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 time. Sessions will take up such topics as: redefinations 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 which 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), 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

OUTSIDE CONGRESS SPONSORS

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Yvonna S. Lincoln, Texas A&M University
Janice Morse, University of Utah
Elizabeth Adams St. Pierre, University of Georgia
Ian Stronach, Liverpool John Moores University
Harry Torrance and Maggie Maclure, Manchester Metropolitan University
Uwe Flick, University of Applied Sciences, Berlin
Jonathan Wyatt, University of Edinburgh

SPECIAL INTEREST GROUPS ORGANIZERS:

ADISP: Alejandro Noboa, Luis Felipe González-Gutiérrez, Aitor Gómez González, Pamela Zapata Sepúlveda, Magdalena Suárez
ADIT: Mustafa Yunus Eryman

Arts-Based Research: Nancy Gerber, Richard Siegesmund

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 Langriw, 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, Xiyiing Wang, Pengfei Zhao, Xiangming Chen, Yuk-Lin Renita Wong

Global Qualitative Health Research: Janice Morse, Vanessa Shannon


SPECIAL THANKS
Carol Bain, Event Services, Illini Union
Bob Rowe, Classic Events conference consultant
Bob Conrad, technical services, Illini Union
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James Hay, Interim Director, Institute of Communications Research
CL Cole, Head, Department of Media and Cinema Studies
Christina Ceisel, California State University, Fullerton
Jeanette Bradley Wright, Department of Advertising
Robin Price, Department of History
Tom Turino, Musical Events Coordinator

Department of Music

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

Social Work: Jane Gilgun

Day in Turkish: Mustafa Yunus Eryaman

IAQI Officers
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General Information

Conference Volunteers
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
Art Education and Visual Culture - Northern Illinois University
Association of Qualitative Research – La Trobe University
At Home At School Program - Washington State University (Vancouver)
AUTHER (Africa Unit for Trans-disciplinary Health Research) - North-West University
(Portchefstroom campus)
Body, Movement and Culture Research Group - University of Alberta
Boston College
Bristol Collaborative Writing Group – University of Bristol
Canakkale Onsekiz Mart University
Cardiff University
Center for Biographic Research Ljubljana Institutum Studiorum Humanitatis -Sheffield
University Slovenia
Center for Interpretive and Qualitative Research - Duquesne University
Centre for Nursing and Midwifery Research - James Cook University, Australia
Center for Popular Education and Interculturality (CEPINT) – Universidad Nacional del
Comahue
Center for Social Inquiry - Texas State University-San Marcos
Center of Narratives and transformative learning - University of Bristol UK
Center of Research in Theories and Practices that Overcome Inequalities (CREA)
Centre for Critical Qualitative Health Research - University of Toronto
Centre for Cultural Centered Approach for Research and Evaluation (CARE)
Centre for Qualitative Studies – Aalborg University
Centro de EstudiosAvanzados – UnidadEjecutoraConicet
Centro de Investigación e Intervención Psicosocial (CEINPSI) - Universidad de Tarapacá
College of Education Educational Policy Studies - Georgia State University
College of Education - Texas State University
College of Education - University of Florida
College of Human Sciences - Iowa State University
Daphne Cockwell School of Nursing - Ryerson University
Department of Communication Studies - The University of North Carolina at Greensboro
Communication Department - University of South Florida
Department of Curriculum & Instruction - Adelphi University
Department of Media and Communication – Alpen Adria Universitätskliniken Klagenfurt
Department of Social Work Education - California State University Fresno
Department of Sociology - Kaunas University of Technology
Department of Speech Communication - Southern Illinois University
Department of Theater and Film at Bowling Green
Division Académica de Informática y Sistemas Universidad Juárez Autónoma de Tabasco
Education and Social Research Institute - Manchester Metropolitan University
Educational Research and Evaluation Program – Virginia Polytechnic Institute and State
University

Faculty of Education - University of Auckland
Faculty of Education - University of Plymouth
Florida International University
Georgia Southern University
Grupo De Investigación Aire Libre fundación Universitaria Del Área Andina
Grupo de investigación cualitativa, performatividad y psicología narrativa - Universidad
Santo Tomás
Grupo de Investigación e Innovación en Educación - University of A Coruña
Grupo Interdisciplinario de Investigación Cuatativa - University de Antioquia, Universidad
Pontificia Bolivariana and Universidad San Buenaventura
Hugh Downs School of Human Communication - Arizona State University
Institute of Applied Social Research - University of Bedfordshire, UK
Institute of Hygiene and Tropical Medicine - Universidade Nova De Lisboa
Institute of Media and Communications - Klagenfurt University, Austria
Instituto de Educación - Universidad Militar Nueva Granada
Institutum Studiorum Humanitatis Ljubljana Graduate School of the Humanities
International Association of Educators (INASED)
International Institute for Qualitative Methodology - University of Alberta
International Journal of Progressive Education (IJPE)
International Qualitative Research Collaboration - The University of Melbourne
Interpretive and Qualitative Research at Carlow (IQ@ Carlow) - Carlow University
Literacies in Second Languages Project (LSLP) - Universidad Pontificia Bolivariana, Sede
Central Medellín
Literacy Inquiry Networking Communities - Pepperdine University &Seaver College
Liverpool John Moores University, CERES (Center for Research in Education)
McGill Qualitative Health Research Group - McGill University Canada
Mediterranean Institute of Qualitative Inquiry - University of Malta
Merliën Institute - Singapore
Miami University
MSU Family & Child Clinic - Michigan State University
Narrative, Discourse and Pedagogy - University of Western Sydney
Narrative Inquiry Center – University of Bristol
National Institute of Education - Singapore
Nor-Trøndelag University College - Nord-Trøndelag University College
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Participatory Action Research Collective at the City University of New York Graduate
Center - The City University of New York
Programa de Pós-Graduação em Enfermagem - Universidade Federal de Santa Catarina
Qualitative Health Research Network Red ICS (Red de Investigación Cualitativa en Salud)
Qualitative Inquiry Group Universidad Autónoma Metropolitana - Iztapalapa
Qualitative Research Centre (QRC) - University of Saskatchewan
Qualitative Research Association Malaysia
Querétaro Qualitative Research and Training
QUIG (Qualitative Inquiry Group) - University of Toronto
Research Center for Leadership in Action - Robert F. Wagner School of Public Service
Research Department - Universidad Siglo 21

General information

General information
Research Institute Gino Germani - University of Buenos Aires, Argentina
Salud y Sociedad - Universidad AutonomaMetropolitana-Xochimilco
School for Social and Policy Research - Charles Darwin University
School of Communication - San Diego State University
School of Education, University of Aberdeen Scotland
School of Education - Sheffield University
School of Education - University of the West Indies
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School of Nursing - The University of Massachusetts Amherst
School of Theatre and Film - Arizona State University
Sociology of Education concentration, Department of Educational Leadership and Policy
- University at Buffalo
Sport & Leisure Qualitative Site - University of Waikato
St. Cloud State University
Tennessee Qualitative Inquiry for Social Justice Tennessee Technological University
Texas A&M
The Graduate Center CUNY - The City University of New York
The Israeli Center for Qualitative Methodologies (ICQM) - Ben-Gurion University of the Negev
The Ohio State University
The Paulo and Nita Freire International Project For Critical Pedagogy - McGill University
The Qualitative Research Program - University of Georgia
The York Management School - University of York
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University of California, San Francisco
University of Greenwich
University of Illinois at Chicago
University of Limpopo-South Africa
University of Liverpool
University of Memphis
University of Nebraska-Lincoln
University of Northern British Columbia
University of Oslo
University of Otago, Christchurch
University of Roehampton
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


Honorable mention:


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

Illinois Distinguished Qualitative Dissertation Award Winners

2006

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 Krummer-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
2007
Traditional: Jessica Polzer, University of Toronto
Experimental: Dalene M. Swanson, University of British Columbia

2008
Traditional: Dixiane Hallaj, George Mason University
Experimental: Gurjit Sandhu, Queen's University, Kingston

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
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 Alvardo

Landmark Achievement Award

2011
Mitch Allen
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. Pelias

Outstanding Qualitative Book Award

2010
Honorable Mention:

2011
Co-Winners:
Honorable Mention:

2012
Honorable Mention:

2013
Honorable Mention:

2014
Honorable mention:
Laurel Richardson. (2013) After a Fall: A Sociomedical Sojurn. Walnut Creek, Left Coast Press.

2015

Honorable Mention:


2016


Honorable Mention:


**Outstanding Book in Spanish or Portuguese**

2012


2014


2016


**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.

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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
6. Claudio Moreira & Marcelo Diversi: Decolonizing Classrooms and Epistemologies
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
5. Tami Spry: From Body to Paper to Stage: A Methodology for Writing and Performing Autoethnography
6. Ron Pelias: Performative Writing Workshop
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
12. Michael Van Manen: Phenomenology of Practice
13. Sarah J. Tracy: Eight “Big-Tent” Criteria for Creating Quality in Qualitative Research

Late Afternoon Workshop 4:00 – 5:00

1. Jim Denison: The Moving Body: Problematising 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.
**Poster Session P01**

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

“Heroes of Special Children”: Lived Experiences of Special Student Educators, Estelle Jelomay Tagunile de Jesus, University of the East, Janine Kyna Torres, University of the East, Czarina Antoinette Nicum, 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

**Poster Session P02**

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

**Poster Session P03**

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

Qualitative Inquiry as a Spectrum, Marilia Vélardi, 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


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 J. 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 Albendi, 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 Fouladrad, University of British Columbia, and Catherine Ann Cameron, University of British Columbia

Mutipositional 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'ecriture feminine as a method of inquiry, Jan Bradford, University of Edinburgh

Action Research for Career Development of Hearing-Impaired College 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 Lysiansky, University of Illinois at Urbana-Champaign
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 / IUF, Adrielle Fernandes, Oswaldo Cruz Foundation - Fiocruz / UFF, Julita Fleury, Oswaldo Cruz Foundation - Fiocruz / UFRJ, Beatriz Dutra, 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

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, Mariah 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


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

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. Mattha Abdullab Binjaweer, Al Manara Academy

Miracles beyond sight: An autoethnography of teaching in the visually impaired school, Hua Pan, University of Taipei, Min-chun Chiang, University 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, 4F 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 Slaaimah, 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, nahide 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, Lisaene Kosick-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, Pennsylania 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 Catalante, EACH - Universidade de São Paulo, Kátia dos Anjos, EACH - Universidade de São Paulo, and Marilia 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 Kassandra 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, Lizabeth 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 Custódio, Universidade Federal do Ceará, Geadene Pereira Taveira, Universidade Federal do Ceará, Igor de Freitas, Universidade Federal do Ceará, Erica Oliveira Matias, Universidade Federal do Ceará, Larissa Beno de Araújo Mendonça, Universidade Federal do Ceará, Lilia Jannet Saldarriaga Sandonval, 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, UIUC, Department of Special Education

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

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 Catalante, 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 Yaghoobi 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


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, 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

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

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, Jinhee 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

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

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

**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)tor[y, 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

**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

**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

**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

**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*

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

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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 Kasperowitch, Brock University*

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

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**Autoethnography: Language Learning**

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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 Andrade Semante, Research student, and Brigitte Xiomara Bamboque Alarcón, Research student*

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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 Collahuazo Cuchillo, Universidad del Cauca, and Jorge Andrade Galarza Garzón, Universidad del Cauca*

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**Situated Research in Qualitative Inquiry, I**

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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. Valenti, 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 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 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 leni 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

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, Daniele 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, 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, PPAG/Unigranrio; (Discussant) Pamela Zapata, Universidad de Tarapacá

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 Besler Thompson, North Dakota State University School of Education, and Danelle Klaman, North Dakota State University

Learning qualitative methodologies in Lithuania: Historical challenges and opportunities for learning in doctoral education, Audra Skukauskaitė, Klaipėda University, and Liudmila Rupišienė, Klaipėda 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-School 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 Trien 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'Keeffe, Mary Immaculate College

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

1371314  **How to Approach Disability Rights Under Troubled 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

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
9:30-10:50
Chair: Alys Mendus, University of Hull

Becoming an Intertwangler, Ella Houston, Liverpool Hope University

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

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

Intertwirlers 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

Spotlight: Reconceptualizing the Archetypal Journey
9:30-10:50
Chair: Patrick J Lewis, University of Regina

Reconceptualizing the Archetypal Journey, Karen O Wallace, Private Practice

Reconceptualizing the Archetypal Journey, Kathryn Ricketts, University of Regina

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

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

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

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 Sociolegalogy 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, Helatallah 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

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

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, Sunchon 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, Sunchon 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 Oujo, 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
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 with Philosopher Scott Pratt
9:30-10:50

Chair: Lisa Mazzei, University of Oregon

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

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

Psychology: Affective Atmospheres and Community Building
231
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

Indigenous Research: Colonial Remnants and Indigenous Methodologies
102
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
**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

**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

**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 Denegkina, 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

**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, Sudhakar 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 Skukauskaite, Klaipeda University, Ingrida Baranauskiene, Klaipeda University, and Judith Lee Green, University of California, Santa Barbara

**Arts-Based Research: Those who are left standing**

*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

**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, myrde 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

**Autoethnography: Uses of the Arts**

11:00-12:20

Chair: Carmen Elena Viveros, Universidad del Norte

A review of Eisner’s 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)

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, Sunchon National University

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

**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 to Conduct Qualitative Research

**1343330**

**Friday 11:00-12:20**

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

#### Makers-Philosophers-Researchers: Experimentations with (Dis)Placements

**1371289**

**Friday 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 Powerful Men

**1386726**

**Friday 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, Zhoujuan 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 Research

**1369048**

**Friday 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*

### Indigenous methodologies in Troubled Times

**1383670**

**Friday 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*

### Spotlight: Stay human, please

**1370279**

**Friday 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

**Education: Mathematics Education**

11:00-12:20

Chair: Eric Siy, 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 Siy, 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

**Nonconforming Bodies: Embodiment of Disability, 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

**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 David 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

**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


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, Raul Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Walter Castaño, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Ana Maria Ureña-Zapata, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Yudy Cárdenas, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and John Arredondo, Literacies in Second Languages Project, Universidad Pontificia Bolivariana

**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 Spaces, 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

**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 Gothenburg

**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

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

**Autoethnography: Gender, Sexuality, and Transgender Issues**

11:00-12:20

Chair: Jeremy William Bohonos, 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 Bohonos, 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 Wilcox, Valdosta State University, and Crystal Dawn Howell, Indiana University*

**Coalition for Critical Qualitative Inquiry: Critical Narratives and Discourses**

241

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 Homan, 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 Ab 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*

**Spotlighted Papers in Feminist Qualitative Research**

203

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 Pedagogical comeback against Global Neoliberal Trend
11:00-12:20
Chair: Koeli Moitra Goel, H freeze SCI (UIUC Alumni)

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

Cross-border Community partnerships as a tool for environmental education, K arie Brown-T ess, 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 T ess, Urbana Public Works

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

137140 LGBTQ+ Issues
11:00-12:20
Chair: Eric Douglas T eman, 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 Morcar ski, 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 Judwin-Cabnak, 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 GLBTQQQA+ Wyoming Narrative, Eric Douglas T eman, University of Wyoming, and Maria Labman, University of Northern Colorado

137136 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

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

Forum of Critical Chinese Qualitative Research: Teaching and Conducting Qualitative Research:
136979 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


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, Xiying 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 Breton 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 heteroglosia: 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 Xiaqiao 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-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, and Queer Identities

1371493 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 Cabill, 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

Friday OFFICIAL PROGRAM Thursday
Indigenous Research: Emerging Indigenous Methodologies

103

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

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

Autoethnography: Autoethnographic Reflections on Race

112

1:00-2:20

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

Autoethnography: Violence

118

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

Autoethnography: Mental Health

128

1:00-2:20

Chair: Caroline Gaddy, Eastern Michigan University
Interrogating Diversity from the Inside Out, Cynthia Lubin Langtiu, 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 Toin, 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

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

252

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 Oneren Şendil, TED University

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

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

261

1:00-2:20

Chair: Rahat Hosain, 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 Eufroethnography 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 Rahat Hosain, McMaster University, Michael G. DeGroote School of Medicine

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

**Autoethnography: Collaborative Autoethnography**

127

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 Maria 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

**Situated Research in Qualitative Inquiry, III 224**

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, Madhulaban Visvanathan, 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 Matheu, 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, Wessam 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
Attending to the Wake: Performative and Autoethnographic Explorations of Mourning and Liberation

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


Ethical entanglements and epistemological commitments in participatory research

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 Rybczki-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

1371296 Research

1:00-2:20

Chair: Dianna Huxhold, Weber State University


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 Wilcox, 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

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

The Suicidal Scholar Speaks

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

**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 María Isabel Reyes, Pontificia Universidad Católica de Valparaíso

**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 Blevis, 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


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


**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 Tara Lander, Kansas State University

**New Questions, Directions, and Locations in 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


Milklash: Turning into M/othering, Boni Wozelek, Loyola University Maryland
Urban soundscape as a disassemblage, Polina Golovatina-Mora, Universidad Pontificia Bolivariana


131 Autoethnography: Spotlighted 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, University 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


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

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

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,

Spotlighted Papers in Institutional Ethnography
1:00-2:20
Chair: Mustafa Yunus Eryaman, Canakkale Onsekiz Mart University

Korean International Students’ Anxiety and Reformating 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, Zekiyeh Yahi, 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

1376327 Queering Research
1:00-2:20
Chair: Robin Boylorn, University of Alabama

“I Never Thought I’d Being Doing Research on My Back”: Reflections on Research(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, Obeyenne Pennell, The University of North Carolina at Charlotte

162 Queering Research
1:00-2:20
Chair: James Sheldon, University of Arizona


Learning from the “Queer Spy”: Politics of Invisibility in, Shana Ye, University of Toronto

Autoethnography: Celebrating the Legacy of Art
1371458 Power and Inbetweenness
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 Bohrer, 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
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Autoethnography: Celebrating the Legacy of Art
1376327 Bochner and Carolyn Ellis (Part I)
1:00-2:20
Chair: Robin Boylorn, University of Alabama

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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 Rabman, University of Toronto

Bridge Over Troubled Water: Singing and Songs as 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

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 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

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:**
137297 Mètis 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 Mètis artist; (Discussant) Michelle Smith, Dawson College; (Discussant) Cathy Richardson, University of Montreal,

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

1:00-2:20

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


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 Qualitative Research**

1:00-2:20

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

**137069 and choice**

2:30-3:50

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

**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

**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 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.

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, Mathews C. K. Pinheiro, Fundação Dom Cabral, Anderson S. Sant’Anna, Fundação Dom Cabral, and Ricardo A. A. Carvalho, Fundação Dom Cabral
Spotlighted Papers in Qualitative Health Care Research, 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

Disability Issues, II

148 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 Universitesi, and Funda Erguleç, Osmangazi Universitesi

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: Methodological Challenges and Philosophical Questions

1371440 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, Isaac 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 Two

1381622 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. Pruitt, 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 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 Scholars Pushing Back in Troubled Times

2:30-3:50

Chair: Lisa Zagumny, 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

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 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 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

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

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

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-Cunningham, 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, University 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 casualization

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 Detera, 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 Hodkinson, Liverpool Hope University

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

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

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

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 Felicia 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 Researcher as Human in Human(e) Research.**

2:30-3:50

Chair: Velta Douglas, University of Toronto

Confessions of a Token Black Girl, Teara Lander, Kansas State University

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

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

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

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

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

Problematising “Women’s Right to the City”: Gender, Class, Ethnicity and Access to the City, 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 Examination of Cultural Differences
1377045
2:30-3:50
Chair: Dan Wilbur, Purdue University Northwest

Settler Colonialism, Whiteness, and Loose Science Metaphors: Emerging Challenges for New Materialist Methodological Writings
1371034
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,

Psychology: Methodological Issues in Qualitative Psychology

2:30-3:50

Chair: TANIA ESMERALDA ROCHA SÁNCHEZ, UNAM

Reflexivity And Interseccionality 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 Corrads, UFMG, and Déborah David Pereira, UFMG

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

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 Sjollema, Concordia University
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)viving 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 Ikenna 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,

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 Fourniller, 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-Schmeveis, 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 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 Pelia, 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

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 Rodriguez-Dorans, University of Edinburgh,

Arts-Based Research: Arts-Based Research: Artistic Research

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

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

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, University of Taipei, and Min-chun Chiang, University 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:
Autoethnographic Accounts of College Persistence
4:00-5:20

Chair: Amanda Olivia Latz, Ball State University
Hope: My Persistence Autheothnography Story, Carlos Mata, Ball State University
Life as a Raider: Persistence Autoethnography, Nick Huston, Ball State University
On the Wright Track: My Persistence Autoethnography, Jessica Rager, Ball State University
Integration is Key: My Persistence Autheothnography, Samuel Stewart Snideman, Ball State University
The Road Less Traveled: My Persistence Autoethnography, Rosalinda Ortiz, Ball State University

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 Srdarevoich, Universidad Nacional de la Matanza (UNLaM)

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

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 One

Chair: Carol Rambo, University of Memphis

4:00-5:20

Toxic Masculinity in the Academy, John Pruitt, 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 Expressions of Arts-Based Qualitative Research

Chair: Kakali Bhattacharya, Kansas State University

4:00-5:20

(Re)membering Ars Spirituality in Poetic Inquiry, Qiana Cutts, Mississippi State University

On Poetry in Qualitative Inquiry, Melisa Cahnmann-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

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 Students of Color?

Chair: Heather A. Hathaway Miranda, University of Illinois at Chicago

4:00-5:20

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

De/colonial and Contemplative Approaches in Consideration of Quality in Arts-Based Qualitative Research, Kakali Bhattacharya, Kansas State University

Navigating Life with a Hidden Health Issue: Personal Narratives of Troubling Diagnoses

Chair: Jennifer Lynne Morey Hawkins, University of Wisconsin - Stout

4:00-5:20

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

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, University of Taipei

Negotiating Autoethnography Ethics, Zeina Ismail-Allouche, Concordia University

Autoethnographical Account of a Higher Education Program, Omer Avci, Istanbul Medeniyet University

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 Benazzo, University of Valle d’Aosta, Justin Hendricks, University of Florida, Adam Clark, ASU, Leslie Pourreau, Kennesaw State University, Timothy Wells, Arizona State University, Jorge Sandovaal, ASU, Teija Rantala, University of Helsinki, and Marco Gemignani, University of Loyola

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
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 Alienness: 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 Æsthetic, 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 Koehler, 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 Mendiwelso-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 Saruni Kanengoni, Mortenson Center for International Library Program, University of Illinois at Urbana-Champaign

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

For a Critical Chinese Qualitative Research: Interdisciplinary dialogue on the meaning and politics of knowledge production

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 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

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 Teuber, University of Saskatchewan

1371074 Indigenous Research: A First Peoples’ Storytelling Exchange: Decolonizing Postsecondary Institutions through Digital Storytelling

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
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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, 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 Cuthbertson, 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 and Social Justice Education”**

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<td>8:00-9:20</td>
<td>“Critical Play as Civic Participation”, Hong-An Wu, School of Arts, Technology, and Emerging Communication, University of Texas at Dallas</td>
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<td>“Mindfulness as method? Critical contemplative pedagogy in the higher education arts classroom”, Meadow Jones, School of Art + Design, University of Illinois at Urbana-Champaign</td>
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<td>“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</td>
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**Arts-Based Research: Embodied Research Poetry**

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<td>8:00-9:20</td>
<td>(Session Organizer) marcy meyer, ball state university,</td>
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**Psychology: Poetry, Humor and the Literary**

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<td>8:00-9:20</td>
<td>Chair: Luis Felipe González Gutiérrez, Universidad Santo Tomás</td>
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<td>Reflections about the Colombian Experience in Poetic Inquiry: Challenges and Contributions to a Subjectivity Development, Luis Felipe González Gutiérrez, Universidad Santo Tomás</td>
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<td>“We Are Book Eight”: Framing the collective imagination through literary fan activism, Kevin R Carriere, Georgetown University</td>
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<td>Humor in Pet-Friendly Organizations after Hurricane María, Julian Laboy-Rodriguez, Universidad de Puerto Rico, and Sara Santiago-Estrada, Universidad de Puerto Rico</td>
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**Indigenous Research: Emerging Indigenous Methodologies**

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<td>8:00-9:20</td>
<td>Chair: Maggie Kovach,</td>
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<td>Traditional Storytelling: An Effective Indigenous Research Methodology and its Implications for Environmental Research, Ranjan Datta, University of Saskatchewan</td>
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<td>Khoisan Indigenous Research Ethics, Melissa Speight Vaughn, North-West University</td>
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<td>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</td>
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<td>Using Indigenous and Decolonizing Research Methodologies for African-American Purposes, Robert Lee Graham, George Mason University</td>
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**Autoethnography: Breaking/ resisting silences I**

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<td>9:30-10:50</td>
<td>Chair: Claudio Moreira, University of Massachusetts</td>
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<td>Learning to see at the Intersections of body, gender, geography and nationality, Maya Lavie-Ajayi, Ben Gurion University of the Negev, Israel</td>
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<td>On places and Spaces: Politicizing my Body with Four Walls and a Window, Adi Barak, Bar Ilan University, Israel</td>
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<td>How much does an accented tongue weight?, Claudio Moreira, University of Massachusetts</td>
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Autoethnography: ‘Dub Con’ (Dubious Consent)/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) David Clarke, University of Dundee; (Discussant) Davina Kirkpatrick, Plymouth University.

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, Nécôle 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 feminine 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 Education: Foundations for Practice-Second Edition

9:30-10:50

Four Guiding Principles for Arts-Based Research Practice, Melissa Cahmann-Taylor, University of Georgia

For Art’s Sake, Stop Making Art, Jorge Lucero, University of Illinois, Champaign-Urbana

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, Spirit, 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 Vandenbusche, UGent, and Elisabeth De Schauwer, Special Needs Education/Disability Studies, Ghent University

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

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

Autoethnography: Navigating the spaces in-between / 1371165 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

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, Zekije Yabisi, 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

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

**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 Glaus, Michigan State University

Language Purism in Education: English Medium Instruction in an Emerging Multilingual Classroom, Lydiah Kanann Kiramba, University of Nebraska-Lincoln

**137037 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. Voles, 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. Voles, 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

**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 Autónoma 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 Andalucía (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, Sunchon National University, and Seong Sook Oh, Chung-Ang University**

**Methodological Musings: Performing Qualitative in a 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 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 Sauerbrom, PPGA/Unigranrio

Urban Adolescent Women’s Human-Nature Relationship: A Phenomenological Inquiry, Shyla A. Earl, St. Catherine University, and Erin Heinitz, 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, Tanami 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

Coalition for Critical Qualitative Inquiry: Critical Research in Troubled Times

9:30-10:50

Chair: Steffen Hamborg, Carl von Ossietzky University of Oldenburg


Critical Qualitative Inquiry: Rearticulating Emancipatory Perspectives in Troubled Times, Asliyah 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)
Community Activists Fighting Neo-Liberal “Urban Education Reform” Using Critical Theory and 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 Eifrech, Indiana University-Indianapolis

Performative and Visual Art as Bildung: Mixed Medium 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 University, and Sarah Tracy, Arizona State University

Ordinary Objects: Writing Experiments on the Power, 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, Device 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

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 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.

### 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

### 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 Mystery Performance of Cultural Citizenship and Belonging, Liabnna Stanley, University of South Florida

### Digital Tools: Using QDA Software in Qualitative Research

9:30-10:50

*Chair: Ana Isabel Pimentel Rodrigues, Polytechnic Institute of Beja*

Functionality of CAQDAS in Visual Data Analysis: a Review of Findings, Ana Isabel Pimentel Rodrigues, Polytechnic Institute of Beja, António Pedro Costa, Aveiro University, and Moreina 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

### 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: “YoungGiftedandFat: An 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 Pumpkintry, Gregory Langner, Louisiana State University

Performance/Art: Connecting Dots/Creating a Field, A. B., Southern Illinois University

Arts-Based Research: Arts-Based Research and Education
256
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

Arts-Based Research: Arts-Based Research: Social and Epistemic Justice, II
265
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

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

Huracán Maria: An auto-ethnographic performance of Borikén’s Colonial Landscape, Resdie 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 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.

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

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 Ellington, 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

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 Gewert, 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 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

Joking 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

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 Johnoson 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

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 McNulty, University of Georgia, and Kathleen McNulty, 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 Teuchter, University of Saskatchewan, and Lalita Bhanawat, University of Saskatchewan

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: Problematising 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 narratives
1370436
11:00-12:20
(Session Organizer) Sophie Tamas, Dr.; (Discussant) Tony Adams, Bradley University; (Discussant) Ronald J Pelias, Southern Illinois University; (Discussant) Robin Boylom, 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 Scolsky, 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
Coalition for Critical Qualitative Inquiry: Critical Phenomenologies

11:00-12:20

Chair: Andrew Gitlin, UGA

Transformative Phenomenology, 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

Transformative Phenomenology, Andrew Gitlin, UGA

Writers in the University: a Phenomenology of Creative Writing in the University of Cauca, Brahian Andres 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

The Big Pictures in Qualitative Inquiry

11:00-12:20

Chair: Maria Lahman, 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 Lahman, 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

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

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
134  Deleuze

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 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 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 Sapce

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
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

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 (Tr)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 Andalucia (Seville, Spain)

Autoethnography: Breaking and making families: Darn 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. Parnell, Highline College, USA

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

Arts-Based Research: Arts-Based Research: Nomadic Inquiry

1:00-2:20

Chair: Flavia Basto, 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

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

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

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, Mei Jiadai Bai, Sun Yat-sen University

Autoethnography: Trio-Ethnography: Discovering How 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 Kagiti-Yildiz, 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 Moketla Mamabolo, University of Limpopo

215 Education: Spotlighted 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 Mørken 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
Diffractive Qualitative Data Analysis Through Multiple 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

Critical Race Theory, II
1:00-2:20
Chair: Anthony Andrews, North Carolina Agricultural & Technical State University
Reimaging Females of Color through Mathematics Communities of Practice, Ilana C. Livstrom, University of Minnesota, Elizabeth Croddy, 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

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

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
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 Pelser, 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 Unhealthful 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 Cofo Gonzalez, Universidad Catolica del Maule, Paula Ceballos Vasquez, Universidad Catolica del Maule, and Ana Veronica Lara 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: 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 Ethnographic Methodologies in Qualitative Research
1:00-2:20

Chair: Thalisa 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 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 Aquascalientes; (Discussant) Pamela Zapata, Universidad de Tarapacá; (Discussant) sarah lucy helps, BSc, MSc, D.Clin.Psy, CPsychol, AFBPS,

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, Sabar Aghasafari, University of Georgia

Teaching Qualitative Research: Issues and Concerns, Rajeswari Swaminathan, University of Wisconsin-Milwaukee, and Thalisa 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 Lasra, University of Tolima

Coalition for Critical Qualitative Inquiry: Critical Studies in Education
248
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 Unive

Coalition for Critical Qualitative Inquiry: Spotlight: Satirical Discourse In Troubled Times, Part I
1370177
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 Chomplavov, 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 Like?
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, Jeannette 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

168 OFFICIAL PROGRAM Saturday

169 OFFICIAL PROGRAM Saturday

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/Abjcts 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 Breshears, 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 Hofoss, 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

**Queering Native American Men: Settler Colonialism, Microagressions and Masculinities**

1:00-2:20

Roe Bubar, Tiffani Kelly and Dashiell Hall,

**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 Shubha 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


Experiencing Resonance as a Practice of Ritual Engagement, Joseph Naytowhow, Nehiyawak, Treaty 6 Sturgeon Lake, SK, Canada, Virginié 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

**Digital Tools: SIG Business Meeting - Reflections and Future Directions**

1:00-2:20

**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
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 Decolonial Autoethnography, Maryke Katie 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: Bita 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, Bita 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 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

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

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, Joanelle Grace Parasaon Morales, University of South Florida

Hear, here, you’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 Project to Book Series
1383183 2:30-3:50

(Session Organizer) Carmella Braniger, Millikin University; (Discussant) Brandon Hensley, Wayne State University; (Discussant) Nicholas Hartlep, Metropolitan State University.

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 Bowles, 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

Uses of Grounded Theory, I
149 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 Podbyvalkina, 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

**Discussion Groups**

### 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-Espita, 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, constraints***

**1373299**

**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,

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**Moving Cartographies: Mapping and/as the Politics of 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 Gereson, Kent State University

**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 Mahasa, 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
**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

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**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 Pedagogica y Tecnologica de Colombia

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**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 Putr, Universitas Bakrie, Jakarta

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**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 Peza, Central University of Technology

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 Mahato, 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

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 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, Indian Institute of Technology, 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 Multiracialsity 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
**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 Bita Zakeri Zakeri, McMaster University*

Students’ Perspective in the Internationalization of Higher Education: A Case Study of UC Riverside, *Yi Zhou, University of California, Riverside*

**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*

**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*

**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 Ferrera, Universidade Federal do Ceará, and Maria Salete Bessa Jorge, Universidade Estadual do Ceará

Rehabilitation Counselors’ Experiences with Burnout: A Phenomenological Study, Shakeerah Lawrence, North Carolina A&T State University

**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

**Autoethnography: Spotlighted Papers in Autoethnography, III**

175 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

**Autoethnography: Marriage**

126 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

1374485 Responses to the Materiality of Art

Dreamscapes and Escapedreams: An Autoethnography through the Art of Jerry Weems, Bryant Keith Alexander, Loyola Marymount University

Canvasing 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, Jinhee 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

Horrific 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
**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 Wilcoxen, Southern Illinois University Carbondale

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**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

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**Violence**

*4:00-5:20*

*Chair: Heather A. Hathaway Miranda, University of Illinois at Chicago*

Languages, postconflict and enhancing productive projects, Esteban Alejandro Loboa, 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 Fernandez 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

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**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 Osaña Fernández, Universidad de Granada, Mª 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, Constanse Elmenhorst, Fjordvangen Kindergarten, Norway

(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,

1371446 Becoming Multiple: Thinking With Enoughness
4:00-5:20

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)


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 Binhas, 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
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

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 Machta, 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

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 Obermiller, 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
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 Bloom, 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 Labor Inspired by Sara Ahmed
4:00-5:20

Chair: Lauran Schaefer, SIU

Institutional Killjoys, Traitors, and Misfits: A Willfulness Continuity, John Nathan Flowers, Southern Illinois University, Carbondale

Grateful to be Visible, Caleb Royal McKinley-Porte, 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

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 Jinhee 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

Coalition for Critical Qualitative Inquiry: Critical Spaces in Education
4:00-5:20
Chair: 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 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

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

Imaginaries 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 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)

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

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 Differance: 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

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, Judy 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 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 Durgahee, 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


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,
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 though 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

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”.


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
Social Work Day

Theme: Qualitative Inquiry in Troubled Times
Jane F. Gilgun, University of Minnesota, Organizer

8:30-9:20
Opening Plenary Roundtable: Social Work and the Common Good
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

Concurrent Sessions

8:30-9:20
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 Sawyer, 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
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 a therapeutic perspective, and offer hope for the future. Implications for collaborative forms of inquiry will be highlighted in the reflexive context of a researcher who herself compulsively pulls her hair out.

**Reframe the Shame: A Theatre Based Youth Participatory Action Research Project on Youth Experience of Depression**

Jason Michael Sawyer, Norfolk State University jmsawyer@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 a therapeutic perspective, and offer hope for the future. Implications for collaborative forms of inquiry will be highlighted in the reflexive context of a researcher who herself compulsively pulls her hair out.

**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 Zukiah Massarwa, YAHAT, and Guy Enosh, University of Haifa zakiah02@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

1372637 Working with Resistances to Research within Protective Bureaucracy: A Case Description and Analysis Gay Enosh, University of Haifa, and Tali Beyer-Topolinsky, Myers-JDC-Brookdale enosh@research.haifa.ac.il; talitjd@hotmail.com

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 jischre@siue.edu; tdichse@siu.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 conducted regarding possible explanations and implications of the findings. By identifying differences in the experiences of male and female child abuse victims, CAC’s 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 Bartlett-smart, Southern Illinois University Edwardsville jischre@siue.edu; annwell@siue.edu; caburre@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 jischre@siue.edu; jlwiley1999@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 muldcrad@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 nikizack@buffalostate.edu

Recent revelations of widespread 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
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

Axe 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
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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.
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.

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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
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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, enhancing early family relationships that can buffer childhood adversities is an important intervention to help women onto healthier trajectories.

214 Social Work

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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 practice.

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. Lac, University of Illinois at Urbana-Champaign
ealu@illinois.edu

This study carries implications for providers and researchers working with refugees.

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This study carries implications for providers and researchers working with refugees.
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 disproportionally 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 laros1@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 aprowell@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

216 Social Work
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, and sarah@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.
1:00-2:20

**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.nctu.edu*

The purpose of this research is to 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 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; breentin8737@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.

1371045  **Sources of Strength in Transforming Impossible into Possible (TIP): Spiritual Perspectives of Low-Income Job Seekers**

*Philip Young Hong, Loyola University Chicago phong@luc.edu; Siddesh Mukerji, Loyola University Chicago 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 Terri Wilson, University of Washington wilsonst@uw.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; smithdc@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 roles 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
nst denis@ucalgary.ca; walch@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 mayo6830@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 Cineros-Puebla, Autonomous Metropolitan University, Iztapalapa
vanedk@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.

Cesar Cineros-Puebla, Autonomous Metropolitan University, Iztapalapa, and Vanessa Jara-Labarth, University of Tarapacá
vanedk@gmail.com; cesar41_4@hotmail.com

The second part of this project presents some of the findings we are analyzing using Schütze’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. Masfield, 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.

**What Makes Refugees Want to Participate in Resettlement Programs or Services? Insider Perspectives**

An Ha, University of Utah, College of Social Work; hathianuw@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.

**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.

**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.mirabear@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 interwove in the storytelling. The major conclusion is that all the hearing-impaired not only face difficulties because of deafness but also gain 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 workplace. 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.

**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.
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-storied 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 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 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

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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 resource 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 Hanes, Katholieke Universiteit Leuven

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 Mfathi-MCarthy, Wilfrid Laurier University

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.

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

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

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1370132 Transcendent Reentry: Successful Transition Experience of Citizens Returning from Prison Thomas Kenemore, Loyola University Chicago, and Brent In, Loyola University Chicago
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1371637 TIP Talks: Wisdom for Humankind Philip Young Hong, Loyola University Chicago pbong@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 humankind, 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 paramita, 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 burturk@crimson.ua.edu; dnelsong@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

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.

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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 halfway 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; jaifilms@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.
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El tratamiento periodístico del narcotráfico en México. La visión de quienes informan, Elba Díaz-Cerveró, Universidad Panamericana Campus Guadalajara

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