *Bitá Zakeri Zakeri, McMaster University, and Beth Samuelson, IU School of Education*

Superheroes in the Classroom: Critical Media Pedagogy in a Transmedial, Genre-Based Writing Course, *Christopher Jeansonne, The Ohio State University - Department of Arts Administration, Education, and Policy*

Constructing a Teaching Body Through Autoethnography, *Jessika O. Griffin, Ball State University*

Arts-Based Research: On the relationship between 1376418 images and art: a transdisciplinary dialogue

2:30-3:50

The power of the visual in studying the social, *Richard Siegesmund, Northern Illinois University School of Art and Design, and Kerry Freedman, Northern Illinois University*

The development of SQUID: a sensorial and qualitative apparatus for image data analysis, *Richard Siegesmund, Northern Illinois University School of Art and Design*

Applying SQUID in photovoice research: an aesthetic apparatus for image data analysis, *Karin Hannes, KU Leuven*

See my images in conjunction with my every day efforts to make art out of what I am not supposed to, *Jorge Lucero, University of Illinois, Champaign-Urbana*

Arts-Based Research: Arts-Based Research and Cultural Studies

2:30-3:50

Chair: Reslie Cortés, Arizona State University

Come, lets chant down Babylon!, *Simon Dennan, University of Auckland*

More than just Humor: Maragoli Community Cultural Aspects portrayed through "Mama Kevin's" Comedies, *Beverlyne Asiko ambuyo, Maseno university, Kenya*

One Hundred Fifty Youth Devoted to a 'Cornfield Bound' Community Theatre in Muncie, Indiana: Why?, *Troy Dobosiewicz, Ball State University*

I'naru': Reflections on historical trauma, healing, and decolonization, *Reslie Cortés, Arizona State University*

Like the Moon Rising: Standing in the Brexit Dawn, *Melissa Dunlop, University of Edinburgh*

267 Arts-Based Research: Arts-Based Research: Depiction & The Graphic Novel

2:30-3:50

Chair: Vicky Grube, Appalachian State University

Something Breathes under the Drawn, *Vicky Grube, Appalachian State University*

Too Subtle for Words: Conducting Wordless Narrative Research in the Academy, *Jeff Horwat, Indiana University South Bend*

Resisting White Supremacy and Re-Thinking Heroism through Superhero Narratives in the Classroom, *Michael Benjamin Dando, University of Wisconsin-Madison*

103 Autoethnography: Autoethnographic Explorations of Motherhood

2:30-3:50

Chair: Jennifer Lynn Metz, Towson University

“You’re Not Really There”: Mothering on the border of Identity., *Marilyn Preston, Grand Valley State University*

Ethical dilemmas in an autoethnography about mothering disabled children, *Susan L. Gabel, Wayne State University*

Exploring My Narrative of Immigrant Motherhood Without Mom, *Joanella Grace Paraoan Morales, University of South Florida*

Hear, here, your’re naked truth, *Fetaui Iosefo, University of Auckland New Zealand, and Joshua Iosefo, Auckland University of Technology, New Zealand*

Researching your pain: An ethnography of (not) mothering, *Jennifer Lynn Metz, Towson University*

Autoethnography: Publishing Critical Stories Across Volumes and Voices: From Collaborative Classroom 1383183 Project to Book Series

2:30-3:50

(Session Organizer) Carmella Braniger, Millikin University; (Discussant) Brandon Hensley, Wayne State University; (Discussant) Nicholas Hartlep, Metropolitan State University,

188 Conceptualizing Science

2:30-3:50

Chair: Chrissy J Cross, Stephen F. Austin State University

Storytelling as a Method of Improving Science Communication and Understanding in a Biology Laboratory, *Chrissy J Cross, Stephen F. Austin State University*

Merging Implementation Science and Narrative Research: Exploring Promising Practices, *Tuere Boules, NC State University, and Amy Orders, NC State University*

Preservice Science Teachers’ Levels of Spatial Abilities and Their Understanding of Motion of Celestial Objects, *Behzat Bektasli, Hacettepe University*

149 Uses of Grounded Theory, I

2:30-3:50

Chair: James W. Jones, Ball State University

Formalizing: Taking Steps to Move from Substantive to Formal Grounded Theory, *James W. Jones, Ball State University*

Theoretical Sampling Online Survey Data in a Grounded Theory Study: An Exemplar, *Ylona CHUN TIE, James Cook University, Karen FRANCIS, James Cook University, and Melanie BIRKS, James Cook University*

Humanitarian Challenges to Security and Cooperation in Borderlands, *Valentyna Podshyvalkina, Social and Applied Psychology Department, Odessa I.I. Mechnikov National University v, and Tetiana Melnyk, Department of International Relations, Odessa I.I. Mechnikov National University v*

On the clarity of applying the concept-indicator model in grounded theory coding, *Phuong Nguyen, CFVG School of Management*

Workplace Spirituality: A Cross Cultural perspective, *Reetesh Kumar Singh, University of Delhi, India, and Rajni Hira, University of Delhi, India*

216 Education: Spotlighted Papers, III

2:30-3:50

Chair: Benjamin William Trager, University of Wisconsin- Milwaukee

Initial Approaches to a Collaborative Hermeneutic Process, *Benjamin William Trager, University of Wisconsin- Milwaukee, Tanya Joy Cass, University of Wisconsin- Milwaukee, and Lauren Hsiao-ling Mascari, University of Wisconsin - Milwaukee*

Using evaluation to promote teacher 's deeper reflection on their practice, *Jaime Andres Gutierrez, Universidad de los Andes, and Ana Useche, Universidad de los Andes*

The Social Class of International Education Experience?— Taking Participants' Experience of Taiwan's National Programs for Overseas Study and Enrichment as Example, *Yun-shiuan (Viola) Chen, National Academy for Educational Research, Taiwan*

Challenging the Status Quo: a Critical Analysis of Discourse in Higher Education's Financing Models, *Carlos A Perez-Espitia, La Salle University, Colombia, Maria Ines Barbosa Camargo, La Salle University, Colombia, and Suelen Emilia Castiblanco, La Salle University, Colombia*

Understanding and applying the Institutional Performance Management System within Higher Education Institutions, *Sharon Thabo Mampane, University of South Africa*

“Creative-relational inquiry”: possibilities, affordances, 1373299 constraints

2:30-3:50

(Session Organizer) Jonathan Wyatt, University of Edinburgh; (Discussant) Ken Gale, Plymouth University; (Discussant) Anne Harris, RMIT University; (Discussant) Stacy Holman Jones, Monash University; (Discussant) Fiona Murray, University of Edinburgh,

Moving Cartographies: Mapping and/as the Politics of 1383177 Embodied, Sensory, and Material Encounters with Place

2:30-3:50

Chair: Kimberly Powell, Penn State University

Curating with: Walking and Making Ecologies of Girlhood, *Brooke Hofsess, Appalachian State University, and Jasmine Brooke Ulmer, Wayne State University*

Walking and Worlding Place Politics, *Kimberly Powell, Penn State University*

Blackness in Motion: Cartographies of Everyday Oppression and Resilience in a Midwestern Suburban High School, *Boni Wozolek, Loyola University Maryland*

Mapping Flow: Sensescapes of Imaginary Worlds, *Walter Gershon, Kent State University*

146 Decolonizing Methodologies

2:30-3:50

Chair: Janice Fournillier, Georgia State University

Troubling the Notion of Authorship and Interpretation: Testimonios of Historically Black Public High Schools in New Orleans, *Janice Fournillier, Georgia State University, and Elizabeth K Jeffers, Georgia State University*

Decolonizing Aesthetics: The Multivocality Nature of Testimonio, *Miryam Espinosa-Dulanto, University of Texas-Rio Grande Valley (UTRGV)*

Qualitative Classes as Sites of Decolonization, *Stephanie Masta, Purdue University*

Responsive Evaluation as a Decolonising Tool, *Layane Thomas Mabasa, University of Limpopo*

Power as Darkskinned Embodied Policy: Disrupting Colonial Educational Policies, *David Aguayo, University of Missouri*

Decolonizing Pedagogy in a Canadian University Context, *Abna Berikoff, MacEwan University, and Kelsey Reed, MacEwan University*

141 Doctoral Study, II

2:30-3:50

Chair: Susan Mintzberg, McGill University

Our Place Our Space: Three Black Women PhD Scholars, *Latosha Rowley, Indiana University Purdue University Indianapolis, Danielle Tate, Indiana University Purdue University Indianapolis, and Sonya Hicks, Indiana University Purdue University Indianapolis*

Help a Sista Out: Black Women Doctoral Students' Use of Peer Mentorship as an Act of Resistance, *Jari Minnett, University of Illinois Urbana Champaign, ArCasia James, University of Illinois Urbana Champaign, and Devean Owens, University of Illinois Urbana Champaign*

Qualitative café: conversations, relationships, and research, *Susan Mintzberg, McGill University, Hagit Sinai-Glazer, McGill University, and Gina Glidden, McGill University, School of Social Work*

143 Homelessness

2:30-3:50

Chair: Karla Manning, Queens College

Restorative Wellness: A case study on a Yoga, Body, & Literacy Curriculum with African American girls experiencing homelessness, *Karla Manning, Queens College*

People, Places, and Spaces: Understanding later-life homelessness through multi-sensory, participatory methods, *Victoria Burns, University of Calgary, Natalie St-Denis, University of Calgary, Christine Walsh, University of Calgary, and Jennifer Hewson, University of Calgary*

(Re)imagining Home in Community Schools: Creating Expansive Possibilities for Public Education among Rural Homeless Students, *Meaghan Cochrane, Kansas State University*

Slices of life “pedacitos de vida” on US rural Homelessness. Hilando Historias. Tejiendo Vida, *Nancy Emilce Carvajal Medina, Universidad Pedagógica y Tecnológica de Colombia*

227 Moral Engagements with the Other through Dialogue and Practical Wisdom

2:30-3:50

Chair: George Kamberelis, University of North Carolina Wilmington

Let's Make Schools Safe Again: Bakhtinian Dialogue in Service of Peace-making and Higher Student Achievement, *Olga Gould, SUNY, UB*

Mirror Effects of Performing Tutoring Encounters as Microcultures of Care, *George Kamberelis, University of North Carolina Wilmington, and Melanie Reaves, Montana State University Billings*

The Practical Beauty of Theory: Hans-Georg Gadamer's Phronesis to Guide Qualitative, Public Engaged Scholarship, *Marie Gina Sandy, University of Wisconsin-Milwaukee*

Writing on the “wrong subjects”: rethinking the moral in politically contested fields, *Galia Plotkin Amrami, Ben-Gurion University in the Negev*

Asymmetrical Power and Complex Thought Processes: Challenges and Responses in Conducting Inclusive Interviews through Reflective Dialogues., *Astrid Dewi Meilasari-Sugiana, Universitas Bakrie, Jakarta, Indonesia, and Dianingtyas Putri, Universitas Bakrie, Jakarta*

150 New Directions in Mixed-Methods Research, I

2:30-3:50

Chair: Noemi Novello, Università degli Studi di Milano-Bicocca / University of Illinois at Urbana-Champaign

Mixed Methods Research: A Convergent or a Complementary Approach?, *Noemi Novello, Università degli Studi di Milano-Bicocca / University of Illinois at Urbana-Champaign, and Alessandra Decataldo, Università degli Studi di Milano-Bicocca*

Applying Mixed Method to Explore the Effect of Intervention in Learning Euclidean Geometry, *Motshidisi Masilo, University of South Africa, and Nosisi Nellie Feza, Central University of Technology*

Mixed Method Research Quality and Rigor: Systematic Review of Articles in Comparative and International Education., *Beryl K Neequaye, Educational Studies, Ohio University, Yuchun Zhou, Educational Studies, Ohio University, Fatimah Alabdullatif, Educational Studies, Ohio University, Seema Mahato, Ohio University, and Kathryn Hille, Educational Studies, Ohio University*

The Use of Mixed Methods for Developing Student Placement Protocols in Intensive English Programs, *Kathryn Hille, Educational Studies, Ohio University, Yuchun Zhou, Educational Studies, Ohio University, Seema Mabato, Ohio University, Beryl K Neequaye, Educational Studies, Ohio University, and Fatimah Alabdullatif, Educational Studies, Ohio University*

Soy mujer univalluna: Symbolic and Material Representations of Women at a Colombian Public University, *María Isabel Gómez-Pérez, Universidad del Valle, and Andrés Fernando Valencia Mafla, Universidad del Valle*

182 Resisting the Neoliberal

2:30-3:50

Chair: Paul William Eaton, Sam Houston State University

Becoming as Political Practice(s) in College Student Education, *Paul William Eaton, Sam Houston State University, and Laura Elizabeth Smithers, University of Oregon*

Part-Time University Teachers as Members of the Highly Educated Precariat, *Reiko Yoshihara, Nihon University*

Shifting Assumptive Worlds: The Potential of Critical Pedagogy in Relation to Child Abuse, *Kathleen M. Hulgin, University of Cincinnati, Clermont College*

Reproducing Inequality in the Field of Qualitative Inquiry: A Bourdieusian Analysis, *Amy Elizabeth Stich, Northern Illinois University*

Visual methods for understanding less visible aspects 1371505 of education

2:30-3:50

Chair: Kyle E Miller, Illinois State University

Capturing Teacher Preparation from the Eyes of Preservice Teachers: Using Photovoice to Explore what Preservice Teachers need in order to Teach in High-Poverty Schools, *Shamaine Bazemore-Bertrand, Illinois State University*

Photographs as a Tool to Explore and Enhance Family-School Relationships, *Kyle E Miller, Illinois State University*

How do Photographs Represent Issues of Social Class in Educational Media?, *Carolyn Hunt, Illinois State University*

Visualizing as Inquiry, *Anna Smith, Illinois State University*

Autoethnography: “6/12/16: Terrorism and Hate in Orlando, America: Poetic & Performative Responses from the September 2017 Issue of 1369596 Qualitative Inquiry

2:30-3:50

(Session Organizer) Bryant Keith Alexander, Loyola Marymount University; (Session Organizer) Mary E. Weems, Independent Scholar; (Session Organizer) Anne Harris, Monash University Melbourne, Australia; (Session Organizer) Stacy Holman Jones, Monash University; (Session Organizer) Nathan J. Rodriguez, University of Wisconsin-Stevens Point,

166 Online Spaces

2:30-3:50

Chair: Robin Throne, Northcentral University

Bounding Data from Digital Ethnography Research: Reflections from a Study on Gender and Youth in India, *DAIGY VARGHESE, Department of Liberal Arts IIT HYDERABAD, and Shubha Ranganathan, Indian Institute of Technology Hyderabad*

Online Teaching: A Critical Examination of Teachers' Normative Beliefs and Syllabus Designs in the Cyberspace, *Merve Basdogan, Indiana University*

Little Boxes in Which to Dialogue [Online], *Maria Luisa Migueliz Valcarlos, University of South Florida, and Vonzell Agosto, University of South Florida*

Using Creative Analytic Processes to Break Down the Binary: Exploring Multiraciality through Multiple Modes of Story, *Jenny McFadden, Wor-Wic Community College*

Positionality Meets Agency: Dissertation Supervisor Agency, A Necessary Construct for Online Research Supervision, *Robin Throne, Northcentral University*

249 Coalition for Critical Qualitative Inquiry: Boundary Spaces in Critical Education

2:30-3:50

Chair: Nomalanga P. Grootboom, University of South Africa

Do school boundaries' and identities of learners on school admission depend on the language they speak or race., *Nomalanga P. Grootboom, University of South Africa*

The victory narrative in accounts of service-learning activities, *Beth Samuelson, IU School of Education, and Bitu Zakeri Zakeri, McMaster University*

Students' Perspective in the Internationalization of Higher Education: A Case Study of UC Riverside, *Yi Zhou, University of California, Riverside*

192 Perspectives on Identity

2:30-3:50

Chair: Edgar Rodríguez-Dorans, University of Edinburgh

With our clipped wings, we – gay men – have dared to love, a narrative study, *Edgar Rodríguez-Dorans, University of Edinburgh*

Identity Lenses in Diyarbakir and Mardin Provinces of Turkey, *Omer Avci, Istanbul Medeniyet University, and Mustafa Kemal San, Sakarya University*

Commodifying South Asian American ethnic identity on campus, *Shabana Mir, American Islamic College*

Critical Cosmopolitan Practices in the Classroom and Community: Negotiating “Proper Distance” and Issues of Difference in Troubling Times

2:30-3:50

Chair: Mary Beth Hines, Indiana University

Critical Cosmopolitan Literacies and the “Good” Citizen in Trying Times, *Mary Beth Hines, Indiana University*

Critical Service Learning in the Community College English Classroom: Can Service Learning Cultivate Cosmopolitanism and Student Empowerment?, *Alex Fields, Middlesex County College, NJ*

Institutionally Prescribed Cosmopolitanism: South Korean Students' Identity Negotiations in English, *Maria Lisak, Chosun University, S. Korea*

Multidirectional Person-Place Adaptations: Towards the Development of Transnational Educational Identities in Chile, *Lisa Wirsig, International Center/ University of Chile SENCE program*

SP3 New Thinking in Post Qualitative Inquiry, Session I

2:30-3:50

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

Temporality, Materiality, Claymation: An Experiment with the Real, *Mel Kutner, University of Georgia*

Performance Based Accountability in the Ontological Turn, *Danelle Chamberlin, University of Georgia*

Re-Imagining Teachers-in-Practice With Diagrammatical Thinking, *Cheryl Hudson, University of Georgia*

Augmented (Matter)Reality as Post-Qualitative Inquiry, *Thomas Bradley Robinson, University of Georgia*

What Does Technology Want? Digital Seduction and Affective Assemblages, *William J. Fassbender, University of Georgia*

137 The Post-Qualitative

2:30-3:50

Chair: Kelly W. Guyotte, University of Alabama

Meanwhile: Intra-active Theory/Pedagogy in a Post-Qualitative Readings Class, *Kelly W. Guyotte, University of Alabama, Maureen Flint, University of Alabama, Lauren Bennett, University of Alabama, Briana Gilbert Kidd, University of Alabama, Courtney Potts, University of Alabama, and April J. Irwin, University of Alabama*

The Post-Qualitative Turn and Evidence-Based Design, *Lubomir Popov, Bowling Green State University*

A Discussion about (a) Post-Qualitative Inquiry/Journey: The Answer to the Ultimate Question, *Kevin Jenkins, University of North Texas, and Adetty Pérez Miles, University of North Texas*

Teacher Action Research and Post-Qualitative Research, *Cathy Coulter, University of Alaska Anchorage*

The Messiness of Becoming-Researcher: The Importance of Qualitative Inquiry in Understanding the "Posts", *Meaghan K. M. Dougherty, Douglas College*

1371534 Be(com)ing Responsible Methodologists

2:30-3:50

Chair: Aaron M Kuntz, University of Alabama

Be(com)ing a Responsible Methodologist Teacher, *Candace Kuby, University of Missouri*

Responsible, Responsive, Responsibility, Response-ability, and Respond(ing): Thinking and Writing Through My Becoming As A Qualitative Inquirer, *Oona Fontanella-Nothom, University of Missouri*

Becoming a Responsible A/r/tographer, *Bethanie Irons, University of Missouri*

Social Justice and Inquiry: Reflecting How to be a Responsible Methodologist in Law, *Katherine Becerra Valdivia, University of Missouri - Universidad Católica del Norte, Chile*

238 Psychology: Narratives: Life, Death and Loving

2:30-3:50

Chair: Samantha Blackwolf, University of Saskatchewan

Living into Dying: Narratives on the Good Death, *Samantha Blackwolf, University of Saskatchewan, and Shannah Dutrisac, University of Saskatchewan*

Oh, now I see it: insight experiences through photovoice, *Cinthia Mendonça Cavalcante Ferreira, Universidade Federal do Ceará, and Maria Salete Bessa Jorge, Universidade Estadual do Ceara*

Rehabilitation Counselors' Experiences with Burnout: A Phenomenological Study, *Shakeerrah Lawrence, North Carolina A&T State University*

107 Indigenous Research: Self-Reflexivity: Positioning the Research in Indigenous Methodologies

2:30-3:50

Chair: Ranjan Datta, University of Saskatchewan

Decolonizing both Researcher and Research and its Effectiveness, *Ranjan Datta, University of Saskatchewan*

Against Colonized Colonizers' Practices: Why should I Care?, *Leonardus Sudibyo, College of Education-University of Illinois at Urbana-Champaign*

Making a Difference: Learning From and With Indigenous and Other Marginalized Groups, *Ernie Stringer, Curtin University*

175 Autoethnography: Spotlited Papers in Autoethnography, III

4:00-5:20

Chair: Tessa Vaschel, Independent Scholar

Once a Princess: Finding Identity After Mormonism, *Tessa Vaschel, Independent Scholar*

Self Development and Wellness: Analysis of 5 Strategies, *Debra K Askelson, Midwest Naturopathic University*

Against Medical Advice: Disorders of institutional authority, *Vachel Miller, Appalachian State University*

Conflict, Reflexivity, Creativity and Collaboration: exploring autoethnography to foster new possibilities in polarized interpersonal conflict., *Marnie Jull, Royal Roads University*

126 Autoethnography: Marriage

4:00-5:20

Chair: Grace Giorgio, UIUC

Healing Salves: Reflecting On the Narrative Possibility of Cultural Change, *Nicholas Bardo, University of South Florida*

Two sides/one bed: A collaborative autoethnography on violence, creativity and family in Colombia., *Camilo Perez, Universidad del Norte, and erika marken, none*

Ethical Dilemmas: Reflections on My Arranged Marriage to a Soviet Scientist, *Grace Giorgio, UIUC*

119 Autoethnography: The University

4:00-5:20

Chair: David F Purnell, Highline College

Confessions of an Academic Prostitute, *David F Purnell, Highline College*

Our Responsibilities in Producing Troubled Times: an Autoethnography in Academia, *Igor V. L. Valentim, Faculty of Education, Federal University of Rio de Janeiro, Brazil, Graduate Program in Education, Fluminense Federal University, Brazil, and CSG, SOCIUS, University of Lisbon, Portugal*

Giving A Shit When Your Constantly Shat On: An Autoethnography Study of Persistence for Socially Just Education, *Robert Culp, Lewis University*

Arts-Based Research: Picturing the Body: Performative Responses to the Materiality of Art

4:00-5:20

Dreamscapes and Escapedreams: An Autoethnography through the Art of Jerry Weems, *Bryant Keith Alexander, Loyola Marymount University*

Canvassing the Body: The Radical Relationality of Art, Body, and Vibrant Materiality, *Tami Spry, St. Cloud State University*

Roaming the Plains With Georgia O'Keeffe, *Jake Simmons, Missouri State University*

Breathing, Watching, and Weeping under Surveillance: Queer Masculinity in the Museum, *Craig Gingrich-Philbrook, Southern Illinois University*

259 Arts-Based Research: Arts-Based Research and Identity

4:00-5:20

Chair: Kathleen M. Goodyear, The Ohio State University

Using a/r/tography to navigate one's own borderlands, *Kate Lena Wurtzel, University of North Texas*

Listen to My Voice: Investigating the Lived Experiences of "Voiceless" Students in Higher Education, *Corey Reutlinger, Arizona State University, and Lisa Lacy, Arizona State University*

Small Voices of Art Refugees: I am an Artist, *Jimbee Kim, Andong National University, and Jeesun Lim, Andong National University*

Undergraduates' Exploration of Their Individual and Cultural Identities Through Arts-Based Inquiry: Students' Perspectives, *Kathleen M. Goodyear, The Ohio State University*

Research From the Eye of the Hurricane: Arts-Based Processes in Troubled Times, *Torill Vist, University of Stavanger*

117 Autoethnography: The Body

4:00-5:20

Chair: Jessika O. Griffin, Ball State University

Horrorific Autoethnography: The Violence of Writing the Body, *Jessika O. Griffin, Ball State University*

An Academic Performance: Embodying a Working-Class Woman's University Experience, *Laura Negraeff, University of Saskatchewan*

Axio-Somatic Ethnography: Social Values and Social Change as Expressed Through One's Breath, Pulse, and Flesh, *Siri Radha Kaur, Southern Illinois University*

Mapping relations of difference unfolding through researcher-participant digital video co-creation: Toward utopian performative autoethnography, *Masayuki Iwase, University of British Columbia*

1383569 Autoethnography: Netflix Original Series, Narrated

4:00-5:20

Chair: *Derek Bolen, Grand Rapids Community College*

An Uncanny Self in “The End of the Fxxxing World”, *Derek Bolen, Grand Rapids Community College*

Depression, The Actor, and “BoJack Horseman”, *Devin Collins, Southern Illinois University Carbondale*

Paranormal and Parasocial: Revisiting My Childhood through “Stranger Things”, *John Marc Cuellar, Ohio University*

Me and My “Big Mouth”, *Bolton Morales, Southern Illinois University Carbondale*

“Mindhunter” and the Mise-en-scène of Murder, *Dianah McGreehan, Southern Illinois University-Carbondale, and Larry Garzo, Independent Scholar*

“Hang the DJ” and the Pessimistic Romantic, *Anna Wilcoxon, Southern Illinois University Carbondale*

202 Conceptualizing the Community

4:00-5:20

Chair: *Janine Al-Aseer, The University of Tennessee*

It Takes A Village... Investigating the impact of Community Schools toward educational equity in US public schools., *Janine Al-Aseer, The University of Tennessee*

Community Building through the Afro-Brazilian Martial-Art of Capoeira, *Lauren Hsiao-ling Mascari, University of Wisconsin - Milwaukee*

Community Stories as Catalysts of Neighborhood Revitalization in Middletown, USA, *Jacqueline Hanoman, Ross Community Center*

Black-Activist Mothers in Chicago Public Housing, 1955-1970: Theory building using historical case study analysis, *LaVerne Gray, University of Tennessee Knoxville*

Home Stories of War: Multifaceted Storytelling in the Community, *Christina D Weber, North Dakota State University*

191 Violence

4:00-5:20

Chair: *Heather A. Hathaway Miranda, University of Illinois at Chicago*

Languages, postconflict and enhancing productive projects, *Esteban Alejandro Lobo, Universidad del Cauca, Ana Maria Garcia, Universidad del Cauca, Carolina Orozco, Universidad del Cauca, Johanna Andrea Cabrera Vera, Universidad del Cauca, Luz Dey Margarita Paja Campo, Universidad del Cauca, and Luisa Fernanda Gomez Mezu, Universidad del Cauca*

Critical Analysis of the Discourses of Violence and Civility through Personal Narratives of Ukrainian Students, *Antonina Lukenchuk, National Louis University*

Teaching Gender & Sexuality in Education, *Heather A. Hathaway Miranda, University of Illinois at Chicago*

222 Education: Spotlighted Papers, IV

4:00-5:20

Chair: *Rozana Carducci, Salem State University*

Analysis of PISA in public press, *Chyrese S. Wolf, Chicago State University*

Traditional Approaches to Examining Critical Questions: A Methodological Analysis of Higher Education Leadership Research, *Rozana Carducci, Salem State University*

Excavating Student Entrenchment in Written Assessment Formats, *AnneMarie Morrin, Mary Immaculate College, University of Limerick, Ireland, and Sandra Ryan, Mary Immaculate College, University of Limerick*

Development of Soft Skills through Music Education: a Case Study, *Almudena Ocaña Fernández, Universidad de Granada, M^a Luisa Reyes López, Universidad de Granada, and Carmen Trigueros Cervantes, Universidad de Granada*

Trauma-informed Classrooms in Counselor Education, *Jacqueline Carthen, NCATSU, and Jacqueline Carthen, NCATSU*

1370752 (Un)mannered places: tables as spaces of (mis)rule

4:00-5:20

(Un)mannered places: tables as spaces of (mis)rule, *Mirka Koro-Ljungberg, ASU*

(Un)mannered places: tables as spaces of (mis)rule, *Angelo Benozzo, University of Valle d'Aosta*

(Un)mannered places: tables as spaces of (mis)rule, *Carol Taylor, Sheffield Institute of Education, Sheffield Hallam University, UK*

(Un)mannered places: tables as spaces of (mis)rule, *Nikki Fairchild, University of Chichester, UK*

(Un)mannered places: tables as spaces of (mis)rule, *Constance Elmenhorst, Fjordvangen Kindergarten, Norway*

1371446 Becoming Multiple: Thinking With Enoughness

4:00-5:20

Chair: Rebecca C. Christ, University of Missouri

(Session Organizer) Rebecca C. Christ, University of Missouri; (Session Organizer) Oona Fontanella-Nothom, University of Missouri; (Session Organizer) Laura Elizabeth Smithers, University of Oregon; (Session Organizer) Candace Kuby, University of Missouri; (Session Organizer) Alexandra Panos, Indiana University; (Session Organizer) Paul William Eaton, Sam Houston State University; (Chair) Rebecca C. Christ, University of Missouri,

1370555 Racism, Whiteness, White Racism, White Supremacy

4:00-5:20

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

Introduction to Black Humanity 101: Theoretical and Practical Considerations for Liberatory Qualitative Inquiry, *Lasana Kazembe, Indiana University - Indianapolis (IUPUI)*

I am a white, female educator who has always chosen to do antiracist work in public schools, *Erin Sanborn, Indiana University - Indianapolis (IUPUI)*

What “they” Don’t Understand about Racism: A Critical Race Act of Social Justice, *Cleveland Hayes, Indiana University - Indianapolis (IUPUI)*

The Ontological Architecture of Whiteness and White Supremacy, *Jim Scheurich, Indiana University - Indianapolis (IUPUI)*

194 Narratives of Graduate School

4:00-5:20

Chair: Kate McCormick, SUNY-Cortland

The Missing Stories in Engineering Research, *Ruth Asiyih Faye Tamas, Carleton*

Graduate Students’ Perceptions of Qualitative Research, *Anindya Sen, Northern Illinois University*

Mind the Gap: Exploring Moments of Dissonance from Doctoral Candidates to Assistant Professors, *Kate McCormick, SUNY-Cortland, and Libba Willcox, Valdosta State University*

Duo-Ethnography Project: An Experience of Dialogic Self-Reflecting, *Yifan Liao, Kansas State University, and Laura Clement*

165 Immigration

4:00-5:20

Chair: Shalin R Krieger, Purdue University

Emotion and the Political-Aesthetics of Public Art: “Immigrant Angel” as a Catalytic Public Pedagogy for Social Change, *Shalin R Krieger, Purdue University*

Resisting Othering: migrant experiences of UK hate crime, *Jackie Goode, Loughborough University, UK, and Karen Lumsden, Loughborough University, UK*

Teachers’ perceptions of integration of immigrant students: Ideal vs. reality, the Israeli case, *Adi Binbas, Beit-Berl College, Israel*

A Phenomenological Study of the Lived Experiences and Psychological Well-Being of Millennial Immigrants Who Reside in Central North Carolina, *Amber U Khan, N.C. A&T State University*

Border Inspections in a Dual Language School in a Small Urban Community., *Maria Lang, UIUC, College of Education, Dept. of Curriculum & Instruction*

228 Uses of Grounded Theory, II

4:00-5:20

Short grounded theories conducted in three countries, *Karen Hoare, Massey University, and Jane Mills, Massey University*

Parental Immersion of the Lay Self into Medication Reasoning, *Phuong Nguyen, CFVG School of Management*

151 New Directions in Mixed-Methods Research, II

4:00-5:20

Chair: Seema Mahato, Ohio University

In Letter and In Spirit: A Discussion on How Mixed Methods Research Informs Public Policy, *Seema Mahato, Ohio University, Yuchun Zhou, Educational Studies, Ohio University, Krisanna Machtmes, Ohio University, Kathryn Hille, Ohio University, Beryl K Neequaye, Ohio University, and Fatimah Alabdullatif, Ohio University*

Impact of research investment on scientific productivity of junior researchers, *Forough Farrokhyar, McMaster University*

Being Trained in Mixed Methods Research: Thriving Graduate Life with Challenges and Lessons Learned, *Sinem Toraman, University of Cincinnati*

223 Resisting Silencing and Marginalization

4:00-5:20

Chair: Fiona Anne Martin, University of New South Wales, Sydney, Australia

The Intersection and Diversion of Stories of Underrepresented Students From a Community Cultural Wealth Perspective, *Matthew Scheidt, Purdue University, and Allison Godwin, Purdue University*

Silencing of environmental charities: A Three strand Critique, *Fiona Anne Martin, University of New South Wales, Sydney, Australia*

Humanization through Humor?: Comedic Solutions to Racisms, Nativisms, and Islamophobias, *Lory Dance, University of Nebraska-Lincoln, Anna Poudel, University of Nebraska-Lincoln, and Trevor Obermueller, University of Nebraska-Lincoln*

“Strong People, Don’t Need Strong Leaders” Ella Baker’s Organizing Activism Linking the Visionary to the Practical: An Interpretive Biography, *Roy Rodriguez, Independent Scholar*

Solidarity of Responsiveness: Contemplative Action and Ethical Loneliness, *David Gray Matthews, University of Memphis*

Implementing Narrative Inquiry Studies in Mathematics 1371558 Education: Tensions, Challenges, and Joys

4:00-5:20

Chair: Elizabeth Suazo-Flores, Purdue University

Conducting Narrative Inquiry with Transgender Participants, *Elizabeth Kersey, Purdue University*

Possibilities and Challenges in Using Narrative to Understand Place-Based Mathematics Identity, *Lane Bloome, Purdue University*

Joys from Learning about Narrative Inquiry, *Sue Ellen Richardson, Purdue University*

Experiencing Tensions at the Time of Setting Aside my View of Knowledge, *Elizabeth Suazo-Flores, Purdue University*

Discussant, *Jake Burdick, Purdue University*

Autoethnography: Killing Joy: An Archive of Academic 1382591 Labor Inspired by Sara Ahmed

4:00-5:20

Chair: Lauran Schaefer, SIU

Institutional Killjoys, Traitors, and Misfits: A Willfulness Continuity, *Jobnathan Flowers, Southern Illinois University, Carbondale*

Grateful to be Visible, *Caleb Royal McKinley-Portee, Southern Illinois University*

Women in Debate: An Archive of Willfulness and Documentation of Harassment, *Lauran Schaefer, SIU*

Feminist Living, Surviving, Making a Mess: A Killjoy Manifesto, *Shelby Swafford, Southern Illinois University, Carbondale*

Identity Exploration through Sara Ahmed, *Lindy Wagner, Southern Illinois University Carbondale*

189 Scholarly Identity

4:00-5:20

Chair: Kelly W. Guyotte, University of Alabama

Cartographies of Belonging: Mapping Nomadic Narratives of First-Year Students, *Kelly W. Guyotte, University of Alabama, Maureen Flint, University of Alabama, and Keely Latopolski, University of Alabama*

In the Pursuit of Understanding my Future Professional-Self: A Reconceptualization of Academic Professional Identities (APIs), *Evelyn Morales Vázquez, University of California, Riverside*

A dilemma for the qualitative research of two graduate students majoring in culture, *Subin Kwon, Dept. of Content Convergence, Andong National University, Jeongnang Choi, Graduate School of Culture, Chonnam National University, and Jinbee Kim, Andong National University*

“Here, Things Go from Bad to Worse”: Troubled Academic Practices in the Congo., *Jean Kaya, Southern Illinois University at Carbondale, and Lavern Byfield, Southern Illinois University Carbondale*

New Scholar Identity in the Academy: Using Collective Memory Work as a Form of Resistance, *Sara K. Sterner, University of Minnesota, Abby Boehm-Turner, University of Minnesota, Lee C. Fisher, University of Minnesota, and Amanda C Shopa, University of Minnesota*

250 Coalition for Critical Qualitative Inquiry: Critical Spaces in Education

4:00-5:20

Chair: Cierra Presberry, Michigan State University

It's a Process: A Case Study of the Implementation of Restorative Practices in an Urban School, *Cierra Presberry, Michigan State University*

A Historiography of Education Reform Movements and Literacy Policy: Colonial America to the School Choice Movement, *Susan Foster, Southern Illinois University Carbondale*

Measuring Impact of Libraries on communities, *Jean Sarurai Kanengoni, Mortenson Center for International Library Program, University of Illinois at Urbana-Champaign*

Coalition for Critical Qualitative Inquiry: Working 1370211 Tensions: Living (Public) Intellectualism

4:00-5:20

Interactions with Public Intellectuals: Exploring the Tension Between the Intellectual and the Public, *Joe Sweet, Arizona State University, and Taylor Kessner, Arizona State University*

Reconceptualizing Intellectualism: Public Intellectual as Knowledge Cultivator, *Nicole Bowers, Arizona State University, and Adam Clark, ASU*

Public Intellectual in Exile: Methodological Implications, *Joshua M Cruz, Arizona State University, and Jorge Sandoval, ASU*

Qualitative Research as Public Intellectualism, *Timothy Wells, Arizona State University*

183 Spotlight: Research in Troubled Times

4:00-5:20

Chair: Gary J. Krug, Eastern Washington University

The Death of Politics and US Information Warfare, *Gary J. Krug, Eastern Washington University*

Gaslighting: Experience and Education, *Asilia Franklin-Phipps, University of Oregon, and Tristan Gleason, Moravian College*

American Icons, Donald Trump, and the Search for Brigadoon, *Jim Lane, University of Phoenix*

Imaginations and Realities of the Texas-Mexico Border Wall, *Deanna Del Vecchio, University of Toronto, and Nisha Toomey, University of Toronto*

Traits and Teaching Strategies of Inclusive Professors, *Maggie Evans, Illinois Wesleyan University- UIUC alum, Yesenia Martinez-Calderon, Illinois Wesleyan University, and Maxwell Crowninshield, Illinois Wesleyan University*

The Multivocality Nature of Testimonio: Decolonizing 1382010 Efforts

4:00-5:20

Chair: Miryam Espinosa-Dulanto, University of Texas-Rio Grande Valley (UTRGV)

Corrido as Epistemological Contraband, *Laura Marshall Jewett, The University of Texas Rio Grande Valley*

Promoting Curriculum of Orgullo using Children's Literature for Testimonio, *Freyca Calderon-Berumen, Penn State Altoona, and Karla O'Donald, Texas Christian University*

Fictionalized Testimonio: A Latina Immigrant Story, *Freyca Calderon-Berumen, Penn State Altoona*

Decolonial Imaginary: Testimonio Aesthetics, *Miryam Espinosa-Dulanto, University of Texas-Rio Grande Valley (UTRGV)*

SP4 New Thinking in Post Qualitative Inquiry, Session II

4:00-5:20

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

A Literature Review in Motion: Diffractive Literature Reviews, *Jessica L. Daniels, University of Georgia*

Dissertating on the Void, at the Threshold of (Non)sense, *Nicole Siffrinn, University of Georgia*

K-12 ESOL Programming: The Assemblage of ESOL, *David Forker, University of Georgia*

The Witch's Flight, *Cindy H. Blair, University of Georgia*

139 The Posthuman

4:00-5:20

Chair: Alex Lockwood, Southern Illinois University

Girls Only: Agentic Assemblage in Posthuman Feminism, *Angela Ingram, University of Oregon, Marisa Kofke, University of Delaware, and Lauren Lindstrom, UC Davis*

Slender Difference: Deconstructive Strategies in Online Horror Writing, *Alex Lockwood, Southern Illinois University*

Of Volcanoes, Pedagogies, and Possibilities: Towards a Posthumanist Pedagogy of Critique, *Jacqueline Barreiro, Simon Fraser University*

1370681 Material Methods

4:00-5:20

Chair: Bronwyn Davies, University of Melbourne

1. Title: The persistent smile of the Cheshire cat. Explorations in the agency of matter and the materiality of language., *Bronwyn Davies, University of Melbourne*

Materializing the Social: Art Practice, Religion and "What Really Matters", *Anna Hickey-Moody, RMIT University*

Materializing dying: art and mattering, *Jody Thomson, Western Sydney University*

Feeling good: An exploration journey of female power through dance, *Inge Blockmans, University of Ghent*

Psychology: Prospects for Using Ethnodrama as a 1383577 Means of Simulation and Diagnostic Training

4:00-5:20

Chair: Charles Vanover, University of South Florida

Limitations of Simulation as a Means for Professional Development in Mental Health, *Saleema Durgabee, Sussex Partnership NHS Foundation Trust*

Finding the Heart of the Story: A Diagnostic Ethnodramatic Case, *Cynthia Lubin Langtiu, The Chicago School for Professional Psychology*

Ethnodrama as Professional Development, *Charles Vanover, University of South Florida*

**Indigenous Research: Decolonizing Research Processes:
Exploring Nehinuw (Cree) Concepts in Embodied
1372630 Research**

4:00-5:20

(Session Organizer) Warren Linds, Concordia University; (Session Organizer)
Linda Goulet, Department of Indigenous Education Northern Campus, First
Nations University of Canada,

COALITION FOR CRITICAL QUALITATIVE INQUIRY

May 16, 2018, Wednesday Program Plan
8:30 am – 3:45 pm

8:30 – 8:45 WELCOME

PROGRAM

Diverse Voices, Policies, and Fields: Critical Qualitative Inquiry Challenges the Troubles

Focusing on the 2018 ICQI theme “Qualitative Inquiry in Troubled Times” and motivated by the work of Donna Haraway (2016), *Staying with the Troubles*, as well as endarkened, indigenous, and traditionally marginalized knowledges that inspire and persuade us to think difference, complexity, multiplicity, and immanent relations, the **Coalition for Critical Qualitative Inquiry** program accepts the challenge to use critical qualitative inquiry and public activism to “stay with the troubles” in extremely difficult neoliberal times. We believe that the troubles generated by/within/because of our neoliberal condition and our colonialist past present must be engaged through critical knowledges, policies and counter forms of governmentality and action (as may be found through relations created between fields like qualitative inquiry, public policy, and critical studies broadly), as well as embracing multi-utopian and unthinkable policy/futures. Please do not hesitate to contact Gaile Cannella gaile.cannella@gmail.com or Mirka Koro-Ljungberg mirka.koro-ljungberg@asu.edu with any questions as you prepare to attend our Day with the Coalition for Critical Qualitative Inquiry.

8:45- 10:15 **First Symposium**

Emancipating African and African Diaspora Social Sciences Through Critical Qualitative Inquiry: The Liberation and Thus Empowerment of the Voices of the Usually Black Dehumanized

Co-Chairpersons: John H. Stanfield, II, Research Programme on Democracy, Governance, and Service Delivery (DGSD), Institute for Advanced Study of African Renaissance Policies Ideas, Capetown, South Africa and Melissa Speight-Vaughn, School of Education, North-West University-South Africa

Evaluation for Liberation: Contributing to Ideologies, Paradigms, and Epistemologies of Evaluation through Liberation through the *Nobody Knows My Name* project

Rodney Hopson, George Mason University & Stafford Hood, University of Illinois –Urbana, USA

Seeing With Broken Glasses? The Rise of the “Periphery” in African Social Science Research Paradigms

Gilbert Fokou, Research Programme on Democracy, Governance, and Service Delivery (DGSD), Human Sciences Research Council (HSRC), Capetown, South Africa

Parrhesiazesthai in Dangerous Times: Then & Now

M. Francyne Huckaby, Texas Christian University, USA

Decolonizing Black Women’s Research Across the Diaspora: Epistemic Shifts and Ontological Belonging

Venus E. Evans-Winters, Illinois State University, USA

10:15 – 10:45 **BREAK**

10:45 – 12:15 **Symposium**

Critical Qualitative Inquiry Across Fields and Dire Circumstance

Co-Chairpersons: Angelo Benozzo and Gaile Cannella

Critical Management Studies: Where are they at the moment – and where might they be headed:

Angelo Benozzo, University of Valle d'Aosta, Italy

Higher Education Policy Applications from Critical Qualitative Research

Yvonna S. Lincoln, Texas A&M University – College Station, USA

Lessons from Seeing the Cape Town “Water Crisis” Unfold: Theological Metaphors for Critical Qualitative Inquiry into Coming Natural Disasters

John H. Stanfield II, Research Programme on Democracy, Governance, and Service Delivery (DGSD), Human Sciences Research Council (HSRC), Capetown, South Africa

The Figure of the Migrant Between Biopolitics and Psychopolitics: Designing a Critical Qualitative Inquiry on Current Governmentality and Subjectivation Practices Concerning Migrants and Migration in Neoliberal Regimes

Marco Gemignani, Universidad Loyola Andalucia, Spain

12:15 – 1:30 LUNCH

1:30 – 3:00 Afternoon Panel

Avoiding Denial of/in Troubled Times: Multiplicities and Utopian Policy Dialogues

Co-Chairpersons: Marek Tesar and Mirka Koro-Ljungberg

It Looks Like the Past is Back”: Muting Equity Concerns Raised in Response to Contemporary Neoliberal Educational Reforms

Jill Pierce, New York University, USA

Once Upon a Time... Reconfiguring Policymaking Through Storytelling and Mythic Imagination

Iveta Silova, Arizona State University – Tempe, USA

Policy Futures for the Anthropocene

Ryan Gildersleeve, University of Denver, USA

Academic ‘Freedom’- Utopian Discourses of Freedom and Social Inclusion as Policy and Policing

Marianne Bloch, University of Wisconsin – Madison, USA

Redlining and Refrains for Moving Bodies: Spatial Policies of Racing the US

Kimberly Powell, Pennsylvania State University

3:00 – 3:45 Business Meeting

7th Annual Indigenous Inquiries Circle Pre-Conference Day
May 16th, 2017

(Silent Auction All Day)

Everyone Welcome

The Circle is always Open, but never Broken

Pipe Ceremony 8:30 a.m.

Joseph Naytowhow, Pipe Ceremony in the morning prior to the commencement of the pre-conference day, all invited to the green space Quad by Illini Union

Welcome Song 9:30 a.m.

Acknowledging the Land 9:45 a.m.

Jamie Singson, Director Illini Union, University of Illinois

We wish to acknowledge the land upon which we gather here today for the 10th Qi Congress. These lands were the traditional territory of a number of First Nations bands prior to European contact, with the Peoria, Kaskaskia, Piankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquakie, Kickapoo, Potawatomi, Chippewa people being some of the last bands forcibly removed. This land witnessed many First Peoples resistance against the pressures of colonization manifested through war, disease, and Diaspora. These lands carry that memory, through the stories of the people and the struggle for survival and identity in the face of overwhelming colonizing power. We all need to become aware of what Haig-Brown and Dannenmann (2002) have called the “pedagogy of the land” and begin to watch and listen to the stories of the land. It is through this process that we may begin to heal the ruptures of the past. As scholar Mary Young has suggested through the Anishinaabe language and the term, pimosayta—“let us walk together”, and in that walking together we may learn and heal from the memory of the land so that we may realize pimatisiwin—“walking in a good way”.

Haig-Brown, C. & Dannenmann, K. (2002). A pedagogy of the land: Dreams of respectful relations. *McGill Journal of Education*, 37(3), 451-468.

Young, M. (2012) Personal communication with Patrick Lewis and Janice Huber September 18th via telephone.

10:00 a.m.

Panel Discussion by Editors of book “Research as

Reconciliation” (Andrea Breen, Lindsay Dupre & Shawn Wilson)

10:45 a.m.

Two-Spirit Reconciliation: Honouring the Truth, Reconciling for the Future, Harlan Pruden

12:00 p.m.

**Lunch on Campus
(Vouchers provided)**

1:00 p.m.

Gather in the ballroom to organize groups to travel to the Anita Purves Nature Centre

1:30 p.m. – 3:30pm

**Anita Purves Nature Centre
Circle & performances**

Gathering 6:30 p.m.

Asian American Culture Centre

Indigenous Inquiries Organising Circle

H. Monty Montgomery, Rose Cameron, Kryssi Staikidis, Mere Skerrett, Roe Bubar, Damara Paris, Elizabeth Fast, Anjali Helferty, Craig Campbell, Jamie Singson, Margaret Kovach, Virginie Magnat, Shawn Wilson, Marcelo Diversi, Amy Prorock-Ernest, Jenny Ritchie, Warren Linds, Amy Funk, Ebru Cayir,

Nuno da Costa Cardoso Dantas Ribeiro, M.J. Barrett, Jennifer Nutton, Ann Sutton, Ana Genkova, Patrick Lewis

Social Work Day

Theme: Qualitative Inquiry in Troubled Times

Jane F. Gilgun, University of Minnesota, Twin Cities, Organizer

8-8:30

Welcome & Introductions

8:30-9:20

Opening Plenary Roundtable

Jane F. Gilgun, PhD, University of Minnesota, Chair

Social work has a common vision while welcoming multiple perspectives. In this plenary session, three social work researchers with three social locations will share their visions for their research. They will address issues such as what spaces do I occupy? Why is my research important? What impact do I want my research to have? What do I do to ensure that my research has impact? After their presentation, participants will share their own visions for their research.

Burcu Ozturk, University of Alabama

9:30-10:50

Concurrent Sessions

1383164 Round Robin on Topics in Social Work Research

Jane Gilgun, University of Minnesota, Chair

This roundtable will be a round robin, meaning we will set up five stations for five different topics. Persons knowledgeable about the topics will be at each table. Participants at the session will visit each table for 15 minutes and engage in dialogue with the knowledgeable person and each other. After 15 minutes, participants will move to the next table. Topics include methods of writing up qualitative research, historical research, theory-guided qualitative research, researcher reflexivity as data, and self-management in research on difficult topics.

Contributors

Crystal Coles, Virginia Commonwealth University

Arts-Based Research with Persons Under Stress

Jason Sanyer, Norfolk State University, Chair

1371311 Embodied Tableaux: Drama-Based ABR Methodology in Social Work Research

Christine Mayor, Wilfrid Laurier University mayo6830@mylaurier.ca

This presentation will focus on the use of drama and embodiment techniques in arts-based methodology (ABR) for social work research. Specifically, this presentation will focus on the adaptation of drama therapy tableaux exercises and Augusto Boal's (1992) Image Theatre for data generation and data analysis when working with focus groups. Blending techniques from the presenter's career as a drama therapist with her current research and studies in social work, this presentation will provide attendees with concrete steps for utilizing drama techniques in their own research. In order to highlight how this method might be implemented, the presentation will include samples from the data generation (i.e. pictures of focus group tableaux) and analysis from a recent study conducted on the roles and tools needed when working clinically in the school system.

1370474 Drawing for Interpretative Phenomenological Analysis: A Tool to Elicit and to Illustrate in Troubled Times?

Sarah Vicary, The Open University
sarah.vicary@open.ac.uk

Drawing is used as a data generation tool in many areas of research including social work because it uses different cognitive processes. Drawing also provides an opportunity for researchers to access thoughts, feelings and emotions in different ways. In Interpretative Phenomenological Analysis (IPA) imaginative methods that allow such discovery, are encouraged. In the study which is the focus of this paper, one drawing method, Rich Pictures, was used in order to evoke thoughts and feelings in a way unfamiliar to participants, thereby allowing an opportunity to explore meaning that might otherwise be hidden. IPA was applied to verbatim texts that included the description of the participant's Rich Picture which were utilised, either whole or in part, to illustrate the findings. This paper will discuss whether this alone was the outcome or will question whether, for IPA, drawing can be used to elicit and illustrate data in troubled times?

1370191 Exploring the Discourses of Compulsive Hair-Pulling: An Intersubjective Body-Mapping Study

Julia Mason, Wilfrid Laurier University
maso4970@mylaurier.ca

This study, investigating the experiences of people who live with compulsive hair-pulling (diagnosed as the OCD-Related Disorder, Body-Focused Repetitive Behaviour, "Trichotillomania"), focuses in on the meanings that are derived from the interactions that people with compulsive hair-pulling experience with social discourses surrounding mental illness, physical appearance, and behaviour. Guided by antioppressive practice and using an arts-based method called Body-Map Storytelling in focus group format, participants were invited to describe their knowledge, experiences, and journey visually on a life-sized tracing of their own body over five consecutive weekly sessions. The end result of

these sessions is a lifesized depiction of each person's visual telling of their story, which has been co-created within the context of guided facilitation. Data collection and visual analysis strategies will be discussed. Insights from antioppressive and art-based modes of inquiry will be highlighted in the reflexive context of a researcher who herself compulsively pulls her hair out.

1371341 Reframe the Shame: A Theatre Based Youth Participatory Action Research Project on Youth Experience of Depression Jason Michael Sanyer, Norfolk State University jmsanyer@nsu.edu

Youth inhabit worlds fundamentally different from their adult counterparts. This article documents a theatre based participatory research project that seeks to address a localized, institutional, community issue. In response to an adolescent suicide, a team consisting of youth theatre artists, a community social work researcher/practitioner, arts educators, and community partner organizations collaborated to capture youth experiences of depression using theatre as a tool. Integrating principles of play-building as qualitative research, youth participatory action research, and community education, participants built a play based on stories of youth experiences of depression. Findings define depression from the lived experiences of youth, deal directly with stigma, deconstruct depictions of depression in the media, critique institutionalized helping systems, and offer hope for the future. Implications for collaborative forms of youth engaged participatory research are explored along with helping systems, participatory media, stigma, community education, youth voice, social supports, alternative paradigm research, and community partnerships.

Interview & Mixed Methods Research in Child Welfare

Jill C. Schreiber, Southern Illinois University Edwardsville

1372658 Child Abuse Mandatory Reporting: perspectives of Israeli-Arab Art-Therapists Zakiyah Massarwa, YAHAT, and Guy Enosh, University of Haifa zakiyah02@gmail.com; enosh@research.haifa.ac.il

The purpose of the study was to observe the difficulties faced by Israeli-Arab art therapists when faced with an indication of reasonable suspicion that the client has experienced abuse. Such therapists are faced with conflicting loyalties and priorities. The best-interests-of-the-child; mandated-reporting; social expectations from family, colleagues, superiors, and community adhering to collectivist-norms. The cultural gap between the state's law and the conservative patriarchal Arab society; the potential outcomes of reporting for child client well-being; the potential reactions of the child's family and the community; all those are issues that a therapist has to take into account and weighs while facing the dilemma of mandatory reporting. Based on in-depth interviews with twelve therapists. Six central themes were derived: Professional practice; reactions following reporting; doubts concerning reporting; the client and the therapeutic process and the therapeutic relationship; professional difficulties vs. personal values; and, the society

and community where participants live.

1372637 Working with Resistances to Research within Protective Bureaucracy: A Case Description and Analysis Guy Enosh, University of Haifa, and Tali Bayer-Topilsky, Myers-JDC-Brookdale enosh@research.haifa.ac.il; talit@jdc.org

Child-protective services around the globe are reported to have an over-representation of minority groups. Previous research has indicated an inherent bias in child-placement recommendations by social workers working in the child-protective-services of Israel. The Ministry of Welfare (MoW) research department has decided to order a replication study which would examine the group decision making processes as occurring within the "committees for treatment and planning" that actually make the decision regarding the treatment plan and placement recommendations. The current presentation will attempt to describe in concise terms a process of more than two years of meeting, negotiating, discussing and reforming the proposed research in light of the perspectives of the different stakeholders. The key was to attempt to understand the related concerns, and work away from a position of etic researchers coming to do research on the committees, to an emic position of a researcher coming to do research with all involved.

1380908 Gender differences in a Child Advocacy Center Jill C. Schreiber, Southern Illinois University Edwardsville, and Taylor Dichsen, SIUE jcschre@siue.edu; tdichse@siue.edu

In this mixed methods study, 2016 and 2017 case data from the Madison County Child Advocacy Center (CAC) was analyzed for possible differences between male and female child abuse victims. The data included victim and perpetrator demographics as well as case details, such as outcome and officials involved. Males made up a majority of the victims abused by perpetrators within the home, while females were the majority of victims abused by perpetrators outside the home. In addition, as victim age group increased, the proportion of male victims decreased while the proportion of female victims increased. These results were presented to the CAC's multi-disciplinary team, and an interview with the team was conducted regarding possible explanations and implications of the findings. By identifying differences in the experiences of male and female child abuse victims, CAC can better interview them, social service workers can better aid them, and communities can better support them.

1371350 Preparing for Foster Children Jill C. Schreiber, Southern Illinois University Edwardsville, Anna Mae Wells, SIUE, and Caroline Barrettsmart, Southern Illinois University Edwardsville jcschre@siue.edu; annwell@siue.edu; cabarre@siue.edu

Foster families experience a variety of challenges during the initial placement process. Their ability to successfully navigate these challenges depends on their overall preparedness and access to formal and informal resources. Through sur-

veys and interviews, foster parents reported that they received formal resources in the form of child welfare involvement, professional counseling, or community programs. Informal resources came from helpful community or extended family members, the foster child's school, and/or support from the church community. Other foster parents reported feeling unprepared. Implications include ways that workers can better prepare and support foster family creation, which could improve foster family placement stability and improve relationships between foster children and parents.

1371337 **Foster Parent Religiosity** *Jill C. Schreiber, Southern Illinois University Edwardsville, Janet Wiley, SIUE, Rachel Schweitzer, SIUE, and Taylor Dichsen, SIUE*
jjschre@siue.edu; jhwiley1999@gmail.com; raschwe@siue.edu; tdichse@siue.edu

Foster parents strive to provide a safe, stable environment for the children they bring into their homes. Many foster parents are motivated by religious values to become foster parents. Foster children often have histories of abuse and neglect that can lead to externalizing behaviors. Affiliation with religious communities could support foster parents by providing them purpose and meaning as well as social and material support. Religion can also provide the foster children a sense of belonging in the greater religious community. However, dissimilar levels or types of religiosity could provide conflict between foster parents and children. Through surveys and interviews current foster parents reported that religious practices are important to them. They described specific religious practices they had in their homes and their participation in religious communities. They also reported that the foster children in their home willingly became involved in the religion of the family.

Theorizing Unexplored Experiences Through Reflexivity

Austin Oswald, City University of New York, Chair

1373979 **A Reflexive Exploration in Qualitative Team Research**
Samantha Clarke, Wilfrid Laurier University sam.clarke@rogers.com

Examining power is intrinsic to social work and seems inescapable in academia, and so I seek to deconstruct shifting and contentious issues of power and the epistemological invisibility that I encountered in a qualitative group research project. Qualitative research offers ways to minimize power differentials through an interrogation of invisible and unexplored assumptions. It may also further embed that which it seeks to uncover if researchers are not purposeful in its use. Unable to untangle the knot of critical insights produced by the usual reflexive process, I use poetry as a reflexive healing device to explore my learning throughout this research project.

1383185 **From the Inside Out: Reflexivity in a Graduate Capstone Course**
Cray Mulder, Grand Valley State University muldecra@gvsu.edu

As MSW social work students frequently prioritize the development of micro practice skills and clinical roles post-graduation, they may wrestle with how to best incorporate research findings and methods into practice. This paper proposes a reflexive approach to an MSW capstone course, whereby the instructor presented reflexivity to students at the beginning of the semester as the framework for the course. Throughout this final MSW course students examined themselves as social workers, different facets of their professional identity, and how the literature about reflexivity applied to their professional conceptualizations at the end of a graduate program. Moreover, students applied a reflexive approach to case presentations and analyses, ethical dilemmas and their understandings of social justice. In addition to heightened self-awareness and preparation for professional practice, this approach integrated constructs of qualitative inquiry as the foundation for a non-research methods course further linking research and practice.

1369919 **Troubling Social Work Intervention in Situations of Domestic Violence** *Beth Archer-Kuhn, University of Calgary, and Caitlin Harris, University of Calgary*
beth.archerkuhn@ucalgary.ca; caitlin.harris@ucalgary.ca

The prevalence of families who are impacted by domestic violence in Alberta is staggering and continues to grow. Researchers note that organizations providing services to families who have experienced violence often lack the necessary information to effectively support families; specifically, women are held to a high standard in the protection of their children. Similarly, research recommends the need to engage professionals to increase their understanding of the linkages between masculinity and domestic violence. In this phenomenological study, seven child protective services workers help us to understand their experience of a curriculum training program. Utilizing thematic analysis, the findings from this study begin a dialogue that challenges the types of professional development and training that are required to work in this very demanding field. The study identifies one way in which phenomenology helps to identify social justice concerns for survivors of violence through the experiences of child protection workers.

1370423 **Writing Survivor Stories: Using Qualitative Inquiry to Understand the Long-Term Impact of Sexual Violence** *Andrea Nikischer, SUNY Buffalo State*
nikiscab@buffalostate.edu

Recent revelations of wide-spread sexual harassment, misconduct and assault from men in power in the media and U.S. government have grabbed headlines and ended careers. While much attention has been given to the perpetrators of this sexual violence, there has been little discussion of the potential long-term impact of such violence on the lives of survivors. This presentation will describe a qualitative interview method, Ethnographic Longitudinal Reflection (ELR), created specifically to unravel the complex series of challenges and choices survivors face post-sexual assault and to further understand the ways that sexual assault can impact education and career goalsetting and achievement. ELR privi-

leges the voices of survivors, empowering them to write their own stories about the long-term impact of sexual violence. Detailed information about the ELR method will be shared and findings from an ELR research study with eight survivors of sexual assault will be discussed.

1357364 Complex Intimacy: Theorizing Older Gay Men's Social Lives

Austin Osmald, City University of New York aoswald@gradcenter.cuny.edu

This qualitative study provides an in-depth exploration into the social lives of older gay men. In-depth interviews were conducted with 10 gay men over the age of 65 to elicit details about their relationships with other people. Findings paint a complex picture of older gay social life that is compounded by significant events affecting the personal and collective gay man. Three overarching themes emerged that capture the social lives of the participants: i) Coming of age as a gay man in the 20th century; ii) Dealing with the aging body; and iii) Enduring loss and the consequent impact on social life. The participants reported that being in a gay environment and closing the gay generational divide helped them adjust to their changing social lives in later life. This study adds to an ongoing discussion about the experiences of older gay men and makes suggestions for future research and practice.

11:00-12:20

Concurrent Sessions

1383182 Workshop on Writing Articles for Publication

Journal editors are concerned that many of the articles that PhD students and new professionals submit are not quite ready for a revise and re-submit, and so they are rejected. This workshop will be composed of journal editors and well-published researchers who will provide the nuts and bolts of writing up qualitative research. Topics include the various ways to open an article, components of the introductory sections, linking the introductory material to the rest of the article, what belongs in the methods and methodology section, ways of writing up results, and elements of the discussion.

Sondra Fogel, Editor of *Families in Society*
Jane Gilgun, University of Minnesota, Twin Cities

Axes of Identity and Reflexivity in Research and Practice

David Camacho, Columbia University, Chair

1371373 Colorful Disclosures: Identifying Identity Based Differences and Enhancing Critical Consciousness in Supervision

Wendy Ashley, California State University Northridge, and Allen E Lipscomb, California State University Northridge wendy.ashley@csun.edu; allen.lipscomb@csun.edu

This paper is aimed at raising critical consciousness, accountability and empowerment in the supervisory relationship. As racialized clinicians enter the field of mental health, there is a growing need for clinical supervisors to develop cultural competence in their supervision approach and style. In addition, clinicians of color need to be affirmed, empowered and aware of the intra/inter-cultural dynamics inherent in the supervision process. Using case studies, auto ethnographic studies and interviews with supervisors and supervisees, the authors reflect upon how axes of identity including race, gender, gender identity, gender expression, sexual orientation, citizenship, age, ability, power and privilege inform their lenses as practitioners and impact their vulnerability in supervision. Special attention will be placed on the clinical supervisor-clinician-client triad (the triple process) and the interpersonal dynamics of cultural sensitivity, cultural humility and responsiveness that supervisors aim to model and cultivate in the supervisory relationship.

1383693 Unpacking Privilege and Resistance: Building Competence to Serve Marginalized Populations through Narrative Inquiry

Tracie Rogers, University of the Southern Caribbean tracie.rogers@gmail.com

This paper discusses the engagement of undergraduate social work students in transformative social justice education through the use of arts-based research practice. The HIV epidemic, oppression of sexual minority groups and upsurge in gender-based violence are striking features of our lived experience in the Caribbean. As a result, the ability to competently work with marginalized groups is a requirement for all social workers. Using transcript data from four interviewees belonging to marginalized populations, students engaged in qualitative analysis and intensive reflective dialogue. Based on these interactions with the data, students also created fictional narratives aimed at accessing and presenting multiple viewpoints of marginalized identities. The researcher will present findings of how engaging with story and story-making builds core components of professional self-awareness necessary for competent social work practice. The presentation hones in research methodology as well as how students grapple with their personal identities and meaning-making around marginalization.

1371339 Growing up in Impoverished Households: Low-Income Single Mothers' Narratives

Tumani Malinga, University of Illinois at Urbana-Champaign malinga2@illinois.edu

Although Botswana women are vulnerable, there is little research on their lived experiences. In this paper, the author focuses on women's narratives about their upbringing in rural Botswana. Utilizing a narrative research approach, face-to-face interviews were conducted with fifteen low-income single Botswana mothers. Thematic analysis was undertaken of women's narratives to understand the household environment they grew up in and how it influenced their lives. Growing up in impoverished households was common for the participants. They narrated that growing up in resource deprived households exposed them to more

hardships and accumulation of subsequent life disadvantages later in life, impacting on their life quality and trajectories. Children growing up in at risk families need to be provided with necessary support to ensure that they benefit from educational opportunities. Also, enhancing early family relationships that can buffer childhood adversities is an important intervention to help women onto healthier trajectories.

1384104 Exploring Sexual Minority Men's Experiences of Depression: A Comprehensive Meta-Synthesis *David Camacho, Columbia University, Ellen Lukens, Columbia University School of Social Work, and Anindita Bhattacharya, Columbia University* dc3027@columbia.edu; el19@columbia.edu; ab4050@columbia.edu

Depression disproportionately affects sexual minority men, yet few interventions exist for this population. To inform clinical interventions, the authors conducted a comprehensive meta-synthesis (Sandelowski, 2007) of sexual minority men's experiences with depression to: summarize current qualitative studies aims and findings; identify important gaps and limitations in this literature and understand patterns in clinical depression. We identified seven eligible peer-reviewed articles from Australia, United Kingdom and United States (published between 1998 and 2017). Their experiences included: a) Perceived stressors (e.g., discrimination, marginalization); b) Patterns of Distress: followed a biomedical model; c) Coping Mechanisms (e.g., keeping depression secret, suicide, illicit drugs); and d) Help Seeking: men sought support from General Practitioners who were perceived as empathic, humorous and provided a safe environment. Future work should explore diverse groups of sexual minority men (e.g., ethnic minority groups, older adults and non-English speakers). Implications for social work research and practice will be discussed.

1371373 Assessing Physical and Mental Health Needs of Older Latino and African-American LGB Adults *David Camacho, Columbia University* dc3027@columbia.edu

By 2060, older Latinos and African-Americans will make up approximately 1/3rd (33 million) of the total US older adult population. Currently, 2-6% identify as lesbian, gay or bisexual (LGB). With the projected growth, the number of older Latino and African-American LGB adults will also increase significantly. To date, no studies have qualitatively explored their health needs. Thus, following CBPR principles this study qualitatively assesses physical and mental health needs of LGB older adults of color via three focus groups with community members and five semi-structured in depth interviews with their social services providers in New York. Preliminary results from our thematic analysis indicate that community members: face challenges in accessing medical care and adhering to treatment regimens, employ unique culturally-based self-management strategies, experience housing stressors resulting from being older and living with a same-sex partner, and receive critical social support from attending a safe and accepting senior social service program.

Grounded Theory and Policy-Focused Research

Verena Schmidt, University of Louisville, Chair

1371067 Applied Educational Neuroscience Practices in Classrooms: A Grounded Theory Study *Sheila Dennis, Indiana University and Susan Lynn Glassburn Larimer, Indiana University* sdennis2@iupui.edu; slarimer@iupui.edu

Educational neuroscience is an emerging discipline seeking to meld psychology, education, and the neurosciences. This grounded theory study explored the process of operationalizing educational neuroscience principles in the classroom in order to better inform interactions between teachers, school social workers, administrators, and students. The research questions were: (1) How do teachers, school administrators, and students describe educational neuroscience? (2) What practices do teachers use in the classroom to apply educational neuroscience principles? (3) How do students respond to their practices? (4) What classroom interactions are associated with these practices? The results of this translational study will inform educational and school social work practice regarding co-regulation, attachment, and intersubjective meaning-making in the classroom context. Findings also contribute questions for further discourse surrounding the transdisciplinary vision of bridging objective science and the heuristic ways of knowing inherent in direct educational and school social work practices.

1370107 Relational Qualitative Methods in Community-Engaged Health Research with Refugees *Jessica Euna Lee, Indiana University* jel6@iu.edu

This paper discusses ethical and methodological considerations for community-engaged research with refugee communities. This presentation explains the interviewing and participant recruitment processes of a study examining health care utilization among Bhutanese refugees in one U.S. city during the postresettlement period. Findings from this study suggest that language, culture, social networks, health systems, and prior experiences with health care interact with each other and inform Bhutanese refugees' health care utilization processes. These findings are relevant to interventions and policies for refugees worldwide. Using grounded theory methods, data were gathered through interviews with Bhutanese refugee adults. This study exercised relational constructivist approaches by formulating the study's research questions, instrument, and recruitment strategy in consultation with refugee community members. A relational constructivist stance enables collaboration between researchers and participants, which promotes participatory approaches in cross-cultural research. This study carries implications for providers and researchers working with refugees.

1368507 Forensic Interviewer Response to Non-/Partial Disclosure in Sexually Abused Children *Emily A. Lux, University of Illinois at Urbana-Champaign* ealux@illinois.edu

Children who have experienced trauma, have contact with child protective services, and who have experienced sexual abuse are shown to be at higher risks for developmental delays and disturbances in memory and cognition. These impediments could potentially impair a child's ability to articulate clear details about any sexual abuse they endured. Forensic interviewers who collect information from these children are in unique situations in balancing the need to elicit accurate and sufficient testimony to protect sexually abused children while not suggestively coercing a statement from the child. This qualitative study uses grounded theory to explore how forensic interviewers use interviewing protocols and multidisciplinary teams when interviewing non-/partial disclosure in children who are suspected of experiencing sexual abuse, as well as how the forensic interviewer defends these practices as an expert witness in court-related scenarios. Overarching themes from 20-30 face-to-face interviews with forensic interviewers will be presented based on preliminary findings.

1368372 **Incarceration Experiences of Older African American Adults living with HIV**

Verena Schmidt, University of Louisville v0schm01@louisville.edu

Two epidemics disproportionately impact older (aged 50+ years) African Americans compared to the general U.S. population: Incarceration and HIV/AIDS. The purpose of this constructivist grounded theory study was to understand the incarceration experiences of older African Americans living with HIV (AAPLWHA). This study had three main questions: 1) What are the incarceration experiences of older AAPLWHA? 2) How do older AAPLWHA draw meaning from their incarceration experiences? 3) How do incarceration experiences and understandings of their meaning relate to engagement in care? Twenty two older AAPLWHA with incarceration histories participated in qualitative interviews, and seven participants were selected for in-depth qualitative follow up interviews. Constructivist Grounded Theory techniques were used to analyze the qualitative data. Through the exploration of participants' incarceration experiences, four themes emerged: 1) HIV care and treatment; 2) "special rules" for HIV positive inmates; 3) multi-layered, intersectional stigma within the correctional environment and 4) linkage of HIV care post-release.

The Use of Theory in Case Study Research

Kori Bloomquist, Winthrop University, Chair

1383210 **Surveillance and Sousveillance: A Case Study of the Nervous CPS Worker**

Tara La Rose, McMaster University larost1@mcmaster.ca

Digital technologies give social workers new options and enhanced capacity for surveillance. The potential also exists to shift the power dynamics between clients and workers when clients also take up these technologies to create their own case recordings. These new forms of "veillance" are a reality that social workers

and clients now work within, one which has received little attention from scholars and professional leaders. This paper seeks to consider these issues drawing on specific case-study example of surveillance and sousveillance using a publicly available YouTube video "The Nervous CPS Worker."

1370545 **Vietnamese College Students with Visual Impairments: A Qualitative Study of Their Experiences and Emotional Well-Being**

Tuyen Thi Thanh Bui, University of Illinois at Champaign-Urbana ttbui2@illinois.edu

Introduction: Visually impaired individuals face numerous challenges both at home and on campus. These challenges influence students' long-term well-being, educational and employment trajectories. This qualitative study is the first to explore these topics in Vietnam, a country that has a high percentage of visually impaired population. **Methods:** This multiple case-based study drew on in-depth interviews with 10 participants on their experiences at home and college, and on extensive field notes and informal observations of participants. Thematic-style analyses were undertaken to identify dominant and emergent themes and meaning units. **Results:** Challenges in secondary education that visually impaired students face include lack of accommodation from educational institutions, stigma and discrimination in childhood, and lack of awareness by the community about disability. **Implications:** Universities in Vietnam should have a special unit to provide support services for students with disabilities and organize activities to raise community awareness about people with disabilities.

1373342 **The Role of Social Capital in Fostering Resilience: A Sociological Perspective on Risk and Resilience**

Ashley Prowell, The University of Alabama in Tuscaloosa anprowell@crimson.ua.edu

The child poverty rate in the U.S. is among the highest of developed nations. Approximately one in five children in the U.S. live at or below the poverty line. The incidence of poverty experienced by ethnic minority youth has led to many becoming both economically and ethnically isolated. Resilience is a construct representing positive adaptation despite adversity. Echoed in the literature are several resilience factors that work to combat the effects of adversity, such as having a supportive adult relationship, but how can having supportive relationships potentially lead to more connectedness to the greater society? Drawing on Bourdieu's Sociological Model, the current study applies the concept of social capital (a hidden cause of inequality) and the role it plays in fostering resilience for at-risk youth. This case study explores the processes of accruing social capital through supportive adult relationships, eventually allowing youth to become active agents in the development of their resilience.

1370017 **Adverse Childhood Experiences and The Social Environment: Interviews with**

Women of Color *Kori Bloomquist, Winthrop University, and Gabrielle Lee, Winthrop University*

The term Adverse Childhood Experiences (ACEs) is used to describe many types of abuse, neglect, and trauma in childhood. Research demonstrates that ACEs are prevalent, however, sample diversity and examination of environmental and macro forces are often lacking in ACEs research. This study seeks to address gaps in ACEs research by asking: How do women of color describe the social environmental factors and experiences of their childhood? What role do adverse or traumatic childhood experiences within the social environment play in the lives of women of color? Five participants from a southeastern state completed the BRFSS ACEs scale and participated in in-depth, semi-structured interviews. Researchers used individual case descriptions, individual case analysis, and cross case analysis to identify transcendent themes and assertions. Findings indicate social pressures and protective factors in childhood and layered experiences related to race, class, gender, coping, and immediate and extended shaping forces.

Cross-Cultural Meanings and Qualitative Approaches

Festus Yaw Moasun, Wilfrid Laurier University, Chair

1370817 **Living with Stigma: Voices from the Cured Lepers Village in Southern Ghana** *Cynthia Akorfa Sottie, Booth University College, and Judith Kafui Darkey, Department of Social Welfare Ministry of Gender, Children and Social Protection Ghana* cynthia_sottie@boothuc.ca; judithdarkey@yahoo.com

Stigmatization of persons cured of leprosy (PCLs) is a long standing social problem especially in the developing world which often leads to their isolation from mainstream society. This study presents the voices of PCLs in the Cured Lepers' Village in Ho, a community located in Southern Ghana. The study collected data through in-depth interviews and focus group discussions with 20 participants. Findings indicate that PCLs make the Cured Lepers' Village their permanent home after they are cured of leprosy. This situation is as a result of the stigma, neglect, and isolation they experience. Fear of the disease which is fueled by ignorance, compliance with religious and socio-cultural beliefs, and regulations regarding leprosy were identified as reasons for the isolation of people affected by the disease. The study recommends a comprehensive public education program to demystify myths about leprosy, its causes and transmission.

1370859 **Kicking the Can Down the Road: Social Work Programs and Equivocation on the DACA Repeal** *Melissa Hardesty, Binghamton University, and Sarah Reta Young, Binghamton University* hardesty@binghamton.edu; syoung@binghamton.edu

This study investigates the major themes in public messages released by social work programs in response to Trump's executive order to end the Deferred Action for Child Arrivals (DACA) program. We performed a Google search to identify DACA-related statements made by social work departments in the

United States and coded any messages that appeared within the first 200 hits. Using the lens of the neoliberal university, we used open and thematic coding and found that: 1) Programs were far more likely to appeal to a higher university or professional authority than to articulate their own position on DACA, and 2) Most programs gave vague advice, if any, about how to respond to the repeal. Based on this initial analysis, we ask whether social work programs, situated in a neoliberal context, are motivated and resourced to take a strong public stand on political issues that directly implicate the social work profession.

1374984 **When Social Circus Trainers Put Themselves “at disposal:” The Development of a Portrait Based on YouTube Videos and Mauss’s Theory of the Gift** *Karin Hannes, Katholieke Universiteit Leuven* karin.hannes@kuleuven.be

Social circus and leisure programs targeting vulnerable populations are increasingly recognized as a tool to alleviate the often distorted and disconnected relations some people experience, both on an individual level and an institutional level. These programs are delivered by social workers, circus professionals or both. It has been argued that those with a social welfare background are best equipped to guide people with challenging personal and life circumstances. This sparked our interest in what a social circus trainer should or could be. In a deliberate attempt to move away from the competence-based discourse that currently dominates discussions on what a good trainer should be, I turn to the theory of the gift from Marcel Mauss to illustrate the principle of giving, receiving, and rendering in the social bonding created between trainers and participants in their social circus universe.

1374715 **The Power of the Tongue: Inherent Labeling of PWDs in Proverbs of the Akans, Ghana** *Festus Yaw Moasun, Wilfrid Laurier University and Magnus Mfoafo-MCarthy, Wilfrid Laurier University* moas3180@mylaurier.ca; mmfoafo-mcarthy@wlu.ca

Proverbs are considered an important feature of any language worldwide. In Africa, proverbs are used in speech to add special effects. However, as a repository of African knowledge and culture, proverbs serve as a medium for educating present and future generations about society's cultural values, beliefs, and ethics. In this powerful role, proverbs may have very significant effects on speakers and their listeners. While these effects may be positive, in terms of their references to certain groups of people, proverbs may have telling effects on especially vulnerable populations. After examining a sample of Akan proverbs on mental and physical disabilities, this paper concludes that Akan proverbs predominantly label people with disability (PWDs) negatively, thereby leading to their stigmatisation, marginalisation, and exclusion. The paper recommends using proverbs with negative connotations for PWDs as a tool to educate society as to how not to treat PWDs.

Concurrent Sessions

**Qualitative Methods for Envisioning the Possible for Persons
who Experience Social Exclusion**

Philip Young Hong, Loyola University Chicago, Chair

1370431 **The Role of School Counselors in Promoting the Resilience of African American Adolescents from Urban Communities** *Alayna Ashley Thomas, North Carolina Agricultural and Technical State University aathomas@aggies.ncat.edu*

The purpose of this research is add to the existing knowledge on resilience and African American adolescents from urban communities. As a result of this study, one will be able to identify the roles of the family, school officials, the school counselor in promoting resilience in African American adolescents from urban communities. With such an understanding, family members, school officials, and counselors may be able to collaborate and advocate on behalf of African American adolescents in urban communities to help create change in the form of school policies, programs, and mental health services. Furthermore, the purpose of this current study is to identify the strategies that reinforce African American adolescents from urban communities patterns of resilience that allow adolescents to manage and cope with the problems and stressors associated with living in an urban community (Rak & Patterson, 1996).

1370762 **Breakfast with Mr. Reasonable: PAR and Autoethnography with Youth** *Heather Murphy Sloane, University of Toledo heather.sloane@utoledo.edu*

In answer to the interprofessional concern for better ways to teach students about difference, a program was initiated by social work faculty to bring university students from the professions to write with high school students from a large city school. Writing prompts are used to spark critical thinking and then each writer is provided strengths-based feedback. Professional and high school students learn about autoethnography and critical theory through these weekly sessions to explore the topic of social separation. Students observations give voice to youth unaccustomed to being heard. Working together as fellow researchers respect grows between participants for how we are all connected and separation based on class, race, and age begin to disappear. At this stage of the group the writing pieces will be brought together to analyze for themes and reach conclusions with the intent to develop a presentation proposal to be presented at a local social justice conference.

1370132 **Transcendent Reentry: Successful Transition Experience of Citizens Returning from Prison** *Thomas Kenemore, Loyola University Chicago, and Brent In, Loyola University Chicago thomas@kenemore.org; brentin8737@gmail.com*

Reentry from prison or jail to community, along with other issues in the troubled criminal justice system, is politicized, not well understood, and largely ignored by those in power. In particular, the voices of returning citizens are essentially unheard. Several years of qualitative inquiry into their experiences, from a wide range of perspectives, has produced a thematic look into the factors essential for successful reentry, defined by those experiencing the process. The transition from incarceration to freedom is an extremely challenging and torturous journey from a highly controlled and dangerous ecological surround to a highly uncontrolled and dangerous environment. Our research in this black box of reentry process has revealed some transcendent intrapersonal and relational factors that are essential to self-defined reentry success. We will share these thematic descriptions and discuss how they can inform practitioners and organizations committed to advocating for, and working with, this vastly underserved population.

1371637 **TIP Talks: Wisdom for Humanship** *Philip Young Hong, Loyola University Chicago phong@luc.edu*

TIP program was developed by Dr. Philip Hong at Loyola University Chicago as a bottom-up model to empower low-income jobseekers in workforce development programs. The status quo job readiness training (JRT) has faced many challenges as it typically focuses on the neoliberal model of “cleaning up” or “fixing up” the applicants to fit the taste of employers who control the labor market. TIP Talks is a resistance movement to challenge the inherent bias that there is something wrong with jobseekers “blaming the victim” for not being fully job ready and “employable.” The narratives that represent TIP program participants as experts and providers of wisdom to the rest of the world shifts the power back to low-income jobseekers by demonstrating strength in humanship, defined as “leadership, in one’s life or self-sponsorship through finding an optimal balance between awareness and action by focusing on one’s internal locus of control” (Hong, 2016, p. 100).

1371045 **Sources of Strength in Transforming Impossible into Possible (TIP): Spiritual Perspectives of Low-Income Job Seekers** *Philip Young Hong, Loyola University Chicago, and Siddhesh Mukerji, Loyola University Chicago phong@luc.edu; smukerji@luc.edu*

This paper presents spiritual perspectives on the experiences of low-income job seekers using a social work practice model called Transforming Impossible into Possible (TIP) as an applied example. TIP is an evidence-informed practice model that strengthens psychological self-sufficiency (PSS) in the context of goal setting and achievement. Low-income job seekers PSS barriers and hope can be understood not only through the lens of current social science theory, but also through the constructs found in spiritual traditions. Thus, the authors describe how Biblical perspectives of selfless, unconditional, and sacrificial love towards which faith and hope exert motivational strength necessary to conquer individual and structural barriers. The authors then examine the experience of low-income

job seekers using the Buddhist *paramitas*, or transcendent practices, of diligence, patience, meditation, wisdom, morality, and generosity. The authors posit that concepts from spiritual traditions can serve as an effective lens for qualitative inquiry into the human experience.

Qualitative Interviewing with Children and Youth

Jonel Thaller, Ball State University, Chair

1371333 Stress Coping Experiences Among American Parents of Children with Comorbid ADHD and Autism *Jinhee Koo, University at Albany jkoo2@albany.edu*

This phenomenological study aims to develop a preliminary understanding of stress coping experiences among American parents of children with comorbid Attention Deficit Hyperactive Disorder (ADHD) and Autism. A descriptive and exploratory study design was used. Three mothers of children with comorbid ADHD and Autism were recruited through snowball sampling in Albany, NY. All three mothers held graduate degrees. Data were collected through brief demographic questionnaires and semi-structured interviews. Manifest and latent content analysis were employed with open and axial coding procedures. The researcher's personal journal and analytic memos supported the analysis. Parents' stress coping experiences emerged as moving from out of control to under control, showing a gradual development of adaptive coping over time. Additionally, the role of the mothers' educational background emerged as a theme. Findings contribute to understanding well educated mothers' stress coping experiences and can inform future studies, including potential comparisons with less educated parents.

1369250 An Exploration of Ethnic and Cultural Identity for Multiracial Individuals Adopted Transracially *Stephen Tierri Wilson, University of Washington wilsonst@um.edu*

This retrospective and exploratory study interviewed eleven individuals, who identified as biracial or multiracial, and were adopted transracially into White homes. The goal of this study was to gain an understanding of their voiced experiences in receiving support for their racial and ethnic identities. Interviews focused on self and other identification experiences, identifying challenging life situations, and where and whether identity crises may have occurred. The researcher also sought out information on how key informants garnered supports to reclaim a viable sense of him/her self as a person of color, while living in a White home or community as a transracially adopted youth. These narratives will add to the thinking about transracial adoptees' experiences. The narratives will also inform parents and social workers in supporting multiracial children to explore their ethnic identities. In addition, the study will help normalize multiracial individuals' life experiences as transracial adoptees.

1389694 Do Inpatient Substance Use Clients Fit the Emerging Adulthood Theoretical Cookie Cutter Characteristics? *Kelly Lynn Clary, University of Illinois at Urbana-Champaign, and Douglas Cary Smith, University of Illinois at Urbana-Champaign valenck2@illinois.edu; smithd@illinois.edu*

The purpose of this qualitative study was to uncover emerging adults' impressions of the theory on emerging adults. Participants were 18-29 years old (female = 7, male = 14) who completed at least 30 days in an inpatient substance abuse treatment center in a Midwestern state. The results help recognize the perspectives of a highly-marginalized group of people and expands research of Jeffrey Arnett's (2000) Emerging Adulthood framework. Participants completed an in-person interview that uncovered their thoughts and experiences of the 5 characteristics, "identity exploration, instability, self-focus, feeling in between adolescence and adulthood, and optimism about the future." Audio recordings were transcribed, analyzed in NVivo and coded. Focus groups were held to assist with member checking. Analysis of the main themes revealed that most participants related to the expected features. Major overarching themes include freedom, spectrum of responsibilities, influence of background experiences, and using substances to cope with unsettled emotions.

1371088 Youth Homelessness and Geographic Mobility: Neoliberal Policy, Service Gaps, and System Limitations *Amanda Aykanian, University at Albany, amanda.aykanian@gmail.com*

This qualitative study began as a phenomenological exploration of providers' experiences working with geographically mobile homeless youth. It evolved into a critical discussion, between researcher and participants, about restrictive policies, service and capacity limitations, and engagement challenges faced when working with highly mobile youth in a geographically-diverse region. In-depth interviews were conducted with eight homeless service providers in New York's Capital Region. The analysis centered on perceptions of mobility and how policy and service system factors impact mobility. Participants described mobility as an impulsive coping strategy, a process greatly influenced by service system and policy limitations, and a phenomenon that challenges traditional engagement strategies. Findings suggest opportunities for strengthening the service system through trauma-informed programming and policy, increased coordination with government and other policy-making entities, and assessing gaps in key services. Implications and recommendations are presented with special attention to the role of social workers and the social work profession.

1371589 Adolescent Development and Sex Trafficking: The Role of Adult Caregivers and Service Providers in Entry and Exit *Jonel Thaller, Ball State University, Andrea Cimino, Johns Hopkins University, Rachel Keeney, Johns Hopkins University, and Alexis Kennedy, University of Nevada Las Vegas jthaller@bsu.edu; acimino2@jhu.edu; rachelkeeney@jhu.edu; alexis.kennedy@unlv.edu*

As part of healthy adolescent development, teenagers naturally take risks and distance themselves from their adult caregivers as they transition into independence. Teenaged girls from supportive families often “play” at adulthood before they embark, whereas others may be prematurely propelled into adulthood, encountering predatory adults who capitalize upon their adolescent minds and bodies by involving them in domestic minor sex trafficking (DMST). In interviews with young women commercially sexually exploited as youth (n=40), we examined how typical adolescent developmental tasks influenced their entry into and exit from commercial sexual exploitation (CSE). Many youth recalled being lured into CSE by promise of financial independence or love and acceptance. Many also reported they had been reluctant to comply with supportive adult caregivers or service providers, in part because they felt ashamed or misunderstood, and they implored adults to be open-minded and persevering when working with challenging adolescents because positive growth is possible.

Research with Indigenous and Refugee Populations

Chair: Vanessa Jara-Labarth, University of Tarapacá

1370807 Visual Storytelling: Decolonizing Social Work Practice

*Natalie St-Denis, University of Calgary, and Christine Walsh, University of Calgary
nstdeni@ucalgary.ca; cwalsh@ucalgary.ca*

The profession of social work has an historical and ongoing role in the oppression of Indigenous peoples, and, consequently has the responsibility to honour Indigenous worldviews in its endeavours. Storytelling, described as an embodiment of Indigenous knowledges, validates the experiences of Indigenous peoples. Further, visual methods of storytelling have gained popularity among oppressed communities as way to share their experiences. Photography has been established as a qualitative research methodology in the social sciences to evoke emotional reactions and awareness about social conditions with the purpose of influencing and directly impacting social and policy changes. This photo-story was developed to support social work students in decolonizing their practice by reflecting on their personal and professional identities in relationship to place. In this presentation we make the invisible visible through a series of evocative images and invite the audience to consider their identities as embedded in historical, cultural and structural realities.

1371323 Teachers, Trauma, and the Classroom: Investigating Trauma

Training for Working with Syrian Refugee Students *Christine Mayor, Wilfrid Laurier University mayor6830@mylaurier.ca*

Previous research demonstrates the impact of traumatic exposure on refugee students' learning, with the school increasingly seen as an appropriate and necessary place for trauma identification and intervention. Yet, this research has often left out the classroom experiences of teachers, despite them spending the most

time with students. This qualitative study focuses on teachers' experiences of applying trauma training to the classroom when teaching Syrian refugee children. This research highlights specific examples of how trauma “emerges” in the classroom, including data about what situations teachers continue to struggle with despite being given training. Implications for how social workers might support teachers in trauma-informed classrooms will be articulated, as well as the potential need to re-consider what content and through what method teachers are provided this training.

1383878 Positive Discrimination as Discourse: A Methodological Approach for Studying Australian and Chilean Experiences. First part

Vanessa Jara-Labarth, University of Tarapacá, and Cesar Cisneros-Puebla, Autonomous Metropolitan University, Iztapalapa vannedk@gmail.com; cesar41_4@hotmail.com

In this essay I will describe the conceptual and methodological basis for an ongoing empirical project conducted in Arica - Chile, that explores the challenges indigenous students are facing in higher education. A narrative autobiographical approach has been implemented to analyze the indigenous legacy's impact in their academic trajectories. As social worker I am interested in propose a framework to generate public policies and social awareness about indigenous way of living within Chilean higher education. This report is a preliminary international presentation of our methodological approach based on a very specific Australian and Chilean experiences description.

1383917 Positive Discrimination as Discourse: A Methodological Approach for Studying Australian and Chilean Experiences. Second part

Cesar Cisneros-Puebla, Autonomous Metropolitan University, Iztapalapa, and Vanessa Jara-Labarth, University of Tarapacá cesar41_4@hotmail.com; vannedk@gmail.com

The second part of this project presents some of the findings we are analyzing using Schifftze's narrative autobiographical approach. Nowadays, there are many debates about the disciplinary field of Social Work, mainly within Chilean universities, and from our perspective, through this kind of qualitative research, we are aiming to demonstrate that, methodologically speaking, it is possible to integrate advanced and rigorous ways of researching lived experiences to the Social Work practices within the Chilean academic context. In addition, this humble effort seeks to become a contribution to produce useful knowledge in the Chilean society.

Insider Perspectives and Qualitative Research

Paul A. Maxfield, Kansas State University: Chair

1375134 A Qualitative Data Analysis: Family Victim Advocates in Child Advocacy Centers

Teresa L Young, Texas A&M University - Kingsville, Quentin R Maynard, University of Alabama Tuscaloosa, and Bethany Womack, University of Tennessee Chattanooga teresa.young@tamuk.edu; rmaynard@crimson.ua.edu; bethany-

Family victim advocates in child advocacy centers provide a valuable resource to children and parents involved in child abuse investigations. This work requires family victim advocates be knowledgeable in such areas as child development, crisis intervention, community resources, family relationships, and child welfare and criminal justice systems. The current study reports the findings from a survey of family victim advocates employed in child advocacy centers related to their motivation for doing the work as well as their perceptions of their training and potential training needs. A group of doctoral students comprised the research team and worked collaboratively under the supervision of university faculty to conduct the qualitative data analysis. The findings describe the characteristics and motivations of family victim advocates working in child advocacy centers and emphasize the need for more advanced trainings that focus on skill-building and strengths-based practices utilized to support children and parents in child abuse cases.

1371620 What Makes Refugees Want to Participate in Resettlement Programs or Services? Insider Perspectives *An Ha, University of Utah, College of Social Work bathiansu@gmail.com*

As they adjust to host societies and new cultures, refugees have experienced significant challenges and at the same time, demonstrated resiliency in resettlement. In the route of seeking a “best practice” for resettling and integrating these diverse, vulnerable population, community participation, a bottom-up, community-driven approach, is considered an alternative of failed top-down, expertise-led development strategy. This approach is seen as a crucial component to build a strong community which enhances and appreciates active engagement of all community members. Why people participate and what encourages their participation? Reasons and factors motivating an individual, a group or a community participate in a program are various based on their own characteristics. This paper will discuss motivational factors in community participation among various refugee backgrounders through a community-based participatory research.

1383778 Researching Norms, Narratives, and Transforming Sexuality: The Importance of Women’s Art-Therapy Focus Groups in Contemporary China *Yuxin Pei, Sun Yat-Sen University peisysu@qq.com*

Through interviews with 118 women in 10 art-therapy focus groups, we explored norms and narratives of sexuality. We found that this type of focus group led to spontaneous self-disclosure. Participants discovered taken-for-granted norms of women’s sexuality and built new narratives about unspoken, inexplicit, or hidden past experiences. Women’s active, participative, and receptive arts engagement for self-expressions are also examined.

1380526 A Narrative Inquiry to Working Experiences of People with Hearing Impairment *Min-Juan Wu, University of Taipei, Min-Chun Chiang, University of Taipei, and Li-chuan Kao, University of Taipei w286girl@hotmail.com; dr.mirubear@gmail.com; lkao2006@gmail.com*

This inquiry was to explore the job search and work experiences of a person with hearing impairment who called Hua (a pseudonym). The data collection was based on narrative interviewing, and supplemented with file information and shadowing. With the narrative analysis as my research method, the participant’s experiences and my reflections interweaved in the storytelling. The major conclusion is that all the hearing-impaired not only face difficulties because of deafness but also gains a lot in their career. In addition, through the interactions with the participant, I have been in self-reflection and aware of myself all the time, and I have lived a brilliant life with him. By this study, people with hearing impairment were more appreciable and understood in their work place. Moreover, I am looking forward to supporting them with great efforts more than before. It is looking forward to encouraging their ambitions in the coming future.

1370930 The Meaning of Living-Apart-Together in Continuing Care Retirement Communities: Perspectives of Residents and Healthcare Professionals *Chaya Koren University of Haifa, and Liat Ayalon, Bar Ilan University ckoren@univ.haifa.ac.il; liat.ayalon@biu.ac.il*

Late-life repartnering and the move to a continuing care retirement community (CCRC) are relatively new occurrences associated with the process of modernization representing new beginnings in old age. How these occurrences co-constitute each other has yet to be studied. We aim to examine how late-life repartnering and living in a CCRC social environment interact and are co-constituted from perspectives of residents and healthcare professionals. Thirty semi-structured qualitative interviews were conducted in three CCRCs in Israel; ten with repartnered residents, ten with residents not repartnered and ten with healthcare professionals. Two themes emerged: 1. Friendship rather than partnership; 2. Not living together yet being all the time together. A person-in-environment approach is used for discussing the construction of repartnered relationships in CCRCs as exclusive friendships and the limited autonomy as a consequence of not living together yet being all the time together. Implications on micro, mezzo and macro levels are suggested.

1370811 Re-storying Couples in Sobriety: Using Qualitative Inquiry to Humanize Relationships in Recovery *Paul A. Maxfield, Kansas State University pmaxfield@ksu.edu*

Addiction is often associated with social discourses of shame, trauma, destruction, manipulation, and hopelessness. These stigmas can produce barriers for individuals seeking treatment and maintaining sobriety, as well as for the maintenance of partnerships and families. The narratives of recovery are challenged by

the potential for relapse, and fear of a return to problem-saturated storylines of addiction. Significant others who stay in relationships with addicts are frequently depicted as weak and enabling. Couples with a partner in recovery lack positive models for sustaining their relationships throughout their journeys from active addiction to long-term recovery. This presentation will investigate the ways in which a couple in long-term recovery have re-storied their experiences with alcoholism through recovery in order to create positive and affirming narratives of themselves as individuals, and of their relationship. This re-storying process challenges prevailing Western social discourses around relationships in addiction and recovery.

2:30-3:50

Concurrent Sessions

1383224 **Toward Social Work Specific Research: The Legacy of the Chicago School of Sociology**

Jane F. Gilgun, University of Minnesota
James Drisko, Smith College

Social work has struggled to develop research methods and methodologies that are specific to social work. Approaches originating within the Chicago School of Sociology can further this development. In fact, the research methods of the Chicago School of Sociology could be named The Chicago School of Social Work Research. Members of the Hull House settlement were early contributors to the Chicago School not only in terms of understanding social problems and crafting policies and programs, but also in terms of research methods and methodologies that later became known as grounded theory, deductive qualitative analysis, and fieldwork. They also contributed to symbolic interactionism and American pragmatism, both associated with social work and sociology.

The purposes of this workshop are to provide background on the methods and methodologies of the Chicago School of Sociology and to give workshop participants opportunities to apply them to their own research.

Learning Objectives

Workshop participants will

1. Examine the contributions that social workers made to the Chicago School of Sociology;
2. Learn the methodological principles associated with the Chicago School of Sociology, such as such as person-environment interactions, understanding other persons in their own terms, multiple perspectives, research based on values, researcher reflexivity, and immersion in field settings;

3. Consider the similarities and differences between these principles and the characteristics of social work as a discipline;
4. Have opportunities to reflect upon, write about, and discuss how the methods and methodologies associated with the Chicago School might apply to their own research projects; and
5. Chart directions for further examination of the applications of Chicago School methods and methodologies to social work research.

Format

Didactic Presentation (35 minutes). The workshop leader, who has done research based on Chicago School traditions for more than 35 years, will present the methodological principles and methods associated with the Chicago School of Sociology and that are present today in grounded theory, deductive qualitative analysis, and field methods.

Reflection Panel (20 minutes). The reflection panel will be composed of three persons who will be volunteers from the audience. With the guidance of the workshop leader, the participants

Cross-Cultural Meanings and Qualitative Approaches

Festus Yaw Moasun, Wilfrid Laurier University, Chair

1370817 **Living with Stigma: Voices from the Cured Lepers Village in Southern Ghana** *Cynthia Akeorfa Sottie, Booth University College, and Judith Kafui Darkey, Department of Social Welfare Ministry of Gender, Children and Social Protection Ghana cynthia_sottie@boothuc.ca; juditbdarkey@yahoo.com*

Stigmatization of persons cured of leprosy (PCLs) is a long standing social problem especially in the developing world which often leads to their isolation from mainstream society. This study presents the voices of PCLs in the Cured Lepers' Village in Ho, a community located in Southern Ghana. The study collected data through in-depth interviews and focus group discussions with 20 participants. Findings indicate that PCLs make the Cured Lepers' Village their permanent home after they are cured of leprosy. This situation is as a result of the stigma, neglect, and isolation they experience. Fear of the disease which is fueled by ignorance, compliance with religious and socio-cultural beliefs, and regulations regarding leprosy were identified as reasons for the isolation of people affected by the disease. The study recommends a comprehensive public education program to demystify myths about leprosy, its causes and transmission.

1370859 **Kicking the Can Down the Road: Social Work Programs and Equivocation on the DACA Repeal** *Melissa Hardesty, Binghamton University, and Sarah Reta Young, Binghamton University bardesty@binghamton.edu; syoung@binghamton.edu*

This study investigates the major themes in public messages released by social work programs in response to Trump's executive order to end the Deferred Action for Child Arrivals (DACA) program. We performed a Google search to identify DACA-related statements made by social work departments in the United States and coded any messages that appeared within the first 200 hits. Using the lens of the neoliberal university, we used open and thematic coding and found that: 1) Programs were far more likely to appeal to a higher university or professional authority than to articulate their own position on DACA, and 2) Most programs gave vague advice, if any, about how to respond to the repeal. Based on this initial analysis, we ask whether social work programs, situated in a neoliberal context, are motivated and resourced to take a strong public stand on political issues that directly implicate the social work profession.

1374984 When Social Circus Trainers Put Themselves “at disposal:” The Development of a Portrait Based on YouTube Videos and Mauss’s Theory of the Gift *Karin Hannes, Katholieke Universiteit Leuven* karin.hannes@kuleuven.be

Social circus and leisure programs targeting vulnerable populations are increasingly recognized as a tool to alleviate the often distorted and disconnected relations some people experience, both on an individual level and an institutional level. These programs are delivered by social workers, circus professionals or both. It has been argued that those with a social welfare background are best equipped to guide people with challenging personal and life circumstances. This sparked our interest in what a social circus trainer should or could be. In a deliberate attempt to move away from the competence-based discourse that currently dominates discussions on what a good trainer should be, I turn to the theory of the gift from Marcel Mauss to illustrate the principle of giving, receiving, and rendering in the social bonding created between trainers and participants in their social circus universe.

1374715 The Power of the Tongue: Inherent Labeling of PWDs in Proverbs of the Akans, Ghana *Festus Yaw Moasun, Wilfrid Laurier University and Magnus Mfofo-M’Carthy, Wilfrid Laurier University* moas3180@mylaurier.ca; mmfoafomcarthy@wlu.ca

Proverbs are considered an important feature of any language worldwide. In Africa, proverbs are used in speech to add special effects. However, as a repository of African knowledge and culture, proverbs serve as a medium for educating present and future generations about society's cultural values, beliefs, and ethics. In this powerful role, proverbs may have very significant effects on speakers and their listeners. While these effects may be positive, in terms of their references to certain groups of people, proverbs may have telling effects on especially vulnerable populations. After examining a sample of Akan proverbs on mental and physical disabilities, this paper concludes that Akan proverbs predominantly label people with disability (PWDs) negatively, thereby leading

to their stigmatisation, marginalisation, and exclusion. The paper recommends using proverbs with negative connotations for PWDs as a tool to educate society as to how not to treat PWDs.

Qualitative Methods for Envisioning the Possible for Persons who Experience Social Exclusion

Philip Young Hong, Loyola University Chicago, Chair

1370431 The Role of School Counselors in Promoting the Resilience of African American Adolescents from Urban Communities *Alayna Ashley Thomas, North Carolina Agricultural and Technical State University* aathomas@aggies.ncat.edu

The purpose of this research is add to the existing knowledge on resilience and African American adolescents from urban communities. As a result of this study, one will be able to identify the roles of the family, school officials, the school counselor in promoting resilience in African American adolescents from urban communities. With such an understanding, family members, school officials, and counselors may be able to collaborate and advocate on behalf of African American adolescents in urban communities to help create change in the form of school policies, programs, and mental health services. Furthermore, the purpose of this current study is to identify the strategies that reinforce African American adolescents from urban communities patterns of resilience that allow adolescents to manage and cope with the problems and stressors associated with living in an urban community (Rak & Patterson, 1996).

1370762 Breakfast with Mr. Reasonable: PAR and Autoethnography with Youth *Heather Murphy Sloane, University of Toledo* heather.sloane@utoledo.edu

In answer to the interprofessional concern for better ways to teach students about difference, a program was initiated by social work faculty to bring university students from the professions to write with high school students from a large city school. Writing prompts are used to spark critical thinking and then each writer is provided strengths-based feedback. Professional and high school students learn about autoethnography and critical theory through these weekly sessions to explore the topic of social separation. Students observations give voice to youth unaccustomed to being heard. Working together as fellow researchers respect grows between participants for how we are all connected and separation based on class, race, and age begin to disappear. At this stage of the group the writing pieces will be brought together to analyze for themes and reach conclusions with the intent to develop a presentation proposal to be presented at a local social justice conference.

1370132 Transcendent Reentry: Successful Transition Experience of Citizens Returning from Prison *Thomas Kenemore, Loyola University Chicago, and Brent In, Loyola University Chicago* thomas@kenemore.org; brentin8737@gmail.com

Reentry from prison or jail to community, along with other issues in the troubled criminal justice system, is politicized, not well understood, and largely ignored by those in power. In particular, the voices of returning citizens are essentially unheard. Several years of qualitative inquiry into their experiences, from a wide range of perspectives, has produced a thematic look into the factors essential for successful reentry, defined by those experiencing the process. The transition from incarceration to freedom is an extremely challenging and torturous journey from a highly controlled and dangerous ecological surround to a highly uncontrolled and dangerous environment. Our research in this black box of reentry process has revealed some transcendent intrapersonal and relational factors that are essential to self-defined reentry success. We will share these thematic descriptions and discuss how they can inform practitioners and organizations committed to advocating for, and working with, this vastly underserved population.

1371637 **TIP Talks: Wisdom for Humanship** Philip Young Hong, Loyola University Chicago phong@luc.edu

TIP program was developed by Dr. Philip Hong at Loyola University Chicago as a bottom-up model to empower low-income jobseekers in workforce development programs. The status quo job readiness training (JRT) has faced many challenges as it typically focuses on the neoliberal model of “cleaning up” or “fixing up” the applicants to fit the taste of employers who control the labor market. TIP Talks is a resistance movement to challenge the inherent bias that there is something wrong with jobseekers “blaming the victim” for not being fully job ready and “employable.” The narratives that represent TIP program participants as experts and providers of wisdom to the rest of the world shifts the power back to low-income jobseekers by demonstrating strength in humanship, defined as “leadership, in one’s life or self-sponsorship through finding an optimal balance between awareness and action by focusing on one’s internal locus of control” (Hong, 2016, p. 100).

1371045 **Sources of Strength in Transforming Impossible into Possible (TIP): Spiritual Perspectives of Low-Income Job Seekers** Philip Young Hong, Loyola University Chicago, and Siddhesh Mukerji, Loyola University Chicago phong@luc.edu; smukerji@luc.edu

This paper presents spiritual perspectives on the experiences of low-income job seekers using a social work practice model called Transforming Impossible into Possible (TIP) as an applied example. TIP is an evidence-informed practice model that strengthens psychological self-sufficiency (PSS) in the context of goal setting and achievement. Low-income job seekers PSS barriers and hope can be understood not only through the lens of current social science theory, but also through the constructs found in spiritual traditions. Thus, the authors describe how Biblical perspectives of selfless, unconditional, and sacrificial love towards which faith and hope exert motivational strength necessary to conquer individual

and structural barriers. The authors then examine the experience of low-income job seekers using the Buddhist *paramitas*, or transcendent practices, of diligence, patience, meditation, wisdom, morality, and generosity. The authors posit that concepts from spiritual traditions can serve as an effective lens for qualitative inquiry into the human experience.

Intersectionality and Women’s Experiences

Kelly Munly, Penn State Altoona, Chair

1370642 **Intersectionality: A Theoretical Lens to Better Understand Domestic Violence among Immigrants, University of Alabama** Burcu Ozturk, University of Alabama, and Debra Nelson-Gardell, University of Alabama bozturk@crimson.ua.edu; dnelson@sw.ua.edu

Intersectionality theory allows social workers to analyze the oppressions faced by women, especially nonwhite women, in the United States. The fundamental insight from intersectionality theory involves observation of how social categories, by which hierarchies are formed, affects individuals (Marecek, 2016). Intersectional analysis describing battered women’s oppression illuminates intensification through the aspects of race, ethnicity, class, gender, sexual orientation, and immigrant status to systems of oppression and discrimination (Marecek, 2016). Since 1990, the gender of recent immigrant populations has altered, intensifying the problem of domestic violence in immigrant communities (Ammar & Orloff, 2005; Sokoloff, 2008). Understanding the intersectionality of race, class, gender, marginalization, oppression and discrimination and how the intersections influence domestic violence in the lives of immigrant women holds importance (Sokoloff, 2008). The central purpose of this intentionally interactive presentation will focus on discussion with and contributions from conference attendees enhancing all of our understandings of this aspect of oppression.

1371372 Listening to Women’s Stories of Institutionalization and Community

Reintegration: A Feminist Narrative Inquiry Anindita Bhattacharya, Columbia University, and Ellen Lukens, Columbia University School of Social Work ab4050@columbia.edu; el19@columbia.edu

In India, various underlying structural factors (e.g. gender discrimination, poverty, interpersonal violence, family abandonment and legal loopholes in mental health laws) serve to keep women with serious mental illness (SMI) isolated in psychiatric institutions. Despite this, narratives of women with SMI and their needs and experiences have not received much visibility in mental health research. Using a feminist narrative inquiry, my dissertation highlights the socio-political realities of women with SMI at a half way home in Kolkata, India. I examine how women’s narratives are shaped by gender and their social positioning. Women share accounts related to contextual factors that contributed to their illness and admission to mental hospital(s) and their experiences reintegrating with the community

following prolonged institutionalization. This study includes ethnographic methods to investigate how social, cultural, and institutional discourses surrounding gender and mental health impact service delivery at the half way home.

1383591 **Using Prosopography to Raise the Voices of Women Erased in Social Work History** *D. Crystal Coles, Eastern Michigan University dcoles1@emich.edu*

In this presentation we introduce prosopography, a valuable historical research method that can be used by feminist social work scholars. While feminists in various fields use this methodology to investigate background characteristics of women in history through collective studies of how they have established relationships and networks to influence change, our review of the literature suggests that it has been little used in social work. We provide a brief overview of prosopography, strengths and limitations, and an illustration of the method as enacted focusing on the roles of early feminists within the development of nonprofit human service organizations. It is our intent to demonstrate the possibilities of prosopography to identify and understand groups of women who have been erased in social work history.

1381153 **Autoethnography: Immersion** *Kelly Munly, Penn State Altoona, and Jai Mitchell, kam6832@psu.edu; jaiifilms@gmail.com*

This autoethnography offers a bricolage of research analysis, reflective narrative and illustration and is meant to evoke a more holistic vision of individuals who may otherwise be othered for reasons of age or disability. We hope that you take inspiration from this work to your own community contexts to improve conditions for older adults and adults living with disabilities. Ageism and ableism limit opportunities and consequently create obstacles for reasonable quality of life. As a democracy, we should be vigilant to be conscious and intentional about providing equal opportunity for all. Equal opportunity requires being vigilant about overcoming misunderstandings about cognitive decline and other mental and physical health challenges often associated with older age and disability. All individuals deserve to be treated as whole and equal.

4:00-5:20

Union Illini Room A

Plenary Session

Town Hall Meeting
Reflections on Social Work Day and What's Next
Jane F. Gilgun, University of Minnesota, Chair

5:30-6:30

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Social Work

Tea & Coffee Reception Illini Union

A Chance to Mingle
All are Welcome

Midwest Barbeque 7:00-9:00 pm

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La protección jurisdiccional de la confianza legítima de los agricultores colombianos ante la regulación de las semillas certificadas, *Ivan Vargas-Chaves, Universidad Tecnológica de Bolívar*

Bachillerato en Línea como estrategia de acceso a la Educación Media Superior y al desarrollo social., *Yeily Delgado-Cruz, Universidad Autónoma de Yucatán, and Edith J. Cisneros, Universidad Autónoma de Yucatán*

Compromisos y Deudas: ritualidad, organización social y economía cultural en Comunidades Mapuches Rurales de Chile., *JULIO TEREUCAN, UNIVERSIDAD DE LA FRONTERA, and CLAUDIO BRICENO, UNIVERSIDAD DE LA FRONTERA*

Salud Pública y Responsabilidad: un aporte desde la bioética., *Pamela Melisa Garcia Soriano, UNAM*

Percepción de profesores de nivel medio básico sobre el ciberacoso: comparativo de México y Chile, *Isabel Pavez Andonaegui, Universidad de los Andes, and Ligia Garcia-Bejar, Universidad Panamericana*

La construcción colectiva de conocimientos en las comunidades interpretativas, *Nicolás Exequiel Gómez, Escuela de Sociología Universidad Central de Chile*

El tratamiento periodístico del narcotráfico en México. La visión de quienes informan, *Elba Díaz-Cerveró, Universidad Panamericana Campus Guadalajara*

Vereda Granizal: historia, fortalecimiento comunitario y desafíos en el marco del desplazamiento forzado en Colombia, *Diana Marcela Garces, Universidad de Antioquia School of Medicine*

Un acercamiento a la construcción de identidad laboral de personas sordas en Chile, *Carla Andrea Ceroni, Pontificia Universidad Católica de Valparaíso, María Fernanda López, Pontificia Universidad Católica de Valparaíso, and Giselle Moya, Pontificia Universidad Católica de Valparaíso*

La investigación acción como herramienta educativa para el empoderamiento de comunidades socialmente vulnerables, *SANDRA VEGA VILLARREAL, INSTITUTO DE PEDAGOGIA CRITICA*

Cuidados de Enfermería desde la experiencia de vida de pacientes en Hemodialisis Crónica, *Carla Francisca Mondaca Pérez, Universidad Católica del Maule*

La investigación formativa puntal del desarrollo del país, *Isabel Amarilis Leal Maridueña, UNIVERSIDAD ESTATAL DE MILAGRO, Flor María Silva Muñoz, UNIVERSIDAD ESTATAL DE MILAGRO, Patricio Rigoberto Alvarez Muñoz, UNIVERSIDAD ESTATAL DE MILAGRO, and Mauricio Sani Buenaño, Instituto Superior Tecnológico De Artes Del Ecuador*

¿Transformación o Maquillaje? Un Análisis de Representaciones Sociales en Películas Animadas de la Última Decada, *Alejandra Martínez, CIECS-CONICET y UNC, Pablo Demarchi, Universidad Siglo 21, María Valeria de Tourmemine, Universidad Siglo 21, Silvana Carolina Sanchez Fernandez, Universidad Siglo 21, and Paula Bearzi, Universidad Siglo 21*

Voz y experiencia de la salud/enfermedad y atención en mujeres víctimas de violencia de género en un contexto de desigualdad y pobreza del sureste de México., *Angela Gonzalez Martínez, RMS140319LD2*

Prácticas de asesoramiento curricular: una mirada biográfica, *Ana Elena España, Universidad Nacional de Rosario, Marta Crivelli, Universidad Nacional de Rosario, and Patricia Viviana Abbonizio, Universidad Nacional de Rosario*

Maltrato Físico Infantil y su Influencia en la Conducta Disruptiva, *María José Flores Zeas, UNIVERSIDAD ESTATAL DE MILAGRO, Juan José Quinde Macías, Universidad Agraria, and Isabel Amarilis Leal Maridueña, UNIVERSIDAD ESTATAL DE MILAGRO*

Contacto Cultural entre México y Estados Unidos por medio de los viajes del magisterio, *Luzelena Galvan, CIESAS, and LUCIA MARTINEZ MOCTEZUMA, Universidad Autónoma del Estado de Morelos. MEXICO*

Investigación-acción: una práctica latinoamericana desde el extensionismo, *María del Consuelo Chapela, Universidad Autónoma Metropolitana - Xochimilco, and Alejandro Cerda-García, Universidad Autónoma Metropolitana - Xochimilco*

Curriculum, Disciplinabilidad y Experiencia Educativa, *Daniel F. Johnson-Mardones, Universidad de Chile, Chile*

La Experiencia, una Maestra Feroz. Análisis de las Percepciones de los Futuros Docentes sobre la Influencia del Contexto Escolar Vivido, *Carmen Trigueros Cervantes, Universidad de Granada, M^a Luisa Reyes López, Universidad de Granada, and Almudena Ocaña Fernández, Universidad de Granada*

El papel de la pedagogía de la reflexividad en estudios cualitativos con perspectiva de género, *Sara Lorena Galvis Ortiz, Universidad del Valle, and Olga Lucía Obando, Universidad del Valle*

Diseño de vestuario crítico: el diseño como interrogación, provocación y debate, *Claudia Fernández-Silva, Universidad Pontificia Bolivariana, Ángela María Echeverri-Jaramillo, Universidad Pontificia Bolivariana, and Sandra Marcela Vélez-Granda, Universidad Pontificia Bolivariana*

Modelo curricular de formación para la diversidad sociocultural, *Néstor Iván Cortez Ochoa, estudiante doctorado*

Retos y oportunidades en el comportamiento Organizacional: Estudio de caso en un Hospital del Perú, *ORIANA RIVERA-LOZADA, universidad César Vallejo S.A.C, and CESAR ANTONIO BONILLA, hospital Daniel Alcides Carrión*

¿Donar o no donar? Las perspectivas de las personas a las que se les ha solicitado donar en vida su riñón, *Luis Eduardo Hernández Ibarra, Universidad Autónoma de San Luis Potosí, Asaneth Careli Macías Pérez, Universidad Autónoma de San Luis Potosí, Juliana Graciela Zillmer, Universidad Federal de Pelotas, and Yesica Rangel Flores, Universidad Autónoma de San Luis Potosí*

Estrategias de Gamificación desde una Perspectiva Cualitativa de Investigación: Experiencia de uso en Investigadores Colombianos, *Luis Felipe González Gutiérrez, Universidad Santo Tomás*

Contextual evaluation in marginalized school : Perezhivanie in science teaching and learning, *CARLOS MANUEL GARCIA, UNIVERSIDAD DE GUADALAJARA, MÉXICO*

El disfraz de la “ruptura” en películas animadas infantiles desde una mirada de género, *Alejandra Martínez, CIECS-CONICET y UNC, Pablo Demarchi, Universidad Siglo 21, and Maria Valeria de Tournemine, Universidad Siglo 21*

La investigación con el arte y el ‘dispositivo artístico’: una mirada crítica, *Eva Marxen, School of the Art Institute of Chicago (SAIC)*

El uso de la investigación en la política educativa: sistematización de un proyecto en México., *Romelia Hinojosa-Luján, Instituto de Pedagogía Crítica*

La diseminación del conocimiento de la investigación: ¿tarea cumplida?, *Romelia Hinojosa-Luján, Instituto de Pedagogía Crítica*

Los jóvenes vulnerables y su exposición a la televisión, *Josefina C. Santana, Universidad Panamericana, and Sayra Margarita Valdivia, Universidad Panamericana*

Capital Social: Una aproximación a las estrategias de vinculación para la sostenibilidad institucional, *maria zenck, Universidad Casa Grande, and Ingrid Cristina Rios, Universidad Casa Grande*

Pesquisa-formação Online: uma Ferramenta para o Aperfeiçoamento dos Profissionais do Programa Saúde na Escola, *Simone T. Evangelista, Nucleo de Estudos Pesquisas em Educação Superior, Fluminense Federal University, and Rio de Janeiro Municipality*

Cartografía de Controversias: La Usabilidad como Eje Central de la Narrativa Transmedia de No Ficción, *Luis Eduardo Gomez, Universidad de Medellín, Veronica Heredia, Universidad de Medellín, and Luis Eduardo Serna, Universidad Nacional de Colombia Sede Medellín*

Vivencias de estudiantes de enfermería frente al nuevo modelo educativo, *Margarita Poblete Troncoso, UNIVERSIDAD CATÓLICA DEL MAULE, CARMEN GLORIA COFRE GONZALEZ, UNIVERSIDAD CATÓLICA DEL MAULE, VERONICA TERESA GUERRA GUERRERO, Universidad Católica del Maule, Carmen Gloria Miño Gonzalez, Universidad Católica del Maule, Paula Ceballos Vasquez, Universidad Católica del Maule, and Ana Veronica Jara Rojas, Universidad Católica del Maule*

Profesionalismo académico: el significado del trabajo como relato en positivo de docentes universitarios colombianos., *martha Patricia Romero Caraballo, Pontificia Universidad Javeriana Cali*

Pink Language: Lexical creation in a group of homosexual men from Santiago de Cali (Colombia), *Alexander Ramirez Espinosa, Universidad del Valle*

Dialogo de subjetividades en la búsqueda de narrativas sobre paternidades para la construcción de masculinidades, *Carolina Olvera, Universidad de Guanajuato, and María Gabriela Luna, Universidad de Guanajuato*

Habilidades Gerenciales: El nivel de Resiliencia y la vinculación con su empleabilidad, *Isabel Amarilis Leal Maridueña, UNIVERSIDAD ESTATAL DE MILAGRO, Héctor Bladimir Serrano Mantilla, UNIVERSIDAD ESTATAL DE MILAGRO, Gonzalo Lenin Serrano Mantilla, UNIVERSIDAD ESTATAL DE MILAGRO, Martha Serrano Cobos, UNIVERSIDAD ESTATAL DE MILAGRO, and Roberto Robles Salguero, UNIVERSIDAD ESTATAL DE MILAGRO*

Personal docente e investigador ante lógicas de género y política en la Academia: Narrativa y pensamiento dialógico como ejes para la acción y la transformación de organizaciones laborales, *MAGDALENA SUAREZ-ORTEGA, UNIVERSIDAD DE SEVILLA*

Cuerpo y diseño: De los cuerpos medibles a las corporeidades desbordadas, *Claudia Fernández-Silva, Universidad Pontificia Bolivariana, Ángela María Echeverri-Jaramillo, Universidad Pontificia Bolivariana, and Sandra Marcela Vélez-Granda, Universidad Pontificia Bolivariana*

Estrategias para (re)construir archivos audiovisuales inexistentes/inaccesibles: Mi experiencia con material televisivo en Chile, *Claudia Paol Lagos, Universidad de Chile and University of Illinois at Urbana-Champaign*

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Estrategias docentes para resistir las reformas educativas neoliberales, *ALBA ROSALIA NUÑEZ, INSTITUTO DE PEDAGOGIA CRITICA*

Las practicas academicas profesionales en comunicacion y publicidad como ruta epistemologica, *Ana Lucia Mesa, Docente*

Diseño de un plan de desarrollo ecoturístico para el cantón Milagro, provincia Guayas, *Italo Del Carmen Palacios Anzules, Universidad Estatal De Milagro, Gloria Angelica Valderrama, Universidad Estatal De Milagro, Patricio Rigoberto Alvarez Muñoz, Universidad Estatal De Milagro, And Edwin Favio Valderrama, Universidad Estatal De Milagro*

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(Re)Conociendo la voz del Otro: una aproximación metodológica decolonial en el estudio de identidades kichwa, *Estefanía Luzuriaga Uribe, Casa Grande University, Ingrid Cristina Rios, Universidad Casa Grande, and Diana Vallejo, Casa Grande University*

La Comunicación Intercultural, *osvaldo guerrero, UANL, and MAGDA García-Quintanilla, Universidad Autónoma de Nuevo León*

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Memoria histórica con proyección a la construcción de paz, *Juliana Arboleda, Estudiante*

Uso de resultados y Retroalimentacion en evaluación docente: propuesta teorica desde docentes y estudiantes universitarios, *Maura Alejandra Amaranti, Universidad de la Frontera/Chile*

Usos politicos del Corse: el vestuario como argumento dominante del comportamiento femenino, *Blanca Lucia Echavarria, Docente, and Ana Lucia Mesa, Docente*

Acceso a servicios de salud: análisis de barreras y estrategias en pacientes con Tuberculosis Multidrogoresistente en una región del Perú, *Oriana Rivera-Lozada, Universidad César Vallejo S.a.c, And Cesar Antonio Bonilla, Hospital Daniel Alcides Carrión*

Análisis Crítico del Discurso y Derechos Humanos: Experiencia Fortaleciendo Competencias Ciudadanas en una Escuela de Derecho, *Katherine Becerra Valdivia, University of Missouri - Universidad Católica del Norte, Chile*

Burnout en clave visual. Un acceso diferente al síndrome, *Fátima Díaz, Universidad del Valle*

Metodología cualitativa con enfoque narrativo orientada a personas sordas en Chile, *Carla Andrea Ceroni, Pontificia Universidad Católica de Valparaíso, María Fernanda López, Pontificia Universidad Católica de Valparaíso, and Giselle Moya, Pontificia Universidad Católica de Valparaíso*

A etnografía de mercado: um estudo sobre os principais Institutos de Pesquisa do Mundo, *Flávia Ayres Loschi, PUCSP, and Rafael de Paula Aguiar Araújo, PUCSP*

Transmisión intergeneracional de la participación en movimientos sociales en Chile: padres/madres de los '80 e hijos/hijas de los 2000, *Marcela Cornejo, Pontificia Universidad Católica de Chile/COES - Centro de Estudios de Conflicto y Cohesión Social, Roberto González, Pontificia Universidad Católica de Chile, Héctor Carvacho, Pontificia Universidad Católica de Chile, Gloria Jiménez, Pontificia Universidad Católica de Chile, Jorge Manzi, Pontificia Universidad Católica de Chile, Carolina Rocha, Pontificia Universidad Católica de Chile, Diego Castro, Pontificia Universidad Católica de Chile, Belén Alvarez, Pontificia Universidad Católica de Chile, and Daniel Valdenegro, Pontificia Universidad Católica de Chile*

Factores de Comportamiento que Influyen en la Responsabilidad Social del Servidor Público en Colombia, *Henry Mario Rodríguez Zambrano, Corporacion Universitaria del Caribe, Francia Helena Prieto Baldovino, Universidad del Sinu, and Jose Julian Cuello Prieto, Universidad Distrital Francisco Jose de Caldas*

¿Qué tienen en común los/as niños/as y el mercado? Neoliberalismo y la protección de la infancia en Chile, *Nicolás Schongut, Universidad Alberto Hurtado*

Justicia y Derechos humanos: población en situación de desplazamiento, una mirada al municipio de Cajicá Colombia, *Laity Alvinzy Velásquez, Universidad Militar Nueva Granada*

La Escucha de la Violencia y Noviolencia: Usando la Guía de Escucha (Listening Guide) para Atender a lo Tabú y lo Complejo., *Carolina Muñoz-Proto, Pontificia Universidad Católica de Valparaíso, Alejandro Anchapichún-Hernández, Pontificia Universidad Católica de Valparaíso, René Squella-Soto, Pontificia Universidad Católica de Valparaíso, and Carolina Villar-Castillo, Pontificia Universidad Católica de Valparaíso*

El susurro de la participación ciudadana desde las organizaciones barriales., *Norman Garrido Cabezas, Académico*

La organización simbólica de la reproducción socio-económica. Una aproximación metodológica a la problematización de los roles familiares., *Guillermina Alejandra Comas, Instituto Gino Germani, Universidad de Buenos Aires, and Juan Ignacio Bonfiglio, Universidad Católica Argentina UCA*

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Historias compartidas: voces de mujeres en situación de calle., *Paola Gioanna Muzatto-Negrón, Universidad de Tarapacá, Aida Peñaranda, Universidad de Tarapacá, Cristopher Santos, Universidad de Tarapacá, and Yetsabel Valencia, Universidad de Tarapacá*

Percepciones y actitudes en un grupo de niños de pre jardín: Mirada desde la educación física, *Sebastián Restrepo Moncada, estudiante, RICARDO LEÓN DÍAZ GARCIA, TEACHER, and Julio Cesar Uribe Gómez, estudiante*

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Reflexiones acerca de la experiencia de estudiar Proyectos de vida: cómo y por qué en los participantes., *Paola Gioanna Muzatto-Negrón, Universidad de Tarapacá*

Charlas informales entre colegas; espacios de reflexión sobre investigación cualitativa; una autoetnografía, *Elizabeth Aguirre Armendáriz, Universidad Autónoma de Ciudad Juárez, México*

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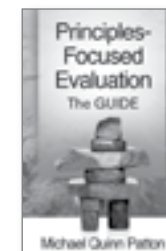
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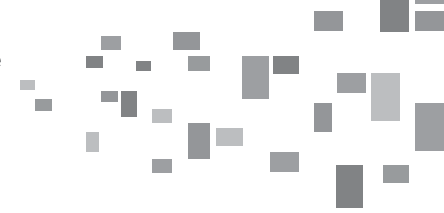


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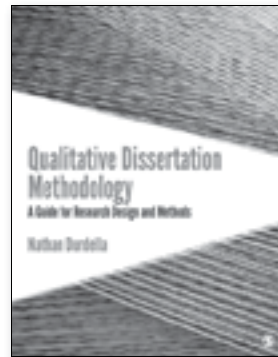
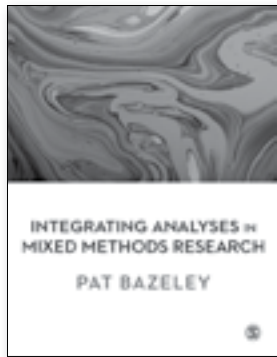
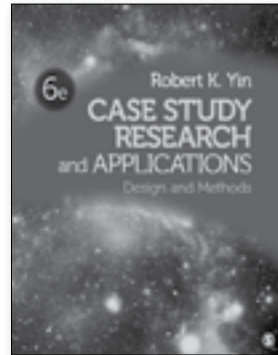
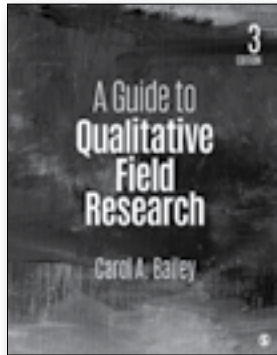
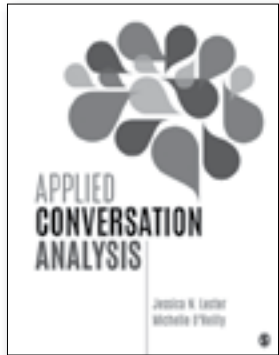


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