

FIFTEENTH

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. All Social Work SIG submissions will be scheduled for Thursday. Posters will be assigned specific times in the next program.

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

Send correction requests by 1 March to:

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/>

Behind the Fence: Disrupting the Narratives of Early Childhood In High Poverty Communities, *Kristi L. Cheyney-Collante, University of Florida*

Music Therapists' Perspectives on how Self-Awareness Impacts their Work with Adolescents, *Raquel Ravaglioli, Marietta College*

What Comprehension Strategies Work best with my Special Education students?, *Anita Nigam, Augustana College*

Collaboration, Consultation, and Co-teaching: Are they easy or difficult?, *Anita Nigam, Augustana College*

Alethurgical Discourse Analysis, *Helena Ostrowicka, Department of Pedagogy and Psychology, Kazimierz Wielki University, Poland*

The Truth of the Oracle and the Truth of Testimony: an Academic Discourse in Poland, *Justyna Spychalska-Stasiak, Department of Pedagogy and Psychology, Kazimierz Wielki University, Poland, and Helena Ostrowicka, Department of Pedagogy and Psychology, Kazimierz Wielki University, Poland*

The relationship between the role of community colleges in Jamaica, graduates' employability and career success, *Sonja M Robinson, Workforce Education and Development*

Collaboration and C-teaching in a Partner School, *Anita Nigam, Augustana College*

Developing Cultural Efficacy in an International Social Work Classroom: An Ethnography, *Priya Harindranathan, Colorado State University, Reuben Addo, University of Southern Maine, and Lizzeth Parra, Colorado State University*

Our Growth as a Philosophically Aware Educators, *Anita Nigam, Augustana College*

Participatory Action Research in a Detention Center, Budapest, Hungary, *Eszter Pados, 1. Doctoral School of Psychology, ELTE Eötvös Loránd University, Budapest, Hungary, 2. Detention Center, Budapest, Hungary*

Funneling Down through Theory: Autoethnography as a Tool to Unsettle the Settler-Colonial Self, *Lorien S Jordan, Mercer University School of Medicine*

A Historical Overview of Academic Probation, *Abraham Barouch Gilbert, the Pontificia Universidad Católica Madre y Maestra, Dominican Republic*

Through the Looking Glass: Lesson Study in a Center School, *Khalid M Abu Alghayth, University of South Florida, Phyllis Jones, University of South Florida, Daphne Pace Phillips, University of South Florida, and Robin Meyers, Lake Hills School*

Journeying into the Well: An Autoethnographic account of 35 Retreats spanning two Decades, *E. James Baesler, Old Dominion University*

Parenting Styles and Child Development: Impact of Intergenerational Sexual Trauma and Disrupted Attachment, *Claire Plagens, Michigan State University, and Pilar Horner, Michigan State University*

Perceived Professional Identities of Christian Healthcare Workers in Clinical Settings, *Felisha Lynn Younkin, Cedarville University, Michael Firmin, Cedarville University, Rachel Parrill, Cedarville University, Alexis Smith, Cedarville University, and Zachary Krauss, Cedarville University*

Exploring Parents' Ideas and Decisions about Children's Out of School Time, *Bengi Sullu, The Graduate Center, CUNY*

Hearing Student Workers' Voices in Designing a Training Program in a University Library, *Xinyue Ren, Ohio University*

Poetic Inquiry, Poetic Answers: A Distillation of Interviews with Latino/a Children's Writers, *Elizabeth Garcia, University of Tennessee- Knoxville*

"You Were Fearless!" Thinking with/through Horseshoe Crabs Toward Intersectional Justice, *Christie Byers, George Mason University, Avery Jones, Millsaps College, and Maria F. G. Wallace, Millsaps College*

Students with Mild Intellectual Disability and Algebra I Content, *Leah A. McMillan, University of Cincinnati, and Casey Hord, University of Cincinnati*

Possible Selves: Family Resiliency among Puerto Rican Survivors of Hurricane Maria Displaced to Orlando, Florida, *Abbie Rebekah Nelson, Michigan State University, Daniel Velez Ortiz, Michigan State University, Pilar Horner, Michigan State University, and Mikiko Sato, Michigan State University*

University of Illinois Latina/Latino Alumni Association: A Founding Board Member's View, *Heather A. Hathaway Miranda, St. Xavier University*

Microaggressions in Higher Education: Exploring How White Faculty Commit and Respond to Microaggressions, *Remya Perinchery, Southern Illinois University, and Kathleen Chwalisz, Southern Illinois University*

Understanding the Lived Experiences of Black Graduate Students at Historically White Institutions, *Vashon Broadnax, Ball State University*

Silver Lining: A Narrative Inquiry to Vocational Guidance Experience of Special Education Students in Vocational Senior High School, *Shuo-chun Yuan, University of Taipei, Li-chuan Kao, University of Taipei, and Min-chun Chiang, University of Taipei*

Facebook and Twitter: Changing the Face of Communication?, *Paula Marie Dawidowicz, Walden University, and Kathryn Suzanne Dawidowicz, Walden University*

Stories of White Helping Professionals on the Path Towards Anti-racism, *Sarah Ross Bussey, City of New York Graduate Center*

Elementary School Teachers' Perspectives on Education Undergraduates Volunteering as Tutors, *Andrea L. Draeger, University of Cincinnati, Caroline R. Gleason, University of Cincinnati, and Casey Hord, University of Cincinnati*

"Notice of Procedural Safeguards:" An Artistic Representation of IDEA-Required Parent and Child Rights Notices through the lens of Critical Discourse Theory, *ELIZABETH ANN Vanderburg, Texas Tech University*

The Aesthetics of Cognitive Mapping as an Approach to Arts-Based Research, *Noura Shuqair, PhD Candidate at the University of North Texas - Lecturer at King Saud University in Riyadh*

Struggle between “I-in-Body” and “I-in-Brain”: An Autoethnographic Inquiry to Sport Experience in Karate, *Jou Chao, University of Taipei, Bo-I David Chen, University of Taipei, and Li-chuan Kao, University of Taipei*

A Pyramid of Poems: Using Freytag’s Pyramid to Provide Narrative Structure to Poetic Inquiry, *Elizabeth Garcia, University of Tennessee- Knoxville*

Understanding Communication and Privacy Management in Persons with Type 2 Diabetes, *Linh Vo, California State University, Fullerton, and Summer C. Martin, California State University, Fullerton*

Images of an Autoethnography, *Michelle L Knaier, Purdue University*

Interactional Health Disparities within the Context of Migration Inequities in the Dominican Republic, *Mikiko Sato, Michigan State University, and Pilar Horner, Michigan State University*

International Experience and Enlightenment of School Self-evaluation Effectiveness Improvement, *Lingyan Li, Beijing Normal University, Lu Xu, Beijing Normal University, and Yi Su, Beijing Normal University*

O Ensino de Matemática na Educação Profissional Técnica: uma análise curricular, *Harryson Júnio Lessa Gonçalves, UNESP, Ana Lúcia Braz Dias, central michigan university, and Deise Aparecida Peralta, UNESP*

Suggesting approaches to audio-visual music from multimodal systems, *Amparo Porta, University Jaume I. Castellón. Spain. Associate Professor of the Department of Education and Specific Didactics. Area Didactics of Musical*

Trauma Among Incarcerated Black and Brown Male Youth, *Barry Lewis, MSU, and Pilar Horner, Michigan State University*

Ser professor, pesquisador e LGBTQT: narrativas autobiográficas, *Igor Micheletto Martins, Universidade Estadual Paulista "Júlio de Mesquita Filho" (UNESP), and Harryson Júnio Lessa Gonçalves, UNESP*

Effects of Dementia Programming for Caregivers: Benefits of Memory Resource Center Programs, *Jennifer Hughes, Wright State University, James Carter, Wright State University, and Mackenzie K. Lane, Wright State University*

"It will not come to my home!" Challenges to HIV service delivery in Lagos, Nigeria., *Breanne Lott, University of Arizona, Nidal Kram, University of Arizona, John Ehiri, University of Arizona, Victoria Yesufu, University of Lagos, Mobolanle Balogun, University of Lagos, Halimatou Alaofe, University of Arizona, Olayinka Aboosed, University of Lagos, and Juliet Iwelunmor, St. Louis University*

Pedagogical Equity: Design or Accident?, *Atota Halkiyo, Arizona State University*

Language Learning in Russia: Returning Bronfenbrenner's Theory to the Initial Site, *Margaret Berg, University of Northern Colorado*

The Truth in Interview: Catch the Information from Attention and Memory, *Lu Xu, Beijing Normal University*

Latina Adolescents Suicide and Mental Health Services, *Esther Ayers, Michigan State University, and Pilar Horner, Michigan State University*

The Politics of Access, *Patricia R. Rampersaud, University of British Columbia*

The Communication of Social Support within Couples Coping with Parkinson's Disease, *Summer C. Martin, California State University, Fullerton*

Refugee Youth Identity Formation in Malawi, *Emmanuel Ronald Chima, Michigan State University School of Social Work, and Pilar Horner, Michigan State University*

Literacy beyond third spaces: Uncoving cultural resources and shared knowledges to create a classrooms that cultivate social justice, *Jeannette E Armstrong, Indiana University- Bloomington*

Mary Kakaque at Haskell: The legacy of land & voice dispossession among Black Hawk's female descendants, *Robin Throne, Northcentral University, and Jane Simonsen, Augustana College*

Not Him: Gymnastics for All and its Practice as a Place of Speech, *Mariana Harumi Cruz Tsukamoto, University of São Paulo, and Marília Velardi, University of São Paulo*

Narrating Migrancy: Constructing and Resisting a Migrant Subjectivity in Interview Talk, *Peter Holley, University of Helsinki, Finland*

Carpe Diem: A Narrative Inquiry to Career Transition Experience of Acquired Blindness, *Yi-ying Yu, University of Taipei, Min-chun Chiang, University of Taipei, and Li-chuan Kao, University of Taipei*

Academic Probation from the Students' Perspective. Andrew Courtner, Lincoln Memorial University, *Andrew Courtner, Lincoln Memorial University*

A dynamic interplay of professional identities: An instrumental case study of teachers'/researchers' identity (re)construction, *Karolina Achirri, Michigan State University*

Autoethnography: Resilience and Persistence as a Daughter and Mother, *Lamanda Perry, Penn State DuBois*

Becoming Real: Exploring Drawing to Elicit Voice in Individuals with Disabilities after a Postsecondary Education, *Karen M Ingram, George Mason University, Fairfax, Virginia*

Braving Our Narrative: An Autoethnographic Reclamation by Two "Wild Seed(s)", *Hannah Stobry, Miami University, Ohio, and simran kaur, Miami University*

The Sociology of Teaching and Learning Undergraduate Social Statistics: Access, Assessment, and Arts-Based Pedagogy, *Allison Ray Reagan, Texas Woman's University*

Perceived Barriers and Facilitators for Attaining Post-Secondary Education in Emerging Adult Refugees from African Great Lakes Region., *Victory O Osezua, University of Louisville, Dorothy Sato, University of Louisville, and Lesley M. Harris, University of Louisville*

Social Work Adjunct Instructors: Exploring On-boarding Processes and Perceptions of Organizational Support, *Rebecka Bloomer, University of Louisville, and Alyssa Middleton, University of Louisville*

Being Defined as “At Risk” by School Stakeholders, *Emmanuelle Doré, Université de Montréal*

Emergence of diverse masculinities in leaders of the LGBT movement in Colombia, *José Alejandro Niño Vazquez, Universidad del Valle, and Hernan Sanchez Ríos, Universidad del Valle*

Experiences and Perceptions of faculty with the use of flipped classroom, *Allen Munyaradzi Mathende, Student*

Shared decision making and diabetes care in Germany: a situational analysis, *Ana Mazur, University of Applied Sciences, Fulda, Germany*

Latino Elders’ Perceptions on Positive Aging, *wan-jung hsieh, UIUC*

Application of Qualitative Inquiry for Examining Inclusive Education for Learners with Severe Disabilities, *Sarah Ballard, Illinois State University, and Alicia Pence, MTSU*

Detroit’s Dynamic Comeback: Exploring Community Strengths and Assets through Transportation Systems, *Joseph A Ingall, Michigan State University School of Social Work, and Michael Leo Zandstra, Michigan State University School of Social Work*

Increasing Rigor in Qualitative Research through Team Codebook Development and Co-coding, *Peter K Kuchinke, University of Illinois Urbana Champaign, Jelena Pokimica, University of Illinois Urbana Champaign, and Anne Namatsi Lutomia, University of Illinois at Urbana-Champaign*

Balancing Education and Health Care for Learners Requiring One-to-One Nursing Supports in Public Schools, *Sarah Ballard, Illinois State University*

Fueling the Fire: An Ethnography About the Lived Experiences of New Volunteer Firefighters, *Christophe Cheroret, The Pennsylvania State University*

Self Transformation through Humanities in Prison, *Christy Baldwin, University of Washington Tacoma, and Christopher R. Beasley, University of Washington Tacoma*

Exploring Emotional Needs of Black and White Women with Breast Cancer on Adjuvant Endocrine Therapy, *Ryan Blue, University of Tennessee Health Science Center, Carolyn Graff, University of Tennessee Health Science Center, Rebecca Krukowski, University of Tennessee Health Science Center, Andrew Paladino, University of Tennessee Health Science Center, and Ilana Graetz, University of Tennessee Health Science Center*

Issue of knowledge sharing in qualitative case studies, *Noriko Yamamoto-Mitani, U of Tokyo, Hiroshi Ietaka, Tohoku Medical and Pharmaceutical University, Mari Ikeda, Tokyo Women's Medical University, Maiko Noguchi-Watanabe, The University of Tokyo, and Reiko Yamahana, Tokyo Healthcare University*

#OBR2017: The Rise of women power in India, *Koeli Moitra Goel, Dharitree Ecosphere*

Following Signs to New Research Questions, *Kate Wurtzel, University of North Texas*

Decolonizing Neuropsychology: A nonverbal epistemology of relation, imagination, and cognitive rehabilitation, *Autumn Marie Chilcote, Duquesne University*

In Search of Home: A Qualitative Inquiry in exploring the (un)lived spaces of Being, *Prof. Anand Prakash, University of Delhi, Department of Psychology, India*

A Grounded Theory Study on First Generation College Student Persistence: Habits of Successful Students, *Tammy Shannon, The Pennsylvania State University*

Critical analysis of data transformation from constructivist, transformative, and pragmatic world views, *Carolyn Graff, University of Tennessee Health Science Center*

Chart Reviews: Situating Indigeneity within a research context, *Moneca Sinclair, University of Manitoba, College of Nursing, Annette Schultz, University of Manitoba, and Curtis Kaltenbaugh, University of Manitoba, College of Nursing*

To be or not to be Wounaan-nonam: a reflection on the identity, *Hernan Sanchez Ríos, Universidad del Valle*

1652 Ontological and Epistemological Dialogue in Research and Praxes with a focus on Political Resistance

9:00-10:20

Chair: Candace Christensen, University of Texas at San Antonio

Using a constructivist paradigm to enhance resistance and social change, *Guy Enosh, University of Haifa*

Fostering a Problem-Centered Mixed Methods Research Approach for Enhancing a Politics of Resistance, *Sharlene Hesse-Biber, Boston College*

Conceptualizing Black Feminist Approaches as a form of resistance., *Keondria McClish, Kansas State University*

Constructing a Bridge between Arts-based Research Methodology, Methods, and the Politics of Resistance, *Candace Christensen, University of Texas at San Antonio, and Inci Yilmazli Trout, University of the Incarnate Word*

Shifting the Gaze: Bricolage as a framework for Epistemic Justice, *Diana Elizabeth Kuhl, The University of Western Ontario*

1657 Opening Inclusive Spaces and Opportunities

9:00-10:20

Chair: Robert E Stake, uiuc

Those Not Chosen, *Robert E Stake, uiuc*

Is it me, you, or us: Are there apposite discourses on anti-oppression in the academic environment?, *Magnus Mfoafo-M'Carthy, Wilfrid Laurier University*

A Qualitative Case Study on the Implementation of Inclusive Education Policies in Trinidad and Tobago., *Nadia Laptiste-Francis, The University of the West Indies, and Elna Carrington-Blaidies, The University of the West Indies*

Opening Doors: Finding Success in a Prison School Setting, *Joe Lewis, Hamline University, and Letitia Basford, Hamline University*

1658 Education: Best Practices for Schools, I

9:00-10:20

Chair: Yuka Asada, University of Illinois at Chicago

Qualitative secondary analysis of the National Wellness Policy Study: Perspectives on food insecurity and equity through wellness, *Yuka Asada, University of Illinois at Chicago, Marlene Schwartz, UConn Rudd Center for Food Policy & Obesity, and Jamie F Chriqui, University of Illinois at Chicago*

“Why Teach Them?”: Teacher Reflections on Evidence Based Practices in Alternative Education, *Ashley Zehner, University of Wisconsin La Crosse*

Comparison of Behaviouristic and Constructivistic Approaches to Techno-andragogy: Going beyond Variables, *Madhavi Vivek Dharankar, SNDT Women’s University, Mumbai, India, and Anant Narhar Joshi, Ex-Director, School of Education, YCM Open University, Nasik, India*

Rural Working-Class Scholars’ Perspectives and Experiences Seeking Post-Secondary Education, *Janet Kesterson Isbell, Tennessee Technological University, Julie C. Baker, Tennessee Technological University, Darek Potter, Tennessee Technological University, and Laura Ezell, Tennessee Technological University*

Districts as agents of change and reform initiatives! Principals’ perspectives from a province in South Africa, *Bongni D Bantwini, North West University, South Africa*

1660 Education: Rethinking Curricula, I

9:00-10:20

Chair: Amanda Christine Shopa, University of Minnesota

The Living Curricula of Two First-Generation Teachers: The Undercurrents that Shape Our Teaching Philosophies, *Amanda Christine Shopa, University of Minnesota, and Jake Knaus, University of Minnesota*

Empowering Undergraduate Students: Embedding Qualitative Inquiry in Health Policy Curriculum, *Jessie Barnett, The University of Minnesota Rochester, and Kristin Osiecki, The University of Minnesota Rochester*

Pedagogical Lessons Learned from Mama Ru: How Teacher Candidates Advocate with/in Curriculum, *J. Scott Baker, University of Wisconsin-La Crosse*

Place-Based Education and the Phenomenology of Place, *Elaine Alvey, University of Georgia*

Relationship Fatigue: A Postcritical Ethnography Exploring Relationships Between Students with Severe Disabilities and Their Teachers, *Charna Dardenne, UNC Chapel Hill*

1661 Photovoice

9:00-10:20

Chair: Jane Kim, University of Saskatchewan

Food Selfies: The Meaning of Cultural Food through Photovoice, *Jane Kim, University of Saskatchewan, Derek Jennings, University of Saskatchewan, and Ulrich Teucher, University of Saskatchewan*

Challenging Teacher Candidates Beliefs about Students Who Attend Urban Schools using Photovoice, *Shamaine Kyann Bazemore-Bertrand, Illinois State University*

Photovoice and Research Teams: Considering Procedures, Power, Ethics, and Solidarity, *Amanda O. Latz, Ball State University*

Methodological considerations of engaging young adults with autism in participatory action research using Photovoice, *Gary Yu Hin Lam, Emory University, Emily Holden, University of South Florida, and Megan Fitzpatrick, University of South Florida*

Strengths & Limitations of Using PV to Teach Community Practice, *Inci Yilmazli Trout, University of the Incarnate Word, Beatrix Perez, San Antonio College, and Candace Christensen, University of Texas at San Antonio*

Implementing Photovoice into the Graduate Level Classroom as a Teaching Tool, *Inci Yilmazli Trout, University of the Incarnate Word, Danielle Alsandor, University of the Incarnate Word, and Alicja Sieczynska, University of the Incarnate Word*

1663 Listening to Silenced Voices, I

9:00-10:20

Chair: Minnie Bluhm, Eastern Michigan University

Reclaiming Power While Feeling Powerless, *Minnie Bluhm, Eastern Michigan University*

A Journey of Voice and Empowerment, *Scottie Basham, College of Education, University of South Florida*

Their Story of My Story, *Molly Peabody, Eastern Michigan University*

Maintaining A Critical Voice in A Devalued Profession While Maintaining Myself, *Robert Culp, Lewis University*

1664 A Parenting of Hope: An Autoethnography on Parenting Adults with Intellectual and Developmental Disorders

9:00-10:20

(Session Organizer) Tricia Edgel, Texas State University; (Discussant) Theresa Rene LeBlanc, Texas State University; (Discussant) Tamara Shetron, Texas State University,

1666 Digital Tools

9:00-10:20

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

Gamifying the research design: #TeamLaV's methodological proposal, *Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Walter Castaño, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Carlos Andrés Gaviria, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Julián Londoño-Mazo, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Santiago Mejía, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Juan Camilo Mazo, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and Sebastián Ramírez, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Mobile Virtual Ethnography: Data gathering methods in virtual international spaces, *Anya A Hommadova, Arizona State University*

Doing (and studying) politics in the age of big data, *Paolo Parra Saiani, University of Genoa, Department of Political Sciences*

Experiencing Game Aesthetics: An Interpretive Case Study of Game Spaces Using John Dewey's Aesthetics. *James DaSambigi-Moore, The University of Alabama, James DaSambigi-Moore, The University of Alabama*

1667 Troubling Higher Education Norms: Seeing the Unseen

9:00-10:20

Chair: Saralyn McKinnon-Crowley, The University of Texas at Austin

And When You Go Home, You Just–You’re Empty.” Emotional Labor and Student Affairs Mothers, *Saralyn McKinnon-Crowley, The University of Texas at Austin*

On Becoming A Post-Structuralist Leader: An Inverted Analysis Of The Leading Subject, *Aaron W. Voyles, The University of Texas at Austin*

Queer and Trans* Graduate Students: Professionalism and Performativity, *Beth Bukoski, The University of Texas at Austin, and Candace Lamb, The University of Texas at Austin*

When things don’t go as they planned: Inside a desiring machine of higher education, *Eliza Epstein, The University of Texas at Austin*

1668 Transcription as a Practice of Qualitative Meaning-Making and as a Task to be Automated

9:00-10:20

Chair: Charles Vanover, University of South Florida

Theories and Practices of Transcription from Discourse Analysis, *Mariaelena Bartesaghi, University of South Florida*

Voice to Text: Automating Transcription, *Silvana di Gregorio, QSR International*

Transcription as a Form of Meaning Making: Design Choices and Guideposts, *Charles Vanover, University of South Florida*

1669 Integrity & Justice in Qualitative Research

9:00-10:20

Chair: Hagit Sinai-Glazer, McGill University

The helping relationship: An institutional ethnography, *Hagit Sinai-Glazer, McGill University*

Regarding Place as a Means of Justice: Feminism and Place-Based Education, *Caleb Chandler, University of Georgia, Amelia Haynes Wheeler, University of Georgia, and Elaine Alvey, University of Georgia*

What Happens When No One is Looking: Measuring Integrity Through a Multi-pronged Qualitative Approach, *Katherine Burr, University of Georgia, and Jason Wallace, University of Georgia*

Intercultural Communication: An investigation on the lived experiences of foreign faculty, *Alessia Zanin-Yost, Penn State*

1670 Motherhood, MotherWork, and Mothering

9:00-10:20

Chair: Erin Graybill Ellis, Texas Woman's University

"Bringing up Baby": Collage as MotherWork, *Sandra Faulkner, BGSU*

Giving Birth in the Ivory Tower: Graduate Student Mothers, Cruel Optimism, and Social Expectations of Motherhood vs. Graduate School Marketing Materials, *Erin Graybill Ellis, Texas Woman's University*

Wrapped in Perception: An art-based inquiry of public breastfeeding, *Alexandra Veselka-Bush, University of North Texas, Phoebe Adams, University of North Texas, and Marina Graciela Cano, University of North Texas*

"Pressure from all Sides: An Intersectional Exploration of Cultural and Economic Dynamics Inhibiting Working-Class Single Mothers", *Julie A. Mavity Maddalena, Southern Methodist University*

Mixed: Mothering a black and white family in "post-racial" America, *Laura Quaynor, Lewis University*

1671 Speaking in Two Voices: How Mothering Children with Disabilities in Academia Informs Teaching and Research

9:00-10:20

Chair: Darolyn "Lyn" Jones, Ball State University

The Voice of the Voiceless: Representing our Children with Disabilities in Academia, *Alicia Hazelwood, Ball State University*

Speaking in Two Voices: Insider and Insider Researcher, *Darolyn "Lyn" Jones, Ball State University*

Mother-Teacher-Scholar-Advocate: One Woman's Account of Work-Life on the Associate Professor Plateau, *Elisabeth Lowenstein, Independent Scholar*

I Could Never Do That: Learning to Become Good Enough, *Cailin E. Murray, Ball State University*

1672 Activism

9:00-10:20

Chair: E. Anthony Muhammad, University of Georgia

Colin Kaepernick, Nate Boyer & the National Anthem Protests: The Fusion of Horizons that Sparked a Controversy, *E. Anthony Muhammad, University of Georgia*

The Discursive Othering of Teachers: Thugs, Saviors, and State Pension Queens, *Jennifer McCloud, Transylvania University*

Ratchet-Rasquache Activism: Aesthetic and discursive frames within Chicago-based women of color activism, *Teresa Irene Gonzales, University of Massachusetts, Lowell*

1681 The Uses of Film

9:00-10:20

Chair: Jerry Hinbest, Vancouver Island University

Documenting the Impact of Neoliberalism on Nonprofit Organizations: Documentary Film as Research, *Jerry Hinbest, Vancouver Island University*

A Hall Full of Mirrors: A Critical Analysis of mass media Post-Conflict Narratives in Colombia, *camilo perez, Universidad del Norte*

Movie Riffing at B-Fest: Unscripted In-Theater Audience Participation as Embodied Performance of Film Criticism, *Matt Foy, Upper Iowa University*

Building African Stories together: Decolonising Filmmaking in the classroom at a South African university, *Phyllis Denise Damhauser, University of Johannesburg*

**Vibrations of Bones and Stones: The Critical
1683 Autoethnography Conference 5 Years and Counting**

9:00-10:20

Chair: Tami Spry, St. Cloud State University

Stories of Power and the Power of Story: The Critical Autoethnography Conference 5 Years On, *Ann Harris, Australia, and Stacy Holman Jones, Monash University*

Does size matter? The intimacy of a small conference., *David Franklin Purnell, Highline College*

Bones, Stones, and Humility: Embodying Relationality at the CAC, *Tami Spry, St. Cloud State University*

'Cleansing va' (Samoan for 'relational space in-between') using critical autoethnographic performance., *Fetaui Iosefo, University of Auckland, New Zealand, and Joshua Iosefo, Auckland University of Technology*

**Post-Qualitative Feminist Methodology, Theory and
1689 Pedagogy**

9:00-10:20

Chair: patti lather, ohio state university

Feminisms, Indeterminacies, and Teachings of Post Qualitative Research, *Janet L. Miller, Teachers College, Columbia University*

What matter matters: Feminist methodology in the post-posts, *wanda pillow, university of utah*

A Tiny Critical Genealogy of Intersectionality, *patti lather, ohio state university*

1691 Feminist Qualitative Research, II

9:00-10:20

Chair: Jillian Crocker, SUNY Old Westbury

Fresh Meat: Identity Work Among Gig Volunteers, *Jillian Crocker, SUNY Old Westbury*

Periphery of the Peripheries: Women in Al Jazeera Policy and Programming, *Hala A Guta, Qatar University*

It Shouldn't Matter: Ethical Leadership and Gender-Blind Sexism in Women Higher Education Administrators' Narratives, *Jill Channing, East Tennessee State University*

Heteronormativity, Gender Performance, and the Researcher Body, *Kirsten Robbins, Ball State University*

Using Feminist Methodologies for Gender, Information and Communication Development (ICT4D), *Christobel Asiedu, Louisiana Tech University*

1692 Challenges of Using Qualitative Research in the Context of a Politics of Resistance - Part I

9:00-10:20

Chair: Uwe Flick, Freie Universität Berlin, Education and Psychology

Challenges of Using Qualitative Research in the Context of a Politics of Resistance - Introduction, *Uwe Flick, Freie Universität Berlin, Education and Psychology*

Resisting the Colonisation of our Qualitative Inquiry and the Weakening of our Qualitative Roots by Active or Passive Capitulation to the Agendas of Others, *Julianne Cheek, Ostfold University College*

Qualitative Inquiry and the Politics of Evidence: Generating Knowledge for Engagement rather than Control, *harry torrance, manchester metropolitan university*

Truth, Contingency, and Fake News. Challenges for Analyzing Power/Knowledge?, *Reiner Keller, Augsburg University*

1693 Situational Analysis in Practice I: Methodological Issues

9:00-10:20

Chair: Adele E. Clarke, UC, San Francisco

“Making Situational Analysis Work for Comparisons: Reflections from Research Practice”, *Mathias Bös, Leibniz University Hanover, Germany, Nina Clarka Tiesler, University of Hanover, Germany, and Deborah Sielert, Leibniz University Hanover, Germany*

“Collaborative Map-making in Situational Analysis: Involving Participants”, *Sarah Beth Evans-Jordan, Norwegian University of Science and Technology, and John-Arne Skolbekken, Norwegian University of Science and Technology*

“Situational Analysis in Germany: Current and Future Methodological and Practical Issues”, *Ursula Offenberger, University of Tübingen, Germany, and Anna Reinhardt, University of Tübingen, Germany*

“The Definition of the Situation after the Interpretive Turn: Situational Analysis as a Methodological Strategy to Investigate the Duality of Structure”, *Ana Mazur, University of Applied Sciences, Fulda, Germany*

1694 Poststructuralism, Absolute Immanence, and Post- Qualitative Inquiry: What Comes Next for Inquiry?

9:00-10:20

Chair: Serge Frederick Hein, Virginia Tech

Fundamental Passivity: The Ontological Limits of Experimentation and Creation in Qualitative Inquiry, *Serge Frederick Hein, Virginia Tech*

What We Cannot Yet Think, *Elizabeth Adams St. Pierre, University of Georgia*

Immanence: A Work in Progress for Post-Qualitative Inquiry, *Maggie MacLure, Manchester Metropolitan University*

The New Geo-Politics of a Multiple Earth: Risky Terrestrial Diplomacies in the End Times, *Elizabeth de Freitas, Manchester Metropolitan University*

1699 Methodological Interventions, I

9:00-10:20

Chair: Dr. O'Shan D. Gadsden, Norfolk State University/ NYU

A Duo-Ethnographic Exploration of the Impact of Patriarchy & Colonization on the Understanding of the Relational Self, *Dr. O'Shan D. Gadsden, Norfolk State University/ NYU, and Dr. Norrissa Williams, New York University*

Researcher's Positions and Roles: Multitudes in Subjectivity Theories, *Zulfukar Ozdogan, Graduate Student*

More Mixed Methods: From Cross-generational Autoethnographies to Genealogies, *myrdene Anderson, purdue university, Valerie Miller, purdue university, Phyllis Pasariello, Centre College, and Katja Pettinen, Mount Royal University*

The Vibe of Ethnography, *Corey J Miles, Virginia Tech*

1703 Erotic Capital and Academic Work: Reflections from Qualitative Inquiry

11:00-12:20

Chair: CESAR CISNEROS, PONTIFICIA UNIVERSIDAD CATOLICA DE VALPARAISO

“You want to join in an orgy?” On emotions and accountability in ethnographic fieldwork, *Anne Ryen, University of Agder, Norway*

Violentization Processes, Erotic Capital and Emotions in University Campus, *CESAR CISNEROS, PONTIFICIA UNIVERSIDAD CATOLICA DE VALPARAISO*

Consenting subjects, *Sophie Tamas, Carleton University*

Are You In or Are You Out? Reflections about the 2018 Chilean Feminist Movement from an Intergenerational Perspective, *Vanessa Jara, Universidad de Tarapacá*

Gender and motherhood in university spaces, *Viviana Villarroel, university of Tarapaca*

1708 Papers on Education

11:00-12:20

Chair: James Lane, University of Phoenix School of Advanced Studies

Challenges and Opportunities in Teacher Retention: A Narrative Inquiry Describing Formative Experiences of Novice Teachers, *James Lane, University of Phoenix School of Advanced Studies*

The Measure of a Teacher: A Novel, *Della Leavitt, independent*

Triangulating Interview and Student Tracking Data for Better Understanding the Damaging Effects of Early Testing, *Charles Secolsky, consultant, Thomas Judd, United States Military Academy, and Lorena Garelli Morino-Quinto, Anahuac University*

Bricolage: Rigor Lost in Translation, *Henry J. Tyszka, Department of Education Wayne State University*

1709 Education: Best Practices for Schools, II

11:00-12:20

Chair: Susan Joan Griebling, Northern Kentucky University

Inquiry-Based Education, *Susan Joan Griebling, Northern Kentucky University*

Unveiling Early Childhood Teachers' Math Experiences and Views about Teaching Mathematics in Trinidad, *Sabeerah Abdul-Majied, The University of the West Indies, School of Education. Trinidad.*

Research on Key Competences of Outstanding Graduates of Building Intellectualization Specialty in Technical Colleges, *QIUCHEN WU, Beijing Normal University*

On becoming a reformed physics teacher: A qualitative study examining the impact of professional development, *Marsha Simon, University of West Georgia*

1711 Education: Rethinking Curricula, II

11:00-12:20

Chair: Nis Langer Primdahl, Aarhus University

Suspending the Past, Deferring the Future: Contemplative Practices and the Curriculization of Temporality, *Nis Langer Primdahl, Aarhus University*

Peace Education as Critical Dialogue, *Gulistan Gursel-Bilgin, Bogazici University*

Passing on my critical voice: 'Slow research' unravelling ideological and utopian thinking in school reform., *marte rinck de boer, Stenden Hotel Management School Leeuwarden (NL)*

A model for prison-based peer-led trauma-informed community learning, *Albert Stabler, Appalachian State University, Ian Scott, University of Illinois at Urbana-Champaign, and Elena Quintana, Adler School of Psychology*

Developing cultural competence in higher education: Stories from faculty teaching undergraduate students, *Alessia Zanin-Yost, Penn State*

1712 Qualitative Health Research, I

11:00-12:20

Chair: Linda Wesp, University of Milwaukee Wisconsin

Secondary Analysis and Qualitative Health Research: Narrative Inquiry with Transgender Youth of Color, *Linda Wesp, University of Milwaukee Wisconsin*

Exploring Depression Through the “Self-Help Memoir”: A Narrative Analysis, *Shannah Dutrisac, University of Saskatchewan*

Mindfulness-based interventions for psychosis: A qualitative evidence synthesis, *Rebecca Zhao, University of Saskatchewan, Shannah Dutrisac, University of Saskatchewan, Elijah Herington, CADTH, Tony Toneatto, Buddhism, Psychology and Mental Health Minor Program, University of Toronto, and Ulrich Teucher, University of Saskatchewan*

Fixing the Mind Through the Body: Critical Considerations of Exercise Interventions for Depression, *Caitlin Vitosky Clarke, University of Illinois at Urbana-Champaign, Kinesiology*

Defying Dementia: An Exploration of Recovery, *Corey W. Johnson, University of Waterloo, and Debra Miller, City Seattle University*

1714 Exemplars of Autoethnographic Practice: International Perspectives, I

11:00-12:20

Chair: Esther Fitzpatrick, The University of Auckland

Autoethnographic Encounters With Privilege: to Be or Not to Be an Ally, *Esther Fitzpatrick, The University of Auckland*

Unworthy Blonds on the Israeli Margins: Epistemic Responsibility and the Knowable Subject, *Pnina motzafi Motzafi-haller, uiuc*

Co-Designing Anti-Bullying Interventions with Irish Travellers: An Autoethnography, *Stephen James Minton, Trinity College Dublin*

Interweaving of Parallel Lines: An Autoethnography of a Professional Helper, *You-Jin Lee, Department of Dance, University of Taipei, and Yi-jung Wu, Department of Dance, University of Taipei*

1715 Arts-Based Perspectives

11:00-12:20

Chair: Aravindhana Natarajan, University of Toledo

“Arts-Based Evocative Autoethnography”: Methodological Musings while Incorporating the Visual Arts in Autoethnography, *Aravindhana Natarajan, University of Toledo*

Bits, digital thoughts and digital identity. A poem in autoethnographical approach, *Luis F. Gonzalez, Universidad Santo Tomás*

Arts based research gave me back the soul art school stole, *Julie Brien, University of Auckland & Pukekohe High School, New Zealand*

Put On My Robe, Tell The Story...How I Made It Over, *Allison Upshaw, Stillman College, and Tanesha Childs, University of Alabama*

1717 Qualitative Inquiry for Uncertain Times

11:00-12:20

Chair: Thomas Albright, University of Massachusetts Amherst

“The Ecological Domain: How Teachers’ Ecologies of Support and Oppression Influence Their Work. Thomas Albright, University of Massachusetts Amherst”, *Thomas Albright, University of Massachusetts Amherst*

Europe in Dispute: divergent Representations of populist Parties, *Juan Roch Gonzalez, Otto Suhr Institut, Freie Universität Berlin*

Kuwento: A Spotlight on the Stories of Filipino American Community College Students, *PAT LINDSAY CATALLA, Sam Houston State University*

Dangerous Knowledge: Public Pedagogies of Ecological Harm, *Elaine Alvey, University of Georgia*

1718 Around My Way

11:00-12:20

Chair: Claudio Moreira, University of Massachusetts

Migrant stories, *Claudio Moreira, University of Massachusetts*

“Tightrope hope”: (re) thinking resistance in time of fear, *Gustavo Antonio Raimondi, Universidade Estadual de Campinas / UMASS Amherst, Claudio Moreira, University of Massachusetts, and Nelson Filice Barros, Universidade Estadual de Campinas*

Performing Survival: Or staging the Black (Under) commons as Violence, *Goyland Williams, University of Massachusetts Amherst*

**Novice Scholars Resisting Repression of Critical
Consciousness: Experiencing an Equity-intentional,
Qualitatively-Rich Doctoral Program**

1719

11:00-12:20

Chair: Lisa Zagumny, Tennessee Tech University

Deliberate and Justified Inquiry: Reflections of Research on the Relationship Between Liberation and Power Structures, *Nécole Huey Elizer, Tennessee Technological University*

Liberal Arts Education as a Pathway to Critical, Flourishing Humanity, *Jonathan Enix, Tennessee Tech University*

Traversing a Trajectory of Transformation, *Michael Littrell, Tennessee Tech University*

My Piece in the Puzzle of Equity, *Daniel S. Sukowski, Tennessee Tech University*

Expectations Versus Reality, *Amanda Powell, Tennessee Tech University*

1720 Literacy, I

11:00-12:20

Chair: Cinthya Saavedra, The University of Texas Rio Grande Valley

Mujeres' Embodied Literacies in the Borderlands: Towards an Anzaldúan Methodology in Educational Research, *Cinthya Saavedra, The University of Texas Rio Grande Valley*

Sharing the Wealth: How Librarians Invite Children into the Circle of the Literacy Rich, *Tiffany Taira Young, University of Nebraska-Lincoln, and Wayne Babchuk, University of Nebraska-Lincoln*

Twenty-Five Books a Day: A Photovoice Exploration of Reclaiming Literacy in Early Childhood, *Kristi L. Cheyney-Collante, University of Florida*

"I Can't Read!": A Qualitative Analysis Examining How Environments Shape the Aspirations of Black Male Students, *Norris Chase, Illinois State University*

1721 A Panel Presentation on Portraiture and Consciousness

11:00-12:20

(Session Organizer) David R Goodwin, Missouri State University,

1722 Sport

11:00-12:20

Chair: Andrew Mark Gillott, Leeds Beckett University, UK

Between brackets: Being curious about identities in elite sport., *Andrew Mark Gillott, Leeds Beckett University, UK*

That day when I broke the wind: an autoethnography to a runner in an athletics arena, *Yi Chong Jiang, University of Taipei, Min-chun Chiang, University of Taipei, Lee Chi-Yuen, Taipei City University of science and technology, and Han-yang Hou, University of Taipei*

Kneeling Gladiator at the Center of the Amphitheatre – Autoethnography Critiquing the Effective PE Teacher Ideology, *Matthew Staples, Leeds Beckett University*

Capoeiric Encounters: Movement and the (Re)Crafting of a Social Self, *Joshua Cruz, Texas Tech University, and Lauren M Griffith, Texas Tech University*

1723 Hope

11:00-12:20

Chair: Merel Visse, University of Humanistic Studies

The Elusive Pursuit of Insight: Toward a Politics of Hope, *Merel Visse, University of Humanistic Studies, and Alistair Niemeijer, University of Humanistic Studies*

When unexpected findings become the research, *Charity H Garcia, Andrews University*

No Longer Marginalia: Toward a Radical Politic of Hope, *Julie Hoffman, Springfield Public Schools (District 186), and Jennifer Martin, University of Illinois at Springfield*

1725 Disability Issues, I

11:00-12:20

Chair: Jagdish Chander, Hindu College, University of Delhi

Global Impact and Disability Rights Movement in India, *Jagdish Chander, Hindu College, University of Delhi*

An Interview Study Investigating Students with Disabilities Experiences Transitioning Various Disability Academic Support Services, *Juliana C Velasco, University of South Florida, and Leia K. Cain, University of South Florida*

Understanding Ambiguous Loss from the Perspective of Families with Children Diagnosed with Autism, *Bridget Asempapa, West Chester University of Pennsylvania*

Understanding Social Inclusion through Sport Climbing Groups – Research Challenges in the Field of Dis_ability, *Yvonne Berger, Ludwig-Maximilians-University Munich*

1732 The Uses of Grounded Theory

11:00-12:20

Chair: James W. Jones, Ball State University

Grounded Theory in the Built Environment, *James W. Jones, Ball State University*

Unpacking Focused Coding in Constructivist Grounded Theory Approach: The Critical Role of Reflexivity, *Kumar Ravi Priya, IIT Kanpur, India*

The Uses of Higher Education. Social Representations of Small-City Youngsters about Going to College, *Juan Carlos Silas-Casillas, ITESO*

1734 The “Moral” and “Democratic” in Critical Performative Autoethnography

11:00-12:20

Chair: William Michael Sugbrua, Universidad Autonoma Benito Juarez de Oaxaca

Paradigmatic Situatedness of Critical Performative Autoethnography, *William Michael Sugbrua, Universidad Autonoma Benito Juarez de Oaxaca*

Good Stories, *Sophie Tamas, Carleton University*

The “Ethics” and “Democratic” Values in Using Communicative Methodology, *Aitor Gomez, Universitat Rovira i Virgili*

Performance Autoethnography: Many Surfaces, Many Forms, Many Interpretations, *Desiree R Yomtoob, Loyola University Chicago*

Poetics of Rage as Performative Creative Subversion: Autoethnography and Social Drama, *CESAR CISNEROS, PONTIFICIA UNIVERSIDAD CATOLICA DE VALPARAISO*

1737 Disability, Inclusion and the Affordances of New Materialisms

11:00-12:20

Chair: srikala naraian, Teachers College, CU

Inclusive – Re-imagining the Position of a Teacher, *Elisabeth De Schauwer, Ghent University*

Inclusive: Sami the incredible Hulk - What Shildrick's Monster can Produce, *Inge van de Putte, Ghent University*

Narrating agency within the entanglements of inclusion, *srikala naraian, Teachers College, CU*

1739 Plenary: Theory as Resistance

11:00-12:20

Chair: Elizabeth St.Pierre,

TBA, *Serge Hein*

TBA, *Alecia Jackson*

TBA, *Aaron Kuntz*

TBA, *Mark Vagle*

Discussant, *Elizabeth St.Pierre*

1740 After the Critiques: Dare We Rethink Assessment from a Critical-Theoretical Lens?

11:00-12:20

Chair: patti lather, ohio state university

The future of assessment – collapsing or expanding the complexity of learning?, *harry torrance, manchester metropolitan university*

“Why are we still talking about this? Time to ‘just do it’”, *jennifer greene, university of illinois, Champaign-urbana*

Re-Imagineering Assessment: The Incalculables of Becoming, *patti lather, ohio state university*

1742 Feminist Qualitative Research, III

11:00-12:20

Chair: Koeli Moitra Goel, Dharitree Ecosphere

Fearless Paths and Me Too India: Revolutionary social movements challenge India's traditional gender relations, *Koeli Moitra Goel, Dharitree Ecosphere*

Methodologies of Hope, When Violence is Akin, *Tanja Jennifer Burkhard, University of Pittsburgh, and Youmma Deiri, Ohio State University*

"Smile, Bitch!" Developing Feminist Counter-Narratives to Combat Sexist Workplace Interactions, *Winsome Daniela Nisbett, University of South Florida*

Persistence as Protest: Willful Coalition Building Amidst School Choice Privatization, *Alycia Elfreich, Indiana University, and Charity Scott, Indiana University - Indianapolis*

Translation dilemmas in a Feminist cyber-ethnography of an online English learning community of Korean women, *Su Jin Park, Indiana University Bloomington*

1743 Challenges of Using Qualitative Research in the Context of a Politics of Resistance - Part II

11:00-12:20

Chair: Uwe Flick, Freie Universität Berlin, Education and Psychology

Introduction to Part II, *Uwe Flick, Freie Universität Berlin, Education and Psychology*

Politics of Resistance, *Norman Denzin, University of Illinois-C-U*

Deploying Qualitatively-Driven Mixed Methods Hybrid Methodologies in the Service of a Politics of Resistance, *Sharlene Hesse-Biber, Boston College*

Voices from the Field: Experiences of Researchers Who Study Vulnerable Groups and Politically Sensitive Topics, *Kathy Charmaz, Sonoma State University*

Analyzing Integration in Times of Seclusion?, *Uwe Flick, Freie Universität Berlin, Education and Psychology*

1744 Situational Analysis in Practice II: Substantive Research Across Disciplines

11:00-12:20

Chair: Adele E. Clarke, UC, San Francisco

“Mapping ‘Welcoming Culture’: Analyzing Governmental Implication on Voluntary Refugee Support in Germany”, *Katherine Braun, University of Osnabruck, and Olaf Tietje, University of Kassel*

“Reflections on Using SA in an Historical Analysis of the Aboriginal Australian Family Wellbeing Program”, *Janya McCalman, Central Queensland University, Roxanne Bainbridge, Central Queensland University, and Komla Tsey, James Cook University*

“Situational Analysis Mapping for Transformative Thinking and Dialogues in Counselling Psychology”, *Tom Strong, University of Calgary, Tanya Mudry, University of Calgary, and Vanessa Vegter, University of Calgary*

“Centering Situational Analysis to Uncover Insidious Trauma and Rejuvenation Among Women Leaders in Higher Education”, *Penny A. Pasque, North Carolina State University, and LaVonya Bennett, University of Oklahoma*

1745 Neoliberalism Fireside Chat: An Open Invitation to Engage in Discussion About Global Forms of Neoliberalism

11:00-12:20

(Session Organizer) James Scheurich, Indiana University - Indianapolis; (Session Organizer) Elena Silverman, Indiana University-Indianapolis; (Session Organizer) M. Nickie Coomer, Indiana University-Indianapolis; (Session Organizer) Nathaniel Williams, Knox College; (Session Organizer) Gayle Cosby, Indiana University - Indianapolis; (Session Organizer) Alycia Elfreich, Indiana University; (Session Organizer) Charity Scott, Indiana University - Indianapolis,

1749 Methodological Interventions, II

11:00-12:20

Chair: Matthew Adamson, University of Illinois at Urbana-Champaign Dept. of Kinesiology

Status Epilepticus: Hide and Seek and Other Games Bodies Play, *Matthew Adamson, University of Illinois at Urbana-Champaign Dept. of Kinesiology*

Systematic Self Observation (SSO) in the Field of Education, *Merve Basdogan, Instructional Systems Technology, Indiana University*

Technological bridging: exploring the use of communicational technologies amidst the diasporic experience, *Ezequiel Korin, University of Nevada, Reno*

Doing Research Multilingually: A Pressing Need for Understanding the Process, Collaboration, and Reflection

1752

1:00-2:20

Chair: Beth Lewis Samuelson, Indiana University Bloomington

(Session Organizer) Hajar AL Sultan, Indiana University Bloomington; (Chair) Beth Lewis Samuelson, Indiana University Bloomington; (Discussant) Yoo Young Ahn, Indiana University Bloomington; (Discussant) Sary Silvhiany, Indiana University Bloomington; (Discussant) Hajar AL Sultan, Indiana University Bloomington,

1757 Participatory Action Research, I

1:00-2:20

Chair: Leslie Patterson, Human Systems Dynamics Institute

Rethinking Resistance: Grounding Action Research in Theories of Systemic Change, *Leslie Patterson, Human Systems Dynamics Institute, and Joan Parker Webster, University of Alaska*

Methodological incursions in adverse territories—extending epistemology beyond conventional action research methodologies, *Alfredo Ortiz Aragón, University of the Incarnate Word*

Multiplicity and a Stance of Openness: Rhetorical Listening and Rhetorical Attunement in Participatory Action Research, *Benjamin William Trager, University of Wisconsin- Milwaukee*

Disrupting the Classroom: The Co-Learning of Participatory Action Research, *Craig A. Campbell, Penn State University*

1758 Education: Best Practices for Schools, III

1:00-2:20

Chair: Jeff Henning-Smith, University of Minnesota

Inquiring into the Unknown: Reconstructing Classroom Contexts through Mediated Discourse Analysis, *Jeff Henning-Smith, University of Minnesota*

Ecologies of Capital, Coercion and Contestation: Rethinking Development Pathways for Supervisors, *Jeanette Maritz, University of South Africa, and Paul Prinsloo, UNISA*

“Academic Fringe People”: Case Study on Academic Adaptation of Postgraduate Students Studying in China, *Hong Jie, Beijing Normal University China*

A Road Less Travelled: Journey of the First-Generation College Student to College Professor, *Tina Rye Sloan, Athens State University, Tedi Taylor Gordon, Athens State University, and Josie Prado, University of Alabama- Birmingham*

1760 Education: Rethinking Curricula, III

1:00-2:20

Chair: Meghan Phadke, University of Minnesota

Dislocations of the Self: Towards a Transnational Reconfiguration of Nation and Citizen, *Meghan Phadke, University of Minnesota*

Latina/o Studies Curriculum: Qualitative Reflections of a Latina Educator, *Heather A. Hathaway Miranda, St. Xavier University*

Decolonising mathematics practices in early years: What does it mean in the South African Context, *Nellie Nosisi Feza, Central University of Technology*

Translanguaging in Decolonizing a Language Classroom: A Case Study of a South African Township School, *Dumisile Nozipho Mkhize, University of South Africa, and Khumbuzile Consolation Maseko, North-West University*

“Fly By the Seat of Your Kids:” A Novice Teacher’s Philosophy of Arts-Integration,
Kaitlin Glause, Michigan State University

1761 Qualitative Health Research, II

1:00-2:20

Chair: Jessica Spears Williams, Texas Woman’s University

Enacting Obesity: The Dance Between the Disease, the Body, and The Medical Professionals, *Jessica Spears Williams, Texas Woman’s University*

Check your sugar: An investigation into the unique challenges of ethnic minorities raising diabetic children, *Daniel Hooshmand, University of Saskatchewan*

What Rural Children Think About Health, Well-Being, and Nutrition: Findings from a Qualitative Pilot Study, *Anne Scheer, SIU School of Medicine, Department of Population Science and Policy, and Jill Leonard, SIU School of Medicine*

The meaning of regular participation in high-intensity exercise among individuals with Parkinson’s disease, *Stephanie A. Combs-Miller, University of Indianapolis, Lisa Borrero, University of Indianapolis, and Elizabeth Hoffman, University of Indianapolis*

Competent Caring: Using Narrative Medicine to Nurture Narrative Competence in Diabetes Care Professionals., *Paul Cottier, University of Helsinki*

1763 Exemplars of Autoethnographic Practice: International Perspectives, II

1:00-2:20

Chair: Sonya Welch-Moring, Student

Re-membering the Ancestral in African Diaspora Transgenerational Family Systems, *Sonya Welch-Moring, Student*

Gone with the wings: A critical autoethnography to the cultural shocks of one Vietnamese migrant worker in Taiwan, *Guo-Sheng Wu, University of Taipei, Min-chun Chiang, University of Taipei, Lee Chi-Yuen, Taipei City University of science and technology, and Han-yang Hou, University of Taipei*

A conversation with survivors’ stories, *zeina ismail ismail-allouche, COHDS Concordia*

A City Distorted by Dust: Burning Man as a site of resistance and personal meaning-making, *Caitlin Brooks, University of Illinois at Urbana-Champaign*

1764 Autoethnographic Reflections

1:00-2:20

Chair: David Purnell, Mercer University

Reflections of Presenting “On Becoming an Academic Prostitute”, *David Purnell, Mercer University*

Cathedral Walls: A meditation on Geist, *Nathaniel Jones, Missouri State University*

The role of self-created alternative social identities on experiential qualities of life in members of a stigmatized community: an autoethnography, *Snow Leopard, School for Designing a Society*

1766 Reconceptualizing Collaboration, I

1:00-2:20

Chair: Dan Royer, Ball State University

Inherent Limitations in Appreciative Inquiry and the Principles of Duoethnography: Locating Polyvocal Voices, *Dan Royer, Ball State University*

Post-Qualifying the Resistances and Discontinuities of Coauthorship, *William Duffy, University of Memphis*

A qualitative reflection: How interdisciplinary connections can promote insightful teaching, *Alessia Zanin-Yost, Penn State, and Cathleen Dillen, Penn State*

A Narrative Inquiry Approach to Cultivating West-East Reciprocal Learning Collaboration in School Education, *Yisihl Khoo, University of Windsor*

1767 Embodied Encounters: Politics and Subjectivity crossing boundaries

1:00-2:20

Chair: Claudio Moreira, University of Massachusetts

My body as a convergence point of different political discourses., *Maya Lavie-Ajayi, Ben-Gurion University of the Negev*

Embodied Encounters: Politics and Subjectivity crossing boundaries., *Adi Barak, Bar-Ilan University*

Embodied Encounters: Politics and Subjectivity crossing boundaries, *Claudio Moreira, University of Massachusetts*

1768 The Possibilities and Responsibilities of Critical Qualitative Inquiry: A call to engage

1:00-2:20

Chair: Meagan Call-Cummings, Graduate School of Education, George Mason University

Striving towards “better”: possibilities and constraints of prison-based work, *Karen Ross, University of Massachusetts, Boston*

Reframing Hopes and Possibilities of Critical Qualitative Inquiry: From a Transnational Perspective, *Pengfei Zhao, Indiana University*

Struggling With and Through the Privilege of Disengagement, *Meagan Call-Cummings, Graduate School of Education, George Mason University*

A critique of critique: Toward a dialectical approach of intersubjectivity and solidarity, *Peiwei Li, Leslie University*

1769 Literacy, II

1:00-2:20

Chair: Kutasha Silva, Curriculum and Instruction

M is for Mangó and P is for Papaya, *Kutasha Silva, Curriculum and Instruction*

Literacy Education in Turkey: What’s Hot, What’s Not, *Hakan Dedeoglu, Hacettepe University Ankara-Turkey*

A case study of 4th grade students and their teachers: LEGO Story Starter as an approach to literacy instruction to increase engagement, motivation, and collaboration, *Svetlana Mitric, University of Illinois at Chicago, Demetra Disotuar, University of Illinois at Chicago, and Andrea Vaughan, University of Illinois at Chicago*

Anecdote to Neo-Liberal Teacher Disempowerment? A Literacy Coup with an Urban District, *Jennifer Martin, University of Illinois at Springfield, and Julie Hoffman, Springfield Public Schools (District 186)*

Using a Groupthink Model to Explain Limits to Literacy Council Effectiveness, *Elizabeth L. Jaeger, University of Arizona*

**Performance Intervention(s): Playful Hospitality,
Strategic Inaccessibility, Applied Narrative, and
Inclusive Engagement as Performative Praxes**

1770

1:00-2:20

Chair: Bennett Paul Whitaker, The Ohio State University Department of Comparative Studies and Office of Student Life Disability Services

Play as Hospitality as Play, *Karie Miller, The Ohio State University Department of Theatre*

Or, Might the Subaltern Sign?: Subverting Ableist and Orientalist Paradigms in Madama Butterfly through Strategic Inaccessibility, *Bennett Paul Whitaker, The Ohio State University Department of Comparative Studies and Office of Student Life Disability Services*

Stories of the Hilltop: Community-Engaged Devising as Qualitative Research, *Moriah Flagler, The Ohio State University Departments of Comparative Studies and Theatre*

Intervening in the Academy: A Manifesto, *Jennifer Schlueter, The Ohio State University Department of Theatre*

1771 Student Stories

1:00-2:20

Chair: Sahar Aghasafari, University of Georgia

My Interdisciplinary Experiences Leading up to being a Graduate Student: An Autoethnographic Journey, *Sahar Aghasafari, University of Georgia*

Structure, Agency and Decisions: the Educational Trajectory of a Rural Chinese Student, *Mingkun Cui, College of Education, Pennsylvania State University*

A relational journey: Supervising autoethnography in Taiwan, *Li-chuan Kao, University of Taipei, ShibHan Chiu, Center for General Education National Penghu University of Science and Technology in Taiwan, and yu-ting Huang, University of Taipei*

What One White Woman (Thinks She) Knows About Discipline in a High Needs School, *LINDSAY Marie RUSTAN, University of South Florida*

1772 Countering Violence

1:00-2:20

Chair: Jared Andrew Keyel, Virginia Tech

“The Country is Completely Destroyed:” Qualitative Interviewing with Displaced Persons and Secondary Traumatic Stress, *Jared Andrew Keyel, Virginia Tech*

Turning Oneself Inside Out: Transrational Methodologies and Qualitative Inquiry in Peace Education, *Paula Ditzel Facci, Unit for Peace and Conflict Studies, University of Innsbruck*

Disarming the Word: Community Radio for peacebuilding in Colombia, *camilo perez, Universidad del Norte, and moises carrillo, Universidad del Norte*

Dialogue in Peace Education Theory and Practice, *Gulistan Gursel-Bilgin, Bogazici University*

1774 Disability Issues, II

1:00-2:20

Chair: Gina Glidden, University of Calgary

The Journey of Ladders and Snakes: Help-seeking among mothers and fathers of children with neurodisabilities (ND), *Gina Glidden, University of Calgary*

Approximating “Normal”: A Critical Examination of Racial Privilege & Mental Disability, *Elena Silverman, Indiana University-Indianapolis, and M. Nickie Coomer, Indiana University-Indianapolis*

Exercise is Not Medicine, *Caitlin Vitosky Clarke, University of Illinois at Urbana-Champaign, Kinesiology, and Brynn Adamson, University of Illinois at Urbana-Champaign*

DisEdQueer (Disability Studies / in Education / Queer): A Methodology of Practice, *James Richard Sheldon, University of Arizona, and Kai Rands, National Coalition of Independent Scholars*

1781 Transgender Studies

1:00-2:20

Chair: Diana Elizabeth Kuhl, The University of Western Ontario

Transgender and Non-Binary Informed Epistemologies in Qualitative Research, *Diana Elizabeth Kuhl, The University of Western Ontario, Wayne Martino, The University of Western Ontario, and Jake Pyne, The University of Guelph*

“That Would be Totally Unethical!”: Conflict and Contradiction in the Interpretive Repertoires of Clinical Talk about the Fat Transgender Body, *Jake Pyne, The University of Guelph*

Holy Transgressions: Autoethnography, Queer Theology, and Trans Studies, *Kerr Mesner*

University Teaching Practices that Create Safe Spaces for Transgender Individuals, *Amanda Layne Lindner, Texas A&M University–San Antonio, Rebekah Piper, Texas A&M University–San Antonio, Mario Suarez, NA, and Rachel Snow, Texas A&M University–San Antonio*

Understanding the Lived Experiences of Transgender Youth with Disabilities, *Angela Ingram, University of Oregon*

“‘I’m sorry my hair is blocking your smile’: A Performative Assemblage and Intercultural Dialogue on the Politics of Hair and Place”

1783

1:00-2:20

(Session Organizer) Bryant Keith Alexander, Loyola Marymount University; (Session Organizer) Claudio Moreira, University of Massachusetts; (Discussant) Carmen Hernandez Ojeda, University of Massachusetts Amherst; (Discussant) Timothy Sutton, University of Massachusetts Amherst; (Discussant) Porntip Israsena Twishime, University of Massachusetts Amherst; (Discussant) Ayshia Elizabeth Stephenson-Celadilla, University of Massachusetts Amherst; (Discussant) Katty Alhayek, University of Massachusetts Amherst,

1786 The Ways of Writing

1:00-2:20

Chair: Grace Giorgio, UIUC

Autoethnography, journaling, memory, *Grace Giorgio, UIUC*

Living Écriture Féminine: An Exploration of Femininity, *Degan Michelle Loren, The University of Memphis*

Finding Place and Purpose in Academia, *Dyanis Conrad-Popova, University of South Dakota*

1789 Critical and Responsible Methodologies

1:00-2:20

Chair: Aaron Kuntz, amkuntz@ua.edu

A need for (responsible) methodologists?, *Jennifer R. Wolgemuth, University of South Florida, and Mirka Koro-Ljungberg, Arizona State University*

Giving Up as a Methodological and Ethical Movement in Feminist Focus Group Research, *Kelly W. Guyotte, The University of Alabama, Maureen A. Flint, The University of Alabama, and Stephanie Anne Shelton, The University of Alabama*

"All Students Matter": How Diversity, Equity, and Inclusion (DEI) Initiatives Silence Black Students, *Tiffany S. Bumpers, Illinois State University, Jess J. Brown, Illinois State University, Norris Chase, Illinois State University, and Venus Evans-Winters, Illinois State University*

The Queer & Trans Power of Poetry in Research, *Eric D Teman, University of Wyoming, Maria K. E. Lahman, University of Northern Colorado, and Rowen Thomas, University of Northern Colorado*

Discussant, *Aaron Kuntz, University of Alabama*

1791 Feminist Qualitative Research, IV

1:00-2:20

Chair: Mónica Byrne-Jiménez, Indiana University

Muxerista Epistemologies: Reclaiming Latina Research Spaces, *Mónica Byrne-Jiménez, Indiana University*

Writing in the Margins: Knowledge, Language, and Identity, *Cristina Valencia Mazzanti, University of Georgia*

Resisting Spatiotemporal Binaries: The Issue of a Pre-/Post-Katrina Discourse, *Lauren Elizabeth Reine, College of Education, Michigan State University*

Sistership: Black Women Graduate Students' Collective Support Practice, *ArCasia James-Gallaway, UIUC, Autumn Griffin, University of Maryland, College Park, and Melanie Kirkwood, UIUC*

1792 Found Poetry Plenary 1: Strange Flight: Artist-Researchers Find the Poetic in Speech

1:00-2:20

Doing Justice to the Interview Encounter Through Found Poetry, *Duduzile Ndlovu, University of Witswatersrand*

Corralling Utterances into Lines: Creating Meaning in Qualitative Research Through Re-Presenting Participants' Speech as Found Poems, *Sarah Penwarden, Laidlaw College*

Shards of Beauty in the Debris of Teaching Life, *Shelley Belezny, Vancouver Island University*

Can Concrete Poems Fly? Setting Data Free in a Performance of Visual Enactment, *Adrian Schoone, AUT*

1793 Politics of Resistance: University access of vulnerable populations

1:00-2:20

Politics of Resistance. University access of vulnerable populations: the Mestizo case in Brazil, *Roseli de Mello, Universidade Federal de Sao Carlos*

Politics of Resistance. University access of vulnerable populations: the Maori case, *Tepora Pukepuke, Te Whare Wānanga o Awanuiārangī*

Politics of Resistance. University access of vulnerable populations: the Roma case in Spain, *Aitor Gomez, Universitat Rovira i Virgili*

1794 Putting Agent Ontologies to Work: Four Specific Applications to Qualitative Research Design

1:00-2:20

Chair: Jerry Rosiek, UO

Agent as Unit of Analysis, *Scott L Pratt, University of Oregon*

Racism is an Agential Being: But We Knew That Already, Didn't We?, *Jerry Rosiek, UO*

A Topological Approach to School Boundary Research: Agential Realism and Critical Race Spatial Analysis, *Katie Fitch, University of Oregon*

Curriculum Theory as Apparatus in Teacher Research, *Alexander J Pratt, University of Oregon*

1799 Narrating Health Research

1:00-2:20

Chair: Fidel Taguinod, Saint Louis University (SLU)

An autoethnographic journey: Nursing, migration and the reflexive "I", *Fidel Taguinod, Saint Louis University (SLU)*

Your Struggle with is our Struggle: Navigating the Diagnosis and Dialysis Process of Kidney Disease, *franklyn charles, Ohio University*

HIV Effects: An Autoethnography of Settling Brotherhood into Self-Awakening Epiphany, *Han-yang Hou, University of Taipei, and Min-chun Chiang, University of Taipei*

Clans and Members: Recognizing Ancestral Patterns, *Debra Askelson, Midwest naturopathic university*

A journey to transform the professional pharmacist: an autoethnography of 15 years of experience, *DjENANE RAMALHO-DE-OLIVEIRA, Universidade Federal de Minas Gerais*

1641 Feminist Qualitative Research, V

3:00-4:20

Chair: Lucy Bailey, oklahoma state university

Feminist 'Narrative Inheritance' in Family Research, *Lucy Bailey, oklahoma state university*

"MotherScholars" across the Disciplines -- Embracing a New Identity, *Heather K Olson Beal, Stephen F. Austin State University, and Lauren Burrow, Stephen F Austin State University*

Feminism, Motherhood, and Social Constructionism, *Nécole Huey Elizer, Tennessee Technological University*

You Are My Way to the Universe: Collectivity as Post-Collaborative Critical Feminist Research, *Suparna Bose, Indiana University, Lucinda Carspecken, Indiana University, Barbara Dennis, Indiana University, Dajanae Palmer, Indiana University, Samantha Silberstein, Indiana University, and Pengfei Zhao, Indiana University*

Necessary Spaces: using a phenomenology of the material to investigate school bathrooms, *Kristidel McGregor, University of Oregon, Education Studies Dept.*

1802 The Politics of Resistance in the Perspective of Qualitative Scholars from Brazil, Chile, and Spain

3:00-4:20

(Discussant) Joao Felipe Rammelt Sauerbronn, Unigranrio; (Discussant) Aitor Gomez, Universitat Rovira i Virgili; (Discussant) Pamela Zapata Sepulveda, Universidad de Tarapacá; (Session Organizer) Fernanda Filgueiras Sauerbronn, Universidade Federal do Rio de Janeiro,

1807 Participatory Action Research, III

3:00-4:20

Chair: Beth Ann Morrison, Arizona State University

Using Participatory Design to Build Connection and a Shared Vision for a Sustainable Future, *Beth Ann Morrison, Arizona State University, and Scott Cloutier, Arizona State University*

Narratives of Researcher Identity Development in a PAR Course, *Meagan Call-Cummings, Graduate School of Education, George Mason University, Melissa Hauber-Özer, Graduate School of Education, George Mason University, and Giovanni Dazzo, Graduate School of Education, George Mason University*

The Role of Identity in Motivating and Shaping the Experiences of Doing Research Among Participatory Action Researchers, *Catherine Kramer, University at Albany, SUNY - School of Social Welfare, and Darren Cosgrove, University at Albany, School of Social Welfare*

Community-Based Participatory Action Research Methods in Resource Mobilization and Organizing around The State Fairgrounds Redevelopment in Detroit, Michigan, *Marya Regina Sosulski, Michigan State University, and Katie Jones, Michigan State University*

1808 Education: Narratives of Teaching

3:00-4:20

Chair: Amanda Christine Shopa, University of Minnesota

Story as Subversion: The Transformative Possibilities of Teacher Disclosure, *Amanda Christine Shopa, University of Minnesota, and Laura Lemanski, University of Minnesota*

“Thrown Into the Fire”: Narrative Imagery of First-Year Teaching Experiences, *Samantha M. Meister, University of Wisconsin-La Crosse*

Riding the Tensions: What Does it Mean to Teach For and With Social Justice?, *Lynne Gardner, University of Oregon*

Tacit Perceptions and Contract Faculty Experience: A Triethnography, *Dan Royer, Ball State University, Olga McAtee, Ball State University, and Amy Moudy, Ball State University*

The Pain of Diversity Teaching: Emotional Labor and the Classroom, *Melissa L Morgan-Consoli, University of California Santa Barbara, and Patricia Marin, Michigan State University*

1810 Education: Secondary Education

3:00-4:20

Chair: Vicki Pietrus, University of Illinois Urbana-Champaign

Understanding Youth & Youth Serving Public Library Staff's Perspectives on Research and Informal Learning, *Vicki Pietrus, University of Illinois Urbana-Champaign, Sharon Han, University of Illinois Urbana-Champaign, and Rachel Michelle Magee, University of Illinois Urbana-Champaign*

Discovering Redistribution and Recognition: Feminist Possibilities and Constraints in AP World History for Critical Educators, *Amelia Haynes Wheeler, University of Georgia*

Management practices and school climate in upper secondary according to the level of school effectiveness., *Rubi Surema Peniche, Autonomous University of Aguascalientes*

1811 Qualitative Health Research, III

3:00-4:20

Chair: Ulrich Teucher, University of Saskatchewan

Does Living Well mean Dying Well? Peter Noll's "In the Face of Death" (1984), *Ulrich Teucher, University of Saskatchewan, and Samantha Black, University of Saskatchewan*

The Medication Experience of African American Women with Early CKD: A Phenomenologic Inquiry, *Lisa Hillman, University of Minnesota, and DjENANE RAMALHO-DE-OLIVEIRA, Universidade Federal de Minas Gerais*

An Evolving Meaning of "Recovery": Understanding Changes in Belief Systems for Substance Use Disorder Treatment Professionals, *Diane M Zero, University of Louisville, and Lesley M. Harris, University of Louisville*

Searching with Quality for nosotredad in Emancipatory HP. Consuelo Chapela. Universidad Autonoma Metropolitana Xochimilco, Mexico, *Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco*

The Dance of the Luna Moth: Teaching Perspective-Taking in Health, *Ulrich Teucher, University of Saskatchewan*

1813 Feminist Autoethnography, I

3:00-4:20

Chair: Amal Ali Alharthi, Indiana University of Pennsylvania

Gendered Experiences of a Saudi Female: A Poetic-Narrative Autoethnography, *Amal Ali Alharthi, Indiana University of Pennsylvania*

Portrait of a Texas Public-School Teacher, *Elaine Ramzinski, Texas Tech University*

Empowerment from the Ground Up and Within: Bangladeshi Immigrant Women's Challenges as New Canadians to build a community, *jebunnessa chapola, University of Saskatchewan, Canada*

A Feminist Autoethnographic Exploration of Teaching Qualitative Research for the First Time, *Regina L Garza Mitchell, Western Michigan University*

For We Are Many: Trans*Identities, New Materialism, and Embodied Identity, *Andres Peralta, Texas Tech University*

1814 Autoethnographic Praxis

3:00-4:20

Chair: Lynn Roberts, CUNY Graduate School of Public Health & Health Policy

Who's Zoomin' Who? Engaging Community Towards Institutional Transformation for Enabling Reproductive Justice in NYC, *Lynn Roberts, CUNY Graduate School of Public Health & Health Policy*

"Can I Take Your Picture": The Service Dog as Symbol and Strategy, *Samuel B Bernstein, University of Tennessee*

Reflections from a Former Chicago Charter School Teacher, *Heather A. Hathaway Miranda, St. Xavier University*

1816 Reconceptualizing Collaboration, I

3:00-4:20

Chair: Carmine Perrotti, University of Minnesota

Our Shared Educational Experiences as Spouses, Students, and Researchers: A Critical Autoethnography, *Carmine Perrotti, University of Minnesota, and Molly C. Driessen, University of Minnesota*

Mentoring Others, Mentoring Ourselves: Tension, Negotiation, and Growth as International Teacher Educators, *Yue Bian, Michigan State University, and Zheng Gu, Michigan State University*

Research for Us by Us: Reflections of Two Early Career Faculty Experiences Researching Black Women, *Dr. Tuwana T. Wingfield, Mount Mary University, and Dr. Quenette L. Walton, University of Houston*

Transforming a Preschool: Stories of School Change, *Jolyn M Blank, and Victoria J Damjanovic, University of South Florida*

Schooling for Peace Education, *Gulistan Gursel-Bilgin, Bogazici University*

1817 **Journeys of Becoming: Exploring Identities in Higher Education through Autoethnography**

3:00-4:20

Chair: Kathryn Roulston, 308 River's Crossing

Preparing for a Multilingual Reality: The Case of a Bilingual Teacher Preparation Program in India, *Anuja Sarda, University of Georgia*

Geeta and a Graduate Student Walk into a Doctoral Program: A parva on overcoming self-doubt, *Ameya Sawadkar, University of Georgia*

Identities in flux: Disorienting encounters in the USA, *Ajit P Bhattarai, University of Georgia*

Navigating the identity of being a Black female student-athlete: A Critical Autoethnography of Athletics, Education, Race and Gender, *Daphne Jones, University of Georgia*

1818 **Worlds Colliding in Pedagogy: Pop Culture, Critical Consciousness, and Social Justice Leadership Development**

3:00-4:20

Chair: Beth Bukoski, The University of Texas at Austin

Cultivating Woke Educational Leadership: A Collaborative Autoethnography of a Social Justice Graduate Class, *Beth Bukoski, The University of Texas at Austin, Ericka Roland, The University of Texas at Austin, and Alden Jones, The University of Texas at Austin*

Working, Learning, and Transforming Together: Cohort/Coworker Relationships in an Educational Leadership Preparation Program, *Shablaine K. Dhillon, University of South Florida*

One Isn't Born a Leader: An Autoethnography on Creating a Leadership Style Using Popular Culture, *Candace Lamb, The University of Texas at Austin*

Using Pop Culture to Develop Racial Critical Consciousness in Adult Learners, *Ericka Roland, The University of Texas at Austin*

1819 Matters of Language, I

3:00-4:20

Chair: Khanh Bui, The University of Georgia

Genre-based Pedagogy in Academic Writing Instructions for EFL Students: A Case Study, *Khanh Bui, The University of Georgia, and Chau Nguyen, International University*

A B.A. Program Social Relevance: Teachers' Voices at the Unit of Foreign Languages Services, *Maria Cristina Garrido, Universidad del Cauca, and Oscar Reinaldo Muñoz, Universidad del Cauca*

Cultural identity study on foreign languages experiences., *Julian Alejandro Quinayas, Universidad del Cauca, Camila Andrea Rivera, Universidad del Cauca, and Alexis Ferney Minda, Universidad del Cauca*

Latinx Her-Stories in Bilingual Education: Reclaiming Latinx Youth through Critical Engagement, *PAUL L LANDRY, Heritage University*

1820 "Politics of Resistance 'Post-Pulse': Resuscitating the Heartbeats of Neglected Queer Bodies and Beings"

3:00-4:20

Chair: Tony E Adams, Bradley University

"I Felt My Own Pulse': Finding Embodied Resistance by Daring to Connect with the Unspeakable", *Sarah Amira de la Garza, Arizona State University*

"Breathing into the Pulses of Brown Queer Bodies: Attempts to Revive the Intersectional Violence of Toxic Masculinity", *Greg Hummel, SUNY Oneonta*

“Embodying the Performative Afterlife of Pulse”, *Benny LeMaster, Arizona State University, and Michael Tristano, Arizona State University*

“Listening from Here: Popular Songs, Sounds, and Silences of Pulse”, *Christina-Marie A. Magalona, University of South-Florida*

“Bonding through Massacre: Exploring Intimacy in the Darkest of Spaces”, *Simon Rousset, Department of Communication, University of South Florida, and Keith P Berry, University of South Florida*

1821 The Reflexivity of Pain and Privilege: Auto-Ethnographic Collections of Mixed Identity

3:00-4:20

Being Ambiguously Brown in Africa: An Autoethnography of Biracial Identity in Three Acts, *Lynnette Katharine Mawbinney, University of Illinois at Chicago*

Will I Ever Be Enough? An African Louisiana Creole’s Narrative on Race, Ethnicity, and Belonging, *Raymond Adams, Autoethnography*

The Unbearable Whiteness of Being, *Cristina C. Santamaria Graff, IUPUI*

Stepping Towards Healing About Learning Disability at our Intersectionality: How Learning Disability Pain and Privilege Structured our Schooling Experiences, *David Hernandez-Saca, University of Northern Iowa*

Sika, *Jessica Samuels, University of Idaho*

Identity Perceptions of Youth in Middle and High School: Beyond Being Mestizo, *Mariana León, Johns Hopkins University*

Transformative Consciousness Raising Questions, *Hannah Stobry, Miami University, Ohio*

1822 Creative Teaching Practices

3:00-4:20

Chair: Christian Schmieder, UW Madison / UW Extension

The teaching of qualitative research: an autoethnography, *Addis Abeba Salinas-Urbina, Universidad Autonoma Metropolitana Xochmilco*

“I hope we’ve taught you something about us.” Self-reflexivity through photo elicitation focus groups., *Nuria Jaumot-Pascual, TERC*

Images of Grief: Using Photo Narrative to Understand University Students’ Grief, *Carrie Arnold, King’s University College*

QualPal - a card game to play, think, and get un-stuck when doing analysis, *Christian Schmieder, UW Madison / UW Extension*

1824 Mixed Methods, I

3:00-4:20

Chair: Jori Hall, University of Georgia

Mixed Methods Purposes, Clarifications, and Considerations, *Jori Hall, University of Georgia*

The Added-Values of the Adoption of Mixed Methods Approach in Psychometrics, *YI ZHOU, Ohio University, Elizabeth O Ayisi, Ohio University, Albaraa Basfar, Ohio University, Michael Senteney, Ohio University, Ahmad Aseery, Ohio University, and Yuchun Zhou, Patton College of Education, Ohio University*

A Mixed Methods Study: Principal Leadership Evaluation, *Mishal Saad Alharbi, Ohio University, and Yuchun Zhou, Patton College of Education, Ohio University*

We are Not in Kansas Anymore: Case Studies in Student Development of Cultural Competency Through Short-term Study Abroad, *Elodie J Jones, FHSU, Betsy Crawford, Fort Hays State University, and Chris Jochum, Fort Hays State University*

1831 What Is Leadership?

3:00-4:20

Chair: Brigitte Smit, University of South Africa

Understanding Educational Leadership Theories through Relational Methodologies, *Brigitte Smit, University of South Africa*

Building Better Organizational Rebrands: Exploring the Employee Viewpoint, *Debra Miller, City Seattle University, Dr Laura Williamson, City University of Seattle, and Corey W. Johnson, University of Waterloo*

Barriers Facing Women Running for Municipal Office: A Community Engaged Approach, *Karen Nelson, University of Guelph*

Transitioning to nonprofit leadership: Profiles of women who came to lead organizations dedicated to social justice, *Anne Namatsi Lutomia, University of Illinois at Urbana-Champaign, and Jeremy William Bohonos, University of Illinois at Urbana-Champaign*

**1833 Aesthetics and Emotions of Retirement:
Autoethnographic Expressions**

3:00-4:20

Chair: Carolyn Ellis, University of South Florida

The Shifting Rhythms, Textures, and Expressions of Retirement, *Liora Bresler, University of Illinois, Urbana-Champaign*

Learning to Linger: Feeling My Way Into and Through Retirement, *Carolyn Ellis, University of South Florida*

Blurring the Past/Magnifying the Future: Searching for Wisdom, Sanity, and Compassion in Old Age, *Arthur Bochner, University of South Florida*

DEAD-LINES: A Post Retirement Exercise in Prose and, *Betsy Hearne, University of Illinois, Urbana-Champaign*

The Mirror of Erised: Communing with Stories and Mirroring the Sacred in Our Lives, *Csaba Osvath, University of South Florida*

**1836 How the Heck do we do this QUAL Stuff? Considerations
and Contemplations for Teaching and Learning
Qualitative Research Traditions**

3:00-4:20

Chair: Jaye Johnson Thiel, University of Georgia

How the Heck do we Teach this Stuff? Journeys in QUAL Teaching, *Jaye Johnson Thiel, University of Georgia, and Melissa Freeman, University of Georgia*

How the Heck do we Learn this Stuff? Becoming QUAL Researchers, *Kate Batson, University of Georgia, JoHannah Biang, University of Georgia, Danielle Carrier, University of Georgia, Stephanie Eldridge, University of Georgia, Timi Jorgensen, University of Georgia, Jiyea Park, University of Georgia, Amber Pitt, University of Georgia, Bill Stanford, University of Georgia, and Elana Worth, University of Georgia*

Flipping the Script: Navigating Resistant Terrains of Higher Education While Engaging in Critical Qualitative Research

1839

3:00-4:20

Flipping the Script: Navigating Resistant Terrains of Higher Education While Engaging in Critical Qualitative Research, *Venus Evans-Winters, Illinois State University, Kakali Bhattacharya, Kansas State University, Jennifer Esposito, Georgia State University, and Keondria McClish, Kansas State University*

Found Poetry Plenary 2: Compositional Ethics: Found Poetry as Dialogue, Colonisation, or Art?

1842

3:00-4:20

Found Poetry as "Mirror": Revealed and Seen, Self-Reflexivity and Multiplicity, *Ji-Hye Yoon, University of Alberta*

Coming Out of the Social Underclass Closet, *Elaine Laberge, University of Victoria*

Exploring the Ethics of Re-Presentation, Co-creation and Ownership in Found Poetry with Transwomen in Namibia, *Heidi van Rooyen, Human Sciences Research Council*

The Politics of Resistance in Paulo Freire: 50 years of Pedagogy of the Oppressed

1843

3:00-4:20

Chair: Aitor Gomez, Universitat Rovira i Virgili

The Politics of Resistance in Paulo Freire, *Norman Denzin, University of Illinois-C-U*

The Politics of Resistance in Paulo Freire: vision from Chile, *Daniel Fernando Johnson-Mardones, Universidad de Chile*

The Politics of Resistance in Paulo Freire: vision from Brazil, *Roseli de Mello, Universidade Federal de Sao Carlos*

The Politics of Resistance in Paulo Freire: vision from the States, *Ellis Hurd, Illinois State University*

**1844 New Visions and Revisions: Reshaping new methods
from completed studies**

3:00-4:20

Chair: Valerie J. Janesick, University of South Florida

Oral History as storytelling: Using journals and poetry to understand the work of female leaders, *Valerie J. Janesick, University of South Florida*

Serving the Less-Commonly-Trained Teacher: Perspectives from Arabic Instructors, *Dustin De Felice, Michigan State University*

Making Sense of “Outsiderness” > ⁷

2
Southern California

, *Michael Lanford, University of*

Lessons learned from creating a Qualitative Methods course on line, *Shelley Stewart, College of Nursing*

1849 Narratives of Illness

3:00-4:20

Chair: Sharon Martinelli, University of Malta

The juxtaposition of stories, research and therapy., *Sharon Martinelli, University of Malta*

A Post-Stigma Post-Disclosure Autoethnography of HIV, *Steve Ryder, University of South Florida*

Mourning Ekama: A Personal Narrative about the death of one of my Best friends., *Leesi Patrick, Bowling Green State University*

The Stories I tell: narratives of mental illness and the enactment of Autoethnography as praxis, *Michelle Walter, The University of Melbourne*

1852 Sara Ahmed's Work as Fuel for Feminist Inquiry

5:00-6:20

Chair: Lucy Bailey, oklahoma state university

Ahmed as Feminist Reorientation and Necessity, *Becky M Atkinson, University of Alabama*

Ahmed as Feminist Companion, *Lucy Bailey, oklahoma state university*

Disorientation in/as feminist inquiry, *sara childers, ohio state university*

Embodied Dissent: Using Ahmed to Disrupt Normative Histories of Girlhood, *lisa weems, miami university of ohio*

1858 Education: Innovations in Educational Research, II

5:00-6:20

Chair: James Richard Sheldon, University of Arizona

Inferring the Universal from the Particular: Rethinking the Regularity Model of Causality, *James Richard Sheldon, University of Arizona, Lynette Guzmán, University of Arizona, and Cynthia Anhalt, University of Arizona*

Key informant interviews with rural school professionals: Local voices to inform development of an implementation framework, *Yuka Asada, University of Illinois at Chicago, Svetlana Mitric, University of Illinois at Chicago, and Jamie F Chriqui, University of Illinois at Chicago*

A path appeared in the walking: Hotel management undergraduate students doing participant observation during internship., *marte rinck de boer, Stenden Hotel Management School Leeuwarden (NL)*

1860 Education: Spotlighted Papers in Critical Pedagogy

5:00-6:20

Chair: Aitor Gomez, Universitat Rovira i Virgili

Overcoming educational inequalities through family education (EDUFAM), *Aitor Gomez, Universitat Rovira i Virgili*

Marketing and Promoting Study Abroad in Latin America: Education or Cultural Exploitation?, *William Berry, Bethune-Cookman University*

The Jegna Tradition: Using Africana Heritage Knowledge to Restore Excellence in Education, *Lasana Kazembe, Indiana University-Purdue University, Indianapolis*

Humility as a Pedagogy of Resistance to Arrogance, *Gray Matthews, University of Memphis*

Somebody's Watching Me: Surveillance, Social Control, and Schools, *Julia Persky, Texas A&M University - Commerce, and J. Scott Baker, University of Wisconsin-La Crosse*

1861 Qualitative Health Research, IV

5:00-6:20

Chair: Catherine M Gillotti, Purdue University Northwest

Interrogating Methodological Messiness: Analysis of a Narrative Study of Bad News Delivery from Patients' Perspectives, *Catherine M Gillotti, Purdue University Northwest*

Storytelling as an Aesthetic Coping Strategy: The Narrative and Performative (Re) Construction of Breast Cancer Identity on Youtube, *Patrick McElearnery, Louisiana State University*

Campus ministry and pastoral care for LGBT students: A qualitative study, *Charis Davidson, Minnesota State University, Mankato, Gabrielle M. Turner-McGrievy, Department of Health Promotion, Education, and Behavior Arnold School of Public Health University of South Carolina, DeAnne K. Hilfinger Messias, School of Nursing University of South Carolina, Daniela B. Friedman, Department of Health Promotion, Education, and Behavior, Arnold School of Public Health, University of South Carolina, and Alyssa G. Robillard, Department of Health Promotion, Education, and Behavior, Arnold School of Public Health, University of South Carolina*

Independent Dependant: Ideological Dilemmas within Parents' Talk on Internet Discussion Forums, *Paul Cottier, University of Helsinki*

On the 'Dance Floor' between this World and the Next: Patient, Medical Staff, Family, *Hadass Goldblatt, Department of Nursing, University of Haifa, Israel, Dvorit Gilad, School of Social Work, University of Haifa, Haifa, Israel, and Gabi Zeilig, Department of Neurological Rehabilitation, The Chaim Sheba Medical Center, Tel Hashomer; The Sackler School of Medicine, Tel-Aviv University, Israel*

1863 Family

5:00-6:20

Chair: Laura Lemanski, University of Minnesota

Re-Storying Grief in Five Acts: The Subversion of the Ah-Ha, *Laura Lemanski, University of Minnesota*

Dead Fathers: Grief, Loss, and Generational Father Hunger. Devan M. Hite,, *DEVAN MARK HITE, The Institute for Clinical Social Work*

Pre-written Scripts for a Divorcing Woman: An Autoethnography, *Meijiadai Bai, Sun Yat-sen University*

Forget my perfect offering. Being a daughter and a mother, *Silvia m. Benard, Universidad Auonoma de Aguascalientes*

Autoethnography Special Interest Group (SIG):

1864 Autoethnography and the Materials of Resistance

5:00-6:20

(Session Organizer) Myriam Diatta, Monash University; (Session Organizer) Yi Zhang, Monash University,

1866 Spirituality & Religion

5:00-6:20

Chair: JEONGEON SIM, University of Saskatchewan

University Students' Experiences of Daily Stress: Christianity and Hinduism as a Coping Method, *JEONGEON SIM, University of Saskatchewan, Ulrich Teucher, University of Saskatchewan, and Stacey McHenry, University of Saskatchewan*

America as A Cult: Patriotism in Religion, *JuanCarlos Dejesus, Stark State College, and Martina L Grier, Stark State College*

The Role of Resistance in Developing SPIRIT, or the Intersection of Spirituality and Grit, *Karen M Hansen-Morgan, Ball State University*

Tending to spirit: Spiritual practices as a praxis of resistance in higher education, *Beth Coleman, University of North Carolina at Chapel Hill, and Cinthya Saavedra, The University of Texas Rio Grande Valley*

**Journeys of Becoming: Exploring Identities
in Recreational and Family Contexts through
Autoethnography**

1867

5:00-6:20

Chair: Kathryn Roulston, 308 River's Crossing

“Poco a poco”: Autoethnographic writing on a journey to become a lifelong music learner, *Yeonjoo Ko, University of Georgia*

Meet my Personal Lighthouse: Pick-up Basketball as a positive Reinforcer for Mental Health and Cross-Cultural Relations, *Katja Sonkeng, University of Georgia*

Earnin' your raising: How mother-daughter stories and memories inform reflections on parenting, *Janie Cople, University of Georgia*

Where we Begin and Who We Are: A Critical Autoethnography of Working Class Female Transformation, *Judith Cecile Johnson, University of Georgia - LLED Department*

**Meeting Students In the Story; A Look at
Connectedness in the Middle School Classroom**

1868

5:00-6:20

(Session Organizer) Mary Frances Dulworth-Gibson, PHD student of Literacy-University of Cincinnati,

1869 Matters of Language, II

5:00-6:20

Chair: Abdulsamad Yahya Humaidan, Southern Illinois University Carbondale

Qualitative Research in Arab World English Journal: 2010-2018, *Abdulsamad Yahya Humaidan, Southern Illinois University Carbondale, Mohammed Jamil Al-Ariqy, University of Illinois at Urbana-Champaign, and Mutleb Yossef Alnafisah, Southern Illinois University Carbondale*

Identity Transformation and Self-Development of First-Year NNESTs, *Xin Chen, Department of Literacy, Culture, and Language Education, Indiana University*

Expanding Meaning-Making Potential in Multimodal Texts with Intersemiotic Resources: A Linguistic Landscape of English Language Learners' Academic Discourse Socialization, *Patrick Mannion, University of South Florida, and Andrea Lypka, University of South Florida*

1872 Critical Reflections on Childhood

5:00-6:20

Chair: Desiree R Yomtoob, Loyola University Chicago

Living Research, Living/Research: An Autoethnography, *Desiree R Yomtoob, Loyola University Chicago*

Subject, Author, Reader: Powerful Relationships in the Qualitative Study of Child Welfare Documents, *Chris Krogh, University of Newcastle*

The power of qualitative research as evaluation of the protection factors among juvenile offenders in the Community of Madrid, *Monica Fontana, Complutense University of Madrid, and Celia Camilli, Complutense University of Madrid*

1874 Mixed Methods, II

5:00-6:20

Chair: Yuchun Zhou, Patton College of Education, Ohio University

Integration Issues in Data Collection in Mixed Methods Research, *Yuchun Zhou, Patton College of Education, Ohio University, YI ZHOU, Ohio University, and Min Lun Wu, Ohio University*

Mixed-Methods Designs: Evaluation of Criminal Risk and Intervention in the Socio-Familiar Area with Juvenile Offenders, *Celia Camilli Trujillo, Complutense University of Madrid, and Monica Fontana, Complutense University of Madrid*

Personal and Professional Identities of Hispanic/Latino Spanish Speaking Social Workers, *Amy Clark, Texas Woman's University, Department of Sociology*

1881 Writing as a Method of Inquiry

5:00-6:20

Chair: Marcus B. Weaver-Hightower, University of North Dakota

What Do New Qualitative Researchers Need to Know About Writing?, *Marcus B. Weaver-Hightower, University of North Dakota*

How to build a “good doctor”. Digging in the work of Winnicott in a Narrative Medicine workshop, *Carolina Martinez, Universidad Autonoma Metropolitana (Xochimilco)*

The Politics of Writing and What it Means to Belong, *Sara K. Sterner, University of Minnesota, and Lee Fisher, University of MN - Twin Cities*

First aid: Mastering academic writing, *Olga Gould, SUNY, Erie*

Welcoming the whole self: Writing and Workshop as Method, *Abby Boehm-Turner, University of Minnesota, Molly C. Driessen, University of Minnesota, Meghan Phadke, University of Minnesota, and Elise Toedt, University of Minnesota*

1883 Autoethnographies of “Everyday Heteronormative Lives”

5:00-6:20

(Session Organizer) Steve Ryder, University of South Florida; (Discussant) David Franklin Purnell, Highline College; (Discussant) Lisa Spinazola, University of South Florida; (Discussant) September Liam Valentine, Tacoma Community College,

1886 The Ways of Literature and Books

5:00-6:20

Chair: William Michael Sughrua, Universidad Autonoma Benito Juarez de Oaxaca

The Implications of an Intensified Literary Turn in Critical Performative Autoethnography, *William Michael Sughrua, Universidad Autonoma Benito Juarez de Oaxaca*

Joining the Literacy Club, *Stephanie Talley, Abilene Christian University*

Read Aloud, Performance of Literature and Reflection: Best Practices of the Heart,
Mike Mitchell, Aurora University

Books Scholars Love: Tenure Bookplate Dedications as Mini-Autoethnographies,
Kathleen McDowell, University of Illinois

**1889 Publishing the Book that You Dream About:
Perspectives from Authors, Editors, and Publishers**

5:00-6:20

Chair: Kakali Bhattacharya, Kansas State University

Publishing the Book that You Dream About: Perspectives from Authors, Editors, and Publishers, *Kakali Bhattacharya, Kansas State University, Mitchell Allen, retired, Venus Evans-Winters, Illinois State University, Hannah Shakespeare, Routledge, Michael Giardina, Florida State University, and Helen Salmon, Sage*

1891 Participatory Action Research, II

5:00-6:20

Chair: Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco

After an Earthquake. Enhancing Autonomy and Equity in an Indigenous Rural Context. Consuelo Chapela, Health and Society Research Area and Alejandro Cerda, Education and Communication Research Area at Universidad Autonoma Metropolitana Xochimilco, Mexico, *Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco, and Alejandro Cerda, Universidad Autonoma Metropolitana Xochimilco*

Engaging International Students in International Education through Participatory Qualitative Research: The Promises, Tensions, and Resistance in China and the U.S.A, *Xiuying Sophy Cai, Xiamen University, China, and Nicole Lamers, University of Illinois at Urbana-Champaign*

Balancing our practitioner and researcher selves: Action Research as a bridge between research and professional practice, *Alfredo Ortiz Aragón, University of the Incarnate Word, and Ernest Stringer, Curtin University*

1892 Mentoring in Post-Qualitative Inquiry: Becomings, (un) Makings, Gestures, and Relationalities

5:00-6:20

Chair: Kelly W. Guyotte, The University of Alabama

Leading Astray: Mentoring and Emotional Allowance, *Susan Cannon, Georgia State University, and Sarah Bridges-Rhoads, Georgia State University*

Making Kin in Post-Qualitative Mentoring, *Jennifer R. Wolgemuth, University of South Florida*

Pedagogies of the Minor Gesture: Artful Mentorship in Qualitative Teaching, *Maureen A. Flint, The University of Alabama, and Kelly W. Guyotte, The University of Alabama*

Unfinished: (Post)Philosophically Informed Mentoring and Relational Ethics, *Candace R. Kuby, University of Missouri*

1893 Knowing in Bones, Guts, Hands, and Heart: An Unruly Discussion of Embodiment in Qualitative Research

5:00-6:20

(Session Organizer) Laura Lynn Ellingson, Santa Clara University; (Discussant) Sandra Faulkner, BGSU; (Discussant) Jimmie Manning, University of Nevada, Reno; (Discussant) Elaine Jenks, West Chester University; (Discussant) Theresa Conefrey, Santa Clara University; (Discussant) Jennifer Morey Hawkins, University of Wisconsin - Stout; (Session Organizer) Shirley Drew, Pittsburg State University; (Discussant) Patty J Sotirin, Michigan Technological University,

1899 Performance Autoethnography, I

5:00-6:20

Chair: MAGDALENA SUAREZ-ORTEGA, Universidad de Sevilla

To be or not to be, that is the question. A journey through performance autoethnography, *MAGDALENA SUAREZ-ORTEGA, Universidad de Sevilla*

What My Passport Won't Tell: A Self-Decolonizing Performance Autoethnography, *Carmen Hernandez Ojeda, University of Massachusetts Amherst*

“I thought you do science”: the challenges of performance autoethnography in the politics of evidence, *Gustavo Antonio Raimondi, Universidade Estadual de Campinas / UMASS Amherst, Claudio Moreira, University of Massachusetts, and Nelson Filice Barros, Universidade Estadual de Campinas*

Waking up to Memmi: A Performance of Critical Praxis Research, *Craig Wood, Queensland Teachers' Union*

1952 Post-Intentional Phenomenology and the Politics of Social Change

9:00-10:20

Chair: Mark Vagle, University of Minnesota

Dialogic Phenomenologies, *AK O'Loughlin, University of Minnesota*

Humanizing Technology for Social Change, *Jolie Kennedy, University of Minnesota*

Untangling Old and New Notions of School Parental Involvement: Embodiments of Somali Mothers' School Engagement, *Nimo Abdi, University of Minnesota*

[Dis/Embodiment]: A Post-intentional Phenomenological Exploration, *Qui Alexander, University of Minnesota*

1957 Doctoral Experiences

9:00-10:20

Chair: Kevin Hillman, Indiana University Purdue University Indianapolis

Community Engagement for Doctoral Students: Practically Speaking, Theoretically Informed, *Kevin Hillman, Indiana University Purdue University Indianapolis, Joey Feldman, Indiana University Purdue University Indianapolis, and Le'Joy White, Indiana University Purdue University Indianapolis*

In Search of a Researcher-Self: Experiences and Insecurities of a Novice Qualitative Researcher, *Laura M Kennedy, Michigan State University*

Transforming a Qualitative Dissertation into Journal Articles: Lessons Learned and Learning, *Bethany G. Womack, The University of Tennessee at Chattanooga*

When a PhD is Truly Piled Higher & Deeper: A duo-ethnography of two doctoral students, *Robert Michael Holby, Student at the University of South Florida*

Performing How to be a Prey in the Wilderness, *Seung-A Liz Lee, Bowling Green State University*

1958 Education: Graduate Education

9:00-10:20

Chair: Erika Lynne Beseler Thompson, North Dakota State University

Be(com)ing Scholars: Re-orienting the Graduate Classroom as Empowerment Process, *Erika Lynne Beseler Thompson, North Dakota State University, Nate Wood, North Dakota State University, and Danelle Klaman, North Dakota State University*

Innovative Strategies for Teaching Graduate Level Qualitative Research Methodology Courses: Instructor and Student Perspectives, *Wayne Babchuk, University of Nebraska-Lincoln, and Tiffany Taira Young, University of Nebraska-Lincoln*

Struggles and Strategies: Culturally and Linguistically Diverse International Graduate Students, *Dorota Silber-Furman, Tennessee Technological University*

1960 Education: Preservice Teachers, I

9:00-10:20

Chair: Amber MacDonald, University of South Florida

Preparing Preservice Teachers for Equitable Teaching: A Trioethnography, *Amber MacDonald, University of South Florida, Samantha Haraf, University of South Florida, and Nicholas Catania, University of South Florida*

Reflections of a Preservice Teacher Educator: Developing a Community of Learners Through Shared Vision, *Betty Okwako Riekkola, Albion College*

Conceptualizing Culture, *Anne Karabon, University of Nebraska at Omaha, and Kelly M Gomez Johnson, University of Nebraska at Omaha*

Teaching as a Cultural Activity: Uncovering the Discourses and Practices of US Preservice-Teachers and Nepali Mentor-Teachers' during a Student-Teaching Experience in Kathmandu, Nepal. *Macy Halladay, University of Tennessee, Macy Halladay, University of Tennessee, and Samara Dawn Akpovo, The University of Tennessee Knoxville*

1961 The Post Qualitative, I

9:00-10:20

Chair: Janet L. Miller, Teachers College, Columbia University

Diffracting Difference as Post Qualitative Research, *Janet L. Miller, Teachers College, Columbia University, and Mary J. Newbery, Teachers College, Columbia University*

Exhaustion as a Mode of Resistance: Post-qualitative Inquiry and the Creative Act, *Nicole Siffrinn, University of Georgia*

Reimagining Research: Experiences Using Post Qualitative Inquiry in Educational Research, *Jenna Nelson, Concordia University Chicago*

Post Qualitative Design Inquiry: A new perspective for empathy design research, *Preston Tyler Kelly, Wayne State University*

1963 In Praise of Terry Denny: The Deep Generosity of a Storyteller

9:00-10:20

Chair: Colleen Bell, Hamline University (St. Paul, MN)

(Session Organizer) carolyne j white, Rutgers University Newark; (Chair) Colleen Bell, Hamline University (St. Paul, MN); (Discussant) Robert E Stake, uiuc; (Discussant) Guy Senese, Northern Arizona University; (Discussant) Stafford Hood, University of Illinois; (Discussant) carolyne j white, Rutgers University Newark,

1964 Bearing Witness to Radical Possibilities as Urban Activists

9:00-10:20

(Discussant) Naomi j Campbell, Rutgers University Newark; (Discussant) Fausta j Schiavone, Rutgers University Newark; (Discussant) Lana Vercellino, Rutgers University Newark; (Discussant) Daisha j Carson, Rutgers University Newark; (Session Organizer) Leah Z Owens, Rutgers University Newark; (Discussant) carolyne j white, Rutgers University Newark,

1966 Reflections on Technology

9:00-10:20

Chair: Karen M Hansen-Morgan, Ball State University

Resistance is Futile: Are We Becoming a Borg Society? An Examination of Cyberspace and Privacy, *Karen M Hansen-Morgan, Ball State University, and Aletta M Sanders, Ball State University*

Exploring Teachers' Instructional Design Competency with Technology Integration, *Xiaorui Sun, Patton College of Education, Ohio University, and Yuchun Zhou, Patton College of Education, Ohio University*

Appnography: A Means for Inquiry into Geo-Social Networking Applications., *Corey W. Johnson, University of Waterloo, Harrison Oakes, University of Waterloo, and Luc Cousineau, University of Waterloo*

The Experiences of Online Doctoral Students, *Patricia Akojie, University Of Phoenix*

Super Mario and the Reorienting Power of Enchantment, *Robin Aultz, Michigan State University, Scott Jarvie, Michigan State University, Alecia Beymer, Michigan State University, Kyle Burke, Independent, and Vaughn W. M. Watson, Michigan State University*

1967 Using Portraiture to Understand Going Into Teaching in K-8 After Another Career

9:00-10:20

(Session Organizer) Ronda Jane Mitchell, University of Illinois at Springfield,

1968 "Quality, non-quality, un-quality" and more in qualitative inquiry

9:00-10:20

Chair: Pia Polsa, Hanken School of Economics

Multiplicity of 'quality', *Mirka Koro-Ljungberg, Arizona State University, and Mariia Vitrukh, Arizona State University*

Review of 'quality' in variety of qualitative approaches and beyond, *Pia Polsa, Hanken School of Economics, and Elfriede Penz, Vienna University of Economics and Business*

Quality of creata in spacetime, *Eija Merilainen, Hanken School of Economics*

Courage, Confidence, Self-Righteousness, and Mere Competence: Some Consequences of Recipes and Qualitative Quality Frameworks, *Sarah Tracy, Arizona State University*

The question of verisimilitude: Quality, qualitative-ness and the appearance of being real, *David Bright, Monash University*

1969 Music

9:00-10:20

Chair: Maria P Rybicki-Newman, George Mason University

SoundTracking, *Maria P Rybicki-Newman, George Mason University*

ESAY Music Degree and The Context Limitations., *PAULINA BAUTISTA CUPUL, Escuela Normal de Dzidzantín*

Invisible No More: Utilizing Music Therapy to Cope with Chronic Illness, *Cody M. Clemens, Marietta College, and Raquel Ravaglioli, Marietta College*

Play That Funky Music: Musical Transcription for Multilingual Talk, *Kelsey Guy, The University of Alabama*

"Hit the Mute Button, Let the Vagina have a Monologue": Janelle Monáe and the Case for Music and Afrofuturism in African American Public Address Studies, *Degan Michelle Loren, The University of Memphis*

Plugging in Posthumanist Performativity: Does Matter...

1970 Matter?

9:00-10:20

Chair: Lisa Mazzei, University of Oregon

Wheelchair Agency: Plugging in with Barad, *Becky Crowe, University of Oregon*

A Posthumanist Analysis of the Inhumanity of Refugee Education in a Human Rights Framework, *Nicholette DeRosia, University of Oregon*

Thinking with Barad: The materiality of language in the becoming of a foreign student, *Kevin Donley, University of Oregon*

Performative Acts of Unintelligibility: An Analytic Reading of The Hate U Give, *Allison Ivey, University of Oregon*

1971 Thinking Through Identities

9:00-10:20

Chair: Leia K. Cain, University of South Florida

Dueling Reflexivities, *Leia K. Cain, University of South Florida, and Jonathan Coker, University of South Florida*

“I’m crossing my fingers, my toes, everything;” Adventures with Unexplained Infertility, *Wesley Tyler Johnson, University of South Florida*

1972 Gender & Identity

9:00-10:20

Chair: Weijian Wang, University of Minnesota

Bodies in trouble: Public discourse about soft masculinity in China and South Korea, *Weijian Wang, University of Minnesota, and Younkyung Hong, University of Minnesota*

Social Representations about gender in primary school teachers, *Mirliana Ramirez-Pereira, Departamento de Enfermería, Universidad de Chile, Fernanda Cabezas, School of Nursing, University of Chile, Estefanía Parada Muñoz, School of Nursing, University of Chile, Constanza Quintrileo Valenzuela, School of Nursing, University of Chile, and Rosa Duarte González, School of Nursing, University of Chile*

Gender in the Lobby: The Experiences of Female Education Lobbyists, *Samuel Stewart Snideman, Ball State University*

An Ethnographic and Discursive Lens: A Needed Qualitative Perspective on Arab Women’s Language and Interaction, *Hajar AL Sultan, Indiana University Bloomington*

Teaching to Traverse: Women’s & Gender Studies Instruction in Indiana, *Ashleigh Bingham, Ball State University*

Women Higher Education Leaders’ Counter-Narratives, *Jill Channing, East Tennessee State University*

1974 Phenomenological Approaches to Qualitative Inquiry, I

9:00-10:20

Chair: Margaret Smith-Peterson, University of Minnesota

They Called me Gifted: A Post-Intentional Phenomenological Study of Intersectional Identities and the Gifted Label, *Margaret Smith-Peterson, University of Minnesota*

Supervisors Perception of Self-Efficacy and the Impact on Supervisees Perception of Self-Efficacy: A Phenomenological Approach, *Yvonne Ward, NC A&T*

“That’s What the World is Today?” A Phenomenological Approach to Understand Environmental Advocacy of Students, *Alicia B Wodika, Illinois State University*

The Embodied Nature of Physical Literacy: Interconnectedness of Lived Experience and Meaning, *Elizabeth Jayne Durden-Myers, Faculty of Education, University of Gloucestershire, Emma Starr Meloche, Department of Social Research, Boost Innovations. Canada, and Karamjeet K Dhillon, Social Research, Boost Innovations*

Some Considerations on Interpretative Phenomenological Analysis in Consumer Research, *Joao Felipe Rammelt Sauerbronn, Unigranrio*

1981 STEM

9:00-10:20

Chair: Elsa M Gonzalez, UNIVERSITY OF HOUSTON

Empowering Latina STEM Majors at a Research-One and HSI in Texas, A Social Justice Response, *Elsa M Gonzalez, UNIVERSITY OF HOUSTON, and Mauricio Molina, UNIVERSITY OF HOUSTON*

Instructor Perspectives on Collaboratively Teaching Critical Thinking and Problem Solving through Integrated STEM Content in a Rural High School: A Qualitative Piece, *Jennifer R Meadows, TN Tech University, Andrea Arce-Trigatti, Tennessee Technological University, Kelly R Moore, Tennessee Tech University, Cephas Nii Ablakwa, Tennessee Technological University, Meghan Clemons, Tennessee Technological University, Darek Potter, Tennessee Technological University, and Julie C. Baker, Tennessee Technological University*

We Need Support: A Case Study of the Experiences of Undergraduate Women in the STEM Fields, *Rebecca O. Davis, School of Library and Information Science/ Simmons University*

My toolkit: How Latinas enter, survive, and advance in the IT field., *Nathalie Quezada Warren, University of South Florida*

Gender Equity in Academic Leadership: A Report on a Campus Climate Survey, *Lori E Koelsch, Duquesne University, and Rachel Floyd, Duquesne University*

Comic Books, Women, and STEM curriculum, *Chrissy J Cross, Stephen F. Austin State University*

1983 Narrative Performance

9:00-10:20

Chair: Patrick Lewis, Faculty of Education University of Regina

A Musical Performance Auto/Ethnography Exploring Same-Sex Attraction in Sport, *David Carless, Leeds Beckett University*

Pour encourager les autres: Gamification in high-performance sport, *Andrew Mark Gillott, Leeds Beckett University, UK*

Walking on, Walking on, Broken Glass – Diary Extracts of my Experiences When Writing Autoethnography in Mental Health, *Matthew Staples, Leeds Beckett University*

Performing grief in sport, or not, *Kitrina Douglas, Research Institute for Sport, Physical Activity and Leisure Leeds Beckett University*

On being Associate Dean, *Patrick Lewis, Faculty of Education University of Regina*

1986 Teaching

9:00-10:20

Chair: James Gerard Deegan, Mary Immaculate College, University of Limerick

Fragments of a Teaching Self: Seeing Things and Things Seen, *James Gerard Deegan, Mary Immaculate College, University of Limerick*

Exploring Tension: An Autoethnographic Account of Teacher Identity, *Stephanie Oudghiri, Purdue University*

Great Expectations in Hard Times: An Autoethnography on Teaching Qualitative Research, *Lilian Cibils, New Mexico State University*

The promotion of self-loathing; Teaching Black children to hate their families, communities and themselves, *Ronald Cunningham, IUPUI*

1991 Interrogating professional development in early childhood: resistance, critical inquiry, revolution?

9:00-10:20

Chair: Mathias Urban, Dublin City University

Participatory action research for a better understanding of early childhood education care in conflict-victim scenarios, *Germán Camilo Zárate Pinto, Dublin City University*

Complex identities: professionalism and resistance to concepts of ECEC professional identities in Tuscany and London, *Valeria Scacchi, University of Roehampton*

No one does as they're told. Ever. Reconceptualising agency in professional development and policy implementation, *Mathias Urban, Dublin City University*

1992 New Directions in Arts-Based Research

9:00-10:20

Chair: Brooke Anne Hofsess, Appalachian State University

Cultivating a Politics of Hope through Feminist Land Art, *Brooke Anne Hofsess, Appalachian State University, and Jasmine Ulmer, Wayne State University*

1000 Cranes: An Arts-Based Approach to Life Documentation, *Glenn Allen Phillips, Howard University*

A Deluge of Plastics: Transforming Waste Pedagogies in Early Childhood Education, *Cory Jobb, University of Western Ontario, Kelly-Ann Macalpine, University of Western Ontario, and Veronica Pacini-Ketchabaw, University of Western Ontario*

Arts-Based Inquiry as an Activist Public Pedagogy, *Shalin Lena Raye, Purdue University*

1993 Defining Bodies: Hegemonic Narratives and Resistance

9:00-10:20

Chair: Anthony Stone, University of Cincinnati

An Autoethnography of Breast Cancer: A Poem on Stigma and Love, *Ellen B. Koziel, Rhodes College*

Battling Chronic Illness: An Autoethnography of Resisting Identity Constructions, *Gretchen Peterson, University of Memphis*

Defining Diagnosis/Defining Self: Reflections on Dis-ease and Misdiagnosis, *Brandi Barnes, University of Memphis*

“Are you a Boy? Or are you a Girl?”: An Autoethnography Exploring the Mutual, Social (Co)Construction and Interpretation of Gender, *Toria Kwan, University of South Florida*

1994 After the Interview

9:00-10:20

Chair: Charles Vanover, University of South Florida

Choosing a Strategy for Transcription, *Charles Vanover, University of South Florida*

Automating Transcription to Increase Time for Reflection and Data Interpretation, *Silvana di Gregorio, QSR International*

Initial Coding and the Balance Between Deductive and Inductive Perspectives, *Paul Mihás, University of North Carolina at Chapel Hill*

Coding System Design and Management, *Daniel Turner, Quirkos Software*

Memoing and Other Interpretive Practices to Support Accomplished Research Writing, *Kathy Charmaz, Sonoma State University*

1999 Performance Autoethnography, II

9:00-10:20

Chair: David Purnell, Mercer University

The Invisible Life of Paul D. Drevlin, *David Purnell, Mercer University*

Making the Witch: The Performance of Social Resistance, *Alesa McGregor, BGSU*

Critical Communication Pedagogy in Prisons: A Performative Autoethnographic Journey with “Alternatives to Violence Project” Workshops, *Deanna B Shoemaker, Monmouth University*

Is Anybody Listening?, *Tamara Shetron, Texas State University*

Life in the Key of Babel, *Sandro R Barros, Michigan State University*

2002 TBD - Ethnography of the University

11:00-12:20

(Session Organizer) Xia Ji, University of Regina,

2007 Foucault

11:00-12:20

Chair: Cindy Hokie Blair, University of Georgia

A Foucauldian Genealogy of Sexual and Reproductive Health Programs, *Cindy Hokie Blair, University of Georgia*

Needs, Uses, and Effects of Hierarchizing Science Knowledge: An analysis and disruption of “depth”, *Michelle Marie Wooten, Michigan State University*

Precarious Positions of Insider Research in a Predominantly White High School, *Lynne Gardner, University of Oregon*

An Alternative/Theoretical Approach to Studying Assessment in Teacher Education, *Meghan A. Kessler, University of Illinois Springfield, Alexis Jones, Eastern Illinois University, and Marilyn Parsons, University of Illinois at Urbana-Champaign*

2008 Education: Innovations in Educational Research, I

11:00-12:20

Chair: Leah Sutton, York University

Shakespeare and The Flexibility of Resistance, *Leah Sutton, York University*

Disrupting pedagogical practices: Doing qualitative data collection, *Janice Fournillier, Georgia State University, and Kerry Ann Wallaert, Georgia State University*

The Absence Renders: Teaching as Reimagining the Apophatic, *Alecia Beymer, Michigan State University*

Inviting writing in primary classrooms: A makerspace for young author-activists, *Angela J Stefanski, Ball State University, and Kate Shively, Ball State University*

2010 Education: Preservice Teachers, II

11:00-12:20

Chair: Kaitlin Wegrzyn, University of Georgia

Resisting Assumptions: Inquiry in preservice teacher education, *Kaitlin Wegrzyn, University of Georgia*

Preservice Science Teachers' Perceptions about Web-Based Multiculturalist Learning Environments, *İLKE ÇALIŞKAN, Hacettepe University, and KAAN BATI, Hacettepe University*

Using Design-Based Research to Iteratively Refine Learning Opportunities for Elementary Mathematics Pre-Service Teachers, *Keri Valentine, West Virginia University, and Johnna Bolyard, West Virginia University*

Documenting the CREATE-ion of Community-Engaged Pre-Service Teachers through "Power Writes", *Lauren Burrow, Stephen F Austin State University, and Heather K Olson Beal, Stephen F. Austin State University*

Examining the Process of Designing and Constructing a Meaning of Diversity and Inclusion for Education, *Andrea Arce-Trigatti, Tennessee Technological University, and Dorota Silber-Furman, Tennessee Technological University*

2011 The Post Qualitative, II

11:00-12:20

Chair: Alycia Elfreich, Indiana University

Ethical Ontologies and Working with Marginalized Youth, *Alycia Elfreich, Indiana University, and Kirsten Robbins, Ball State University*

Investigating the Material World of Educators: A Comparison of Conventional and Post-Qualitative Interview Approaches, *Austin Pickup, Aurora University*

Resistance through creation: transformative sustainability learning experiences in a university setting, *Katie Ross, Institute for Sustainable Futures, UTS*

How do I teach “them”? Dis/entangling from the us/them binary in government class, *Ashli Walker, The University of Georgia*

2013 Insider Turned Out: One Autoethnographer’s Border Crossing Challenges

11:00-12:20

(Session Organizer) Darolyn “Lyn” Jones, Ball State University,

2014 Black Feminist Perspectives

11:00-12:20

Chair: Tanja Jennifer Burkhard, University of Pittsburgh

Becoming a (Black, feminist, immigrant) Autoethnographer through Audre Lorde’s Zami, *Tanja Jennifer Burkhard, University of Pittsburgh*

Bits and pieces of ourselves: Intersectional identity performance of Black doctoral students at a PWI, *Sabrina J. Curtis, The George Washington University, and Angel Jones, The George Washington University*

Black Female Reactions, Responses, & (Re)Adjustments to Lack of Representation in Leadership, *COLLETTE BROWN ROGERS, National Louis University*

Unbreak Your Heart: Toward an Ethic of Self-Care in the Work of Self-Study, *Myntha Anthym, University of Denver*

“he did the Crime,” She did the Time: “Angry” Black Mother Sacrifices “bad” black son., *Andrea L. Yancy, Lewis University*

2016 Reflections on the Economic

11:00-12:20

Chair: SALVADOR VICTOR, Bethune-Cookman University

Global Consumer Culturalism in Commercial Spaces: An Analysis of “Black Friday” from U.S. Stores to Dominican Republic Malls, *SALVADOR VICTOR, Bethune-Cookman University*

Gallery Education For Special Education Teachers, *Bahrom Bin Mohd Isa, Mr*

The Public Service Loan Forgiveness Program: It’s a Trap?, *Saralyn McKinnon-Crowley, The University of Texas at Austin*

From Gentrification to Beautification: A Reconstruction, *Carol Isaac, Mercer University-Atlanta, and Arla Bernstein, Mercer University*

2017 Collective Memory Work as Social Justice

11:00-12:20

Chair: Corey W. Johnson, University of Waterloo

Collective Memory Work as an Empowerment Strategy, *Needham Yancey Gullely, Western Carolina University*

Collective Memory Work as an Unsettling Methodology, *Corey W. Johnson, University of Waterloo, and Bryan Grimwood, University of Waterloo*

“I’m Not a Racist But”: When Collective Memory Work Uncovers Non-Collective Realities, *Needham Yancey Gullely, Western Carolina University*

Creating and Improving Trans Affirming Health Resources: A Collective Memory Work Knowledge Mobilization Project, *Corey W. Johnson, University of Waterloo, and Ashley Flanagan, University of Waterloo*

2018 The Back at Home Project: Stories of Veterans in Transition

11:00-12:20

(Session Organizer) Charles Timothy Parrott, Kennesaw State University; (Discussant) Christopher Collins, Missouri State University; (Discussant) Jake Simmons, Missouri State University; (Discussant) Travis Brisini, Pennsylvania State University; (Discussant) Raquel Polanco, Louisiana State University; (Discussant) Sarah Jackson, CATAWBA College,

2019 Narrating the Ethical for Social Change

11:00-12:20

Chair: Marco Marzano, University of Bergamo (Italy)

The “ethical” covert research., *Marco Marzano, University of Bergamo (Italy)*

Questioning the Phronetic Approach in International Field Research: An Honest Story Honestly Told?, *Kristin Bailey Wilson, Western Kentucky University*

Transformational Change for Home Visitors: Using Narratives in the Evaluation of Training Programs, *Leanne Kallemeyn, Loyola University Chicago, Andy Accetola, Loyola University Chicago, Linda Gilkerson, Erikson Institute, and James Wade, Loyola University Chicago*

“We are the Same”: Construction of Social Reality through Recontextualized English News Story in China, *Yixiong Chen, National Institute of Education, Nanyang Technological University, and Csilla Weninger, National Institute of Education, Nanyang Technological University*

Reading with Affect and Imagination to Understand and Negotiate Difference, *Melanie Reaves, Montana State University Billings, George Kamberelis, Western State Colorado University, and William McGinley, University of Colorado Boulder*

2020 Convivial Crossings: Theory and Difference

11:00-12:20

Chair: Asilia Franklin-Phipps, The Graduate Center, City University of New York

Distributed Empiricism: Uncertain Experience and Incomplete Knowledge, *Asilia Franklin-Phipps, The Graduate Center, City University of New York, and Tristan Gleason, Moravian College*

On Topological Theory Building: Reading, Writing, and Thinking across Oppositions, *Mary Adkins-Cartee, R.H. Gettys Middle School*

Slow Reading in Sped Up Time, *Paul Eaton, Sam Houston State University*

Theoretical Encounters With-Against-Through Algorithmic Control in Higher Education, *Laura Smithers, Old Dominion University*

Cabinets of Methodological Curiosity: Finding Research Inspiration in the Odd, Eclectic, and Unusual, *Jaye Johnson Thiel, University of Georgia*

2021 Trauma

11:00-12:20

Chair: Kimberlee Pérez, University of Massachusetts Amherst

May Old Acquaintance Be Forgotten, *Kimberlee Pérez, University of Massachusetts Amherst*

Understanding Trauma in the Dalit Caste, *Janet Sherman, Eastern Michigan University*

Braces and Bridles: A Mutual Mapping of Dental and Sexual Trauma, *Rikki Tremblay, Arizona State University*

Writing/Thinking about Translucent Memories, *Burhanettin Keskin, University of Mississippi*

Living Trauma, Learning Trauma, Teaching Trauma, *Gennie VanBeek, Linfield College*

2022 Contesting Neoliberalism in Education

11:00-12:20

Chair: Adrienne Pickett, University of Illinois at Urbana-Champaign

Media Representations of Black Suburban High School Students: A Critical Examination of “Underachievement”, *Adrienne Pickett, University of Illinois at Urbana-Champaign*

#SOSUniversidadesPublicas Colombian Students and Professors RESIST and PERSIST!, *Nancy Emilce Carvajal Medina, Universidad Pedagógica y Tecnológica de Colombia*

Neoliberalism in Education: Producing the Student through Standardized Testing, *Travis Henry, University of Georgia*

The Impact of Corporatization on the Social Cultural and Educational Interests of Marginalized Peoples, *Ernest Stringer, Curtin University, and Alfredo Ortiz Aragón, University of the Incarnate Word*

Street Art as Curriculum Inquiry: Centering the Identity of Students and Communities in the Classroom, *Kaitlin Popielarz, Wayne State University*

2024 Phenomenological Approaches to Qualitative Inquiry, II

11:00-12:20

Chair: Sara K. Sterner, University of Minnesota

An Emerging Phenomenologist's Process: The Craft of Post-Intentional Phenomenological Writing as a Form of Resistance, *Sara K. Sterner, University of Minnesota*

How to be a Human Resource Development Practitioner in Pakistan; A Phenomenological Research, *Hasan Tabir, University of Illinois at Urbana Champaign*

Phenomenology of Recreational Drug Use among the U.S. College Students, *Iulia Fratila, University of Illinois at Urbana-Champaign, and Liza Berdychevsky, University of Illinois at Urbana-Champaign*

Who are we? And how do we teach mathematics?, *Dibema R Longman, Georgia State University, and Janice Fournillier, Georgia State University*

2031 Technology and Qualitative Inquiry

11:00-12:20

Chair: Scott Thomas Sheridan, University of Delaware

The Culture of Technology Use: An Ethnographic Exploration of One Teacher's Classroom, *Scott Thomas Sheridan, University of Delaware*

How Does a Layman Become a Programmer?—A Qualitative Study About School-To-Work Transition, *shiyu HE, Beijing Normal University*

Context and Positionality: A Reflexive Analysis of Community-Based Computer Science Research, *Diane Coddling, University of Delaware, Nefetaria Yates, University of Delaware, Rosalie Rolon-Dow, University of Delaware, Chrystalla Mouza, University of Delaware, and Lori Pollock, University of Delaware*

Teaching Analytic Practice: What could, and should it entail?, *Christian Schmieder, UW Madison / UW Extension*

2033 Autoethnography, Resistance, Engagement, Hope

11:00-12:20

(Session Organizer) Christopher N Poulos, University of North Carolina-Greensboro; (Discussant) Christopher N Poulos, University of North Carolina-Greensboro; (Discussant) Ronald Pelias, Southern Illinois University; (Discussant) Robin Boylorn, University of Alabama; (Discussant) Bryant Keith Alexander, Loyola Marymount University; (Discussant) Donna Henson, Bond University; (Discussant) Elissa Foster, Depaul University; (Discussant) Andrew M. Herrmann, East Tennessee State University; (Discussant) Claudio Moreira, University of Massachusetts; (Discussant) Lesa Lockford, Bowling Green State University; (Discussant) Marcelo Diversi, Washington State University; (Discussant) Lisa Tillmann, Rollins University; (Discussant) Jay Baglia, Depaul University,

2036 Listening to Silenced Voices, II

11:00-12:20

Chair: Gresilda A. Tilley-Lubbs, Virginia Tech

Silence, Fear, Ignorance, and Critical Autoethnography, *Gresilda A. Tilley-Lubbs, Virginia Tech*

The notion of silence as a strategy of resistance in qualitative inquiry, *Krystyna Henke, Brock University*

Emotional labour in the academy in the times of #metoo: The cost of keeping secrets and enforced silences, *Rosemary C. Reilly, Concordia University*

2038 Plenary: The Arts as Resistance

11:00-12:20

Chair: Bryant Keith Alexander,

Artistic Expression in/as Sites of Resistance and Templates of Sociality (or Juxtaposing the Sacred and the Secular), *Bryant Keith Alexander*

Escaping in Liberatory Activism: Juxtaposing Absurdity and Creativity, *Kakali Bhattacharya*

Dear America: A Manifesto for the Arts in Colleges of Education, *Melisa Misha Cahnmann-Taylor*

Saving our Soul: Radical Imagination as Activism, *Nancy Gerber*

Speaking Back to Spatialized Racism: Movement as Counterstorytelling, *Kimberly Powell*

The World's Resistance in Arts-Based Research, *Richard Siegesmund*

Discussant, *Bryant Keith Alexander*

2041 Video-Based Research

11:00-12:20

Chair: Joe Norris, Brock University

Dramatizing the Data on Video for Pedagogical Purposes in Undergraduate Education, *Joe Norris, Brock University*

Participatory Video as a tool to resist and subvert violence in Colombia: The case of Pasolini en Medellín, *camilo perez, Universidad del Norte*

Science Engagement Viewed through the Lens of Multimodality. Mavreen Rose S. Tuvilla, Purdue University, *Mavreen Rose Sta. Ana Tuvilla, Purdue University*

Let's Talk About the Snuffleupagus in the Room: The Influence of Monsters in Children's Social Worlds, *Melanie Reaves, Montana State University Billings, and Rachael Waller, Montana State University Billings*

Exploring Equity and Inquiry Imperative in Computer Science Classroom, *Debalina Maitra, The Learning Partnership, Steven McGee, The Learning Partnership, Randi McGee-Tekula, The Learning partnership, and Catherine McGee, The Learning Partnership*

Video Ethnodramas Depicting Lived-Experiences in an Acute Long-term Care Facility and a Women's Shelter, *Joe Norris, Brock University*

2042 Wit(h)dom: Philosophically Informed Pedagogies of Qualitative Inquiry

11:00-12:20

Chair: Rebecca Christ, Florida International University

Pedagogical Pauses: Teaching (with) Philosophy in Qualitative Inquiry, *Kelly W. Guyotte, The University of Alabama*

Materialists Teaching Philosophy/Philosophically, *Aaron Kuntz, University of Alabama*

"She is a succulent muse": Theorypractice and Philosophically Informed Qualitative Inquiry Pedagogy, *Candace R. Kuby, University of Missouri, and Rebecca Christ, Florida International University*

Philosophy, Pedagogy, and Photography: Images that Teach, *Jasmine Ulmer, Wayne State University*

2043 Toxic Americana: Identity, Alienation, and Resistance

11:00-12:20

Chair: Toria Kwan, University of South Florida

Erase-ism:(Re)Writing and (Re)Righting Native American Racial Formation Projects, *Anthony Stone, University of Cincinnati, and Carol Rambo, University of Memphis*

"When the Joy is Gone": Some Consequences of McDonaldization on Music Teacher Training, *Ellen B. Koziel, Rhodes College, and Carol Rambo, University of Memphis*

Narrative Accounts of Self-injury: Edgework as Resistance, *Victoria Lynn Gaines, University of Memphis*

Status Silencing and Toxic Masculinity in Academia: A Strange Account, *John Pruit, Stephen F. Austin State University, Amanda G. Pruit, Stephen F. Austin State University, and Carol Rambo, University of Memphis*

2044 Thought experiments in thinking-with-matter

11:00-12:20

Chair: Bronwyn Davies, University of Melbourne

Entanglements with the matter of art: a thought experiment, *Bronwyn Davies, University of Melbourne, and Jody Thomson, Western Sydney University*

Entangled flight to the present, *Lise Claiborne, Waikato University*

TBA, *Jonathan Wyatt, Edinburgh University*

The artful proliferation of waste, *Margaret Somerville, Western Sydney University, and Susan Nordstrom, University of Memphis Tennessee*

2049 Reflections on Race, I

11:00-12:20

Chair: Amber Neal, University of Georgia

Coming for to Carry Me Home: Autoethnographic Reflections of an African-American Teacher's Identity Transformation, *Amber Neal, University of Georgia*

A Critical Personal Story: The Intersection of Education and Ethnicity, *Joy Marie Anderson, Arizona State University*

International Classroom Experiences in the Streets of Chicago, *Heather A. Hathaway Miranda, St. Xavier University*

Race Defined Differently: African Americans in International Education, *Dinah G. Armstead, University of Illinois at Urbana-Champaign*

Downshifting Competence in Business Talk, *Clive Muir, SFA State University*

2052 Reimagining Reflexivity: Ontology, Methodology and Research as Resistance

1:00-2:20

Chair: Emily Noelle Sanchez Ignacio, University of Washington Tacoma

(Session Organizer) Douglas J Avella-Castro, University of Washington; (Chair) Emily Noelle Sanchez Ignacio, University of Washington Tacoma,

2057 Indigenous Voices

1:00-2:20

Chair: Dorothy (Dorie) Munson, Eastern Washington University

Salish School of Spokane's Updated Narratives: Its Mission, Developmental Trajectory, and Far-Reaching Influence, *Dorothy (Dorie) Munson, Eastern Washington University, Chris Parkin, Salish School of Spokane, Kim Richardson, Salish School of Spokane, Graham Wiley-Camacho, Salish School of Spokane, and Danica Parkin, Salish School of Spokane*

Language and Capabilities: Adaptive Preferences of South African College Students, *Kristin Bailey Wilson, Western Kentucky University*

The many voices of migration: Collective/individual testimonios of Latinas in the US, *Miryam Espinosa-Dulanto, University of Texas RGV, Freyca Calderon, Pennsylvania State University Altoona, and Karla O'Donald, Texas Christian University*

Contemplative-Ethical Space for Inquiry and Critique, *Gray Matthews, University of Memphis*

Indigenous Resurgence in Qualitative Inquiry as an Act of Resistance within Medical Education Research, *Linda Diffey, University of Manitoba*

2058 Education: High Schools

1:00-2:20

Chair: Joe Lewis, Hamline University

"This School Saved my Life": How one Charter High School is Reversing the School-to-Prison Pipeline, *Joe Lewis, Hamline University, and Letitia Basford, Hamline University*

Growing Sociopolitical Consciousness in a High School English Classroom, *Alice Y Lee, Illinois State University*

Expanding and Intertwisting High School Teachers' Learning Ecosystems through cartographies, *Fernando Hernandez-Hernandez, University of Barcelona, and Juana Maria Sancho-Gil, University of Barcelona*

Commons Understanding: High School Librarians' Experiences of the Transformation from Traditional Library to Modern Space, *Laura Ezell, Tennessee Technological University*

2060 Education: Qualitative Research & Education Across the Disciplines

1:00-2:20

Chair: Signe E. Kastberg, Purdue University

Counter-narratives to Teacher Education: The Role of Teacher Stories in MTE Development, *Signe E. Kastberg, Purdue University, Elizabeth Suazo-Flores, Purdue University, and Sue Ellen Richardson, Purdue University*

Embedding Appreciative Inquiry and Addressing the Affective in an Accounting Classroom, *Dan Royer, Ball State University*

A Qualitative Approach to Conceptualizing Practicing Teachers Experiences with Mathematical Modeling, *Reuben Asempapa, Penn State Harrisburg*

Doctoral Research Supervisor Agency: Fostering Engagement in Guiding Online Practitioner Doctorates, *Robin Throne, Northcentral University, and Kelley Kelley Walters, Northcentral University*

Understanding the Challenges and Adjustments of Engineering Transfer Students, *Patricia Robinson, University of South Florida*

2061 The Posthuman

1:00-2:20

Chair: Jake Burdick, Purdue University

San Junipero and the Aporia of Heaven: Narrative's Posthuman End?, *Jake Burdick, Purdue University*

Twisting Free of Method: Feeling Toward a More Joyful Ontology of Resistance, *Christie Byers, George Mason University*

Internal Entanglements: Reflexivity as Self-Care, *Rebecca L Brusseau, George Mason University, and Maria P Rybicki-Newman, George Mason University*

Storytelling with Theory: Material-Relational Entanglements in Social Justice in Education, *Jacqueline Barreiro, Simon Fraser University*

2063 LGBTQ Issues

1:00-2:20

Chair: Eric D Teman, University of Wyoming

Wrestling With Being Gay: A Collaborative Autoethnography of Two Gay Males Growing Up a Decade Apart, *Eric D Teman, University of Wyoming, and Kaleb Ashworth, University of Wyoming*

A Crisis of Commitment: An Autoethnographic Reflection of Out-Queer Performativity in Trump Era Classrooms, *JACQUELINE Estes ADAMS, Bowling Green State University*

Using a shared person journal to explore multiple autoethnographies of Black Queer Youth Agency, *Shamari Reid, Teachers College, Columbia University*

Praxis and Precarity: Negotiations of Identity within the Academy, *Lulu Olaniyan, University of Utah, and Charnell Peters, University of Utah*

My Body is a Battlefield: Eating Disorders in Queer Identifying Men, *Matthew Nicosia, Rochester Institute of Technology*

2064 Constructing Meaning and Purpose: Academic Influences on College Persistence

1:00-2:20

(Session Organizer) James Marconi, Ball State University,

2066 Rethinking Assessment

1:00-2:20

Chair: Caitlin Byrne, Weber State University

What Makes a Teacher “Good” and Who Says?, *Caitlin Byrne, Weber State University*

Fostering decision-making with undergraduate students: A qualitative study, *Alessia Zanin-Yost, Penn State, and Carrie Freie, Penn State*

Assessment, Accreditation, and Evaluation, Oh My!: Understanding Faculty Perceptions about Institutional Effectiveness, *Glenn Allen Phillips, Howard University*

A Narration of Self-Care Competency in Nursing Education and Practice, *Susan Maureen Docherty-Skippen, Brock University*

2067 Collage as Method

1:00-2:20

Chair: Jessica Smartt Gullion, Texas Woman's University

The Layered Complexity of Deployment: Using Collage as Method to Convey an Autoethnographic Story, *Jamie M. Covey, Texas Woman's University*

From R.E.S.P.E.C.T. to Q.U.E.E.N.: A Case Study of Examining the Construction and Maintenance of the Strong Black Woman Archetype, *Mia Kirby, Texas Woman's University*

Contingent Identities: (De)Constructing Precarity through Artifacts, *Susan Harper, Independent Scholar and Community Educator*

Material/Discursive Embodiments of Cheerleading, *Jessica Smartt Gullion, Texas Woman's University*

**2068 Academic Mobbing in Institutions of Higher Education:
An International, Collaborative Self-Study**

1:00-2:20

Towards a meta-affective-collective autoethnographic self-study teacher education praxis: Interrogating academic mobbing within the academy, *David Hernandez-Saca, University of Northern Iowa*

Disappearing Feminists from Academe, *Jennifer Martin, University of Illinois at Springfield*

Accounts of Participation in a Higher Education Research Group: Between Academic Pimping and Academic Mobbing?, *Igor Vinicius Lima Valentim, School of Education, Federal University of Rio de Janeiro, Brazil, Graduate Program in Education, Fluminense Federal University, Brazil, and CSG, SOCIUS, University of Lisbon, Portugal*

Liminal spaces and traditional special educators: A duoethnography exploring the possibilities and limitations for praxis, *Emily A. Nusbaum, University of San Francisco, and Nicola McClung, University of San Francisco*

2069 **New Directions in Critical Race Theory**

1:00-2:20

Chair: Dalia Rodriguez, Syracuse University

Testimonial Oppression: Epistemic Violence in an Anti-Racist Graduate Classroom, *Dalia Rodriguez, Syracuse University*

Injustices in South African Institutions of Higher Education: Up to when are we going to resist?, *Thinavhudzulo Norman Mafumo, University of Limpopo*

I Am Woman: Making Choices and Decisions For My Own Children's Education, *Donna Michelle Druery, Texas A&M University*

Exploring Racial Power and Privilege within Service Learning Pedagogy, *Carmine Perrotti, University of Minnesota*

Endurance Labor: Black and LatinX Women of Color Navigate Graduate School, *Dalia Rodriguez, Syracuse University*

2070 **In the Encounter of Photography and Poetry: Pedagogical Inquiry as Curating and Composing Across Mediums**

1:00-2:20

Chair: Alecia Beymer, Michigan State University

"All This Inside Me, & To You It's Just Words": Photography & Writing as Inquiry & Pedagogical Practice, *Scott Jarvie, Michigan State University*

Learning to Compose the Experiential: A Discussion on Poetic and Pedagogical Inspirations with Doing Photography, *Wanfei Huang, Michigan State University*

The Orphaned Caption of a Lost Photograph: Composing Emergence and Rupture Across Poetry and Photography, *Alecia Beymer, Michigan State University*

Impossible Encounters: Exploring the Limits of Photography and Poetry in Qualitative Research through Collaborative Curation, *Vivek Vellanki, Michigan State University*

We Are Not the Resistance: Using Autoethnography to Understand Black Perspectives on Schooling and Research

2071

1:00-2:20

Chair: Nicole Oglesby, Indiana University-Purdue University, Indianapolis

Black Boys Affirmed: Reflections from a Black Mother on an Emancipatory Summer Program, *Nicole Oglesby, Indiana University-Purdue University, Indianapolis*

Black Privilege: Opportunity that Comes with a Cost, *Chanae Palmer, Indiana University-Purdue University, Indianapolis*

The Secret Surveillance of “Suspicious” Black Spaces at Predominately White Institutions, *Idalia Wilmoth, Indiana University-Purdue University, Indianapolis*

(Re)searching Black Women Teachers: Researcher, Research Assistant and Participant Positionality Examined, *Tambra O. Jackson, Indiana University-Purdue University, Indianapolis, Laryn Morgan, Brook Park Elementary, and Khadijah Siddeeq, Indiana University-Purdue University, Indianapolis*

When Nice White Ladies Attack: The White Female Neoliberal Assault on Black Male K-12 Educators, *Ronald Cunningham, IUPUI*

2072 Identity

1:00-2:20

Chair: Lasana Kazembe, Indiana University-Purdue University, Indianapolis

“The Steep Edge of a Dark Abyss”: Mohonk, White Social Engineers, and the Black Radical Tradition in Education, *Lasana Kazembe, Indiana University-Purdue University, Indianapolis*

Being on the Edge(s) Together: Striving for Solidarity Through An Embodied, Relational, Living Praxis of Connected Struggle, *Cristina Maria Dominguez, University of North Carolina at Greensboro*

Assimilation into Academia: Identity Development of Asian Graduate Teaching Assistants in a Midwest University., *Trang T. Pham, University of Missouri*

Understanding Undergraduates’ First Experiences with Qualitative Inquiry, *Amari Simpson, University of Illinois Urbana-Champaign, and Rachel Michelle Magee, University of Illinois Urbana-Champaign*

2074 Phenomenological Approaches to Qualitative Inquiry, III

1:00-2:20

Chair: Cristina Valencia Mazzanti, University of Georgia

Being in Language, How Understanding Occurs, *Cristina Valencia Mazzanti, University of Georgia*

A Blueprint to Evade the School to Prison Pipeline: Leadership Practices that Champion Justice, *Dionne Cowan, Georgia State University*

“Some feelings of betrayal, but mostly puzzled and amazed”: Dissolved Intimate Relationships During Emerging Adulthood, *Hui Zhang, Kennesaw State University, and Charles Matthew Stapleton, University of North Georgia*

“My sadness, fear, and anger reflected in their faces”: Mixed emotions after a death, *Charles Matthew Stapleton, University of North Georgia, and Hui Zhang, Kennesaw State University*

Promoting Equity in Site-Based Data Use: Examining Principal Practice in Seven Districts, *Rachel Roegman, University of Illinois, Urbana-Champaign, Ruqayyah Perkins-Williams, University of Illinois, Urbana-Champaign, Matt Budzyn, University of Illinois, Urbana-Champaign, and Olivia Killian-Tarr, University of Illinois, Urbana-Champaign*

2081 The Poetic

1:00-2:20

Chair: Sandra Faulkner, BGSU

Crank up the Feminism: Poetic Inquiry as Feminist Methodology, *Sandra Faulkner, BGSU*

Poems Found in the Transition, *Amber MacDonald, University of South Florida, Leia K. Cain, University of South Florida, and Michael Denton, University of South Florida*

The Power of Poetry: Using Poetic Inquiry with Teacher Candidates, *J. Scott Baker, University of Wisconsin-La Crosse*

Using Poetry to Explore how Learners Intra-Act with the Materiality of their Secondary School Classroom, *Rachael Dixon, University of Otago*

(Another) American Genocide: We Will Not Go Gently, *Julia Persky, Texas A&M University - Commerce, and Yonna Lincoln, Texas A&M University*

2083 Poetic Mobilities V: A Mobile Autoethnographic Poetry Panel

1:00-2:20

(Session Organizer) Stacy Holman Jones, Monash University; (Session Organizer) Ann Harris, Australia; (Discussant) Bryant Keith Alexander, Loyola Marymount University; (Discussant) Ashley Beard, Southern Illinois University; (Discussant) Robin Boylorn, University of Alabama; (Discussant) Qiana Cutts, Mississippi State University; (Discussant) Sandra Faulkner, BGSU; (Discussant) Ronald Pelias, Southern Illinois University; (Discussant) Glenn Allen Phillips, Howard University; (Discussant) Deanna B Shoemaker, Monmouth University; (Discussant) Mary Weems, Independent Artist-Scholar; (Discussant) Jonathan Wyatt, Edinburgh University,

2086 When the Center No Longer Holds: disparity and silence within the classroom

1:00-2:20

Chair: Geraldine Gorman, University of Illinois at Chicago

When the Center Held, Geraldine Gorman, University of Illinois at Chicago

When the Center Began to Fray, Laura Ashley Doyle, University of Illinois at Chicago

When the Center Crashed, Genevieve James, University of Illinois at Chicago

2091 Activating refrains

1:00-2:20

Chair: Jonathan Wyatt, Edinburgh University

Three components of the refrain: emergent life, Bronwyn Davies, University of Melbourne

Thinking through the refrain in the clinic and the classroom, Gail Boldt, Penn State University

Walking with Dogs: Multispecies Storytelling, *Kimberly Powell, Penn State University*

The refrains of therapy and the everyday, *Jonathan Wyatt, Edinburgh University*

2092 Spotlight: Navigating Paths Forward in Qualitative Inquiry

1:00-2:20

Chair: Anjali J Forber-Pratt, Vanderbilt University

Mr. Charlie and Miss Ann as Educational Leaders, *Leslie Ann Locke, University of Iowa*

Educational Ethnographers Confronting the Challenges of an Uncertainty Age, *Juana Maria Sancho-Gil, University of Barcelona, and Fernando Hernandez-Hernandez, University of Barcelona*

Access & Ableism in the Academy: Tantrums to Tenure (ABLE) Status, *Anjali J Forber-Pratt, Vanderbilt University*

Arts-Based Research: Helping or Hurting?, *Patrick Lewis, Faculty of Education University of Regina, and Karen Wallace, Private Practice Therapy/University of Regina*

The Ethnographer's Ball, 2039, *Mitchell Allen, Scholarly Roadside Service*

2093 Analyzing Power/Knowledge with The Sociology of Knowledge Approach to Discourse (SKAD)

1:00-2:20

Chair: Reiner Keller, Augsburg University

Vulnerable Knowledges: Discursive Constructions of Indigenous Knowledges in Virtual Environments, *Iulian Vamanu, University of Iowa, School of Library and Information Science*

How not to become complicit when doing research on the oil frontier, *Marie Müller-Koné, Bonn International Center for Conversion*

Struggle Around Pedagogization. Interpretative patterns of legitimation in operational competency management in demographic change, *Inga Truschkat, Hildesheim University, Institut für Sozial- und Organisationspädagogik, Carolin Oppermann, Hildesheim University, Institut für Sozial- und Organisationspädagogik, and Sabrina Völk, Hildesheim University, Institut für Sozial- und Organisationspädagogik*

Exploring digital data and arenas with SKAD, *Matthias Roche, Augsburg University*

2094 Is “Big Data” a dirty word? A reflective conversation that needs to be had

1:00-2:20

Chair: Adam Clark, Arizona State University

Is “Big Data” a dirty word? Part 1, *Julianne Cheek, Ostfold University College*

Is “Big Data” a dirty word? Part 2, *Mirka Koro-Ljungberg, Arizona State University*

Is “Big Data” a dirty word? Part 3, *Sharlene Hesse-Biber, Boston College*

Is “Big Data” a dirty word? Part 4, *Jennifer R. Wolgemuth, University of South Florida*

Is “Big Data” a dirty word? Part 5, *Timothy Wells, Arizona State University*

2099 Reflections on Race, II

1:00-2:20

Chair: Lama Alharbi, Indiana University of Pennsylvania

Disrupting Diversity Fatigue at Predominantly White Institutions: Autoethnographical Account of a Muslim Woman Scholar, *Lama Alharbi, Indiana University of Pennsylvania*

Come Get Your Sister: Critical Relationships Among Women of Color Doctoral Students, *Erica Roland, University of Texas at Austin, Shahlaine K. Dhillon, University of South Florida, and Tara Nkrumah, University of South Florida*

Sharing a collaborative stage with adolescents of color, *Reagan Mason, Texas Tech University*

Research as Resistance: Creating Culturally Congruent Research, *Keondria E McClish, Kansas State University*

Discussing 'Deleuze and Psychology: Philosophical Provocations to Psychological Practices' - Book presentation.

2102

3:00-4:20

Chair: Miguel Roselló Peñaloza, Universidad Academia de Humanismo Cristiano

Exploring 'Deleuze and Psychology: Philosophical Provocations to Psychological Practices', *Tom Strong, University of Calgary*

Interrogating 'Deleuze and Psychology: Philosophical Provocations to Psychological Practices', *Pietro Barbetta, University of Bergamo*

Problematizing 'Deleuze and Psychology: Philosophical Provocations to Psychological Practices', *Maria Nichterlein, Youth Brief Intervention Service, Austin Hospital, Australia*

2107 Non-Western Epistemologies

3:00-4:20

Chair: Melissa Riley Bradford, DePaul University

Reimagining Methodologies: Value-Creative Dialogic-Narrative Inquiry as a Buddhist Humanist Inquiry Paradigm, *Melissa Riley Bradford, DePaul University, and Julie Nagashima, Arizona State University*

Social Policy and Democratization in Global South: Bangladesh Decoded, *Md. Mashiur Rahman, National University*

The gap between the workplace and academic training of novice preschool teachers, *zhu Xiaolin, 18811757315*

To Study the Way is to Study the Self: Zen Buddhist Meditation as Qualitative Self-Inquiry, *Siddhesh Mukerji, Loyola University Chicago*

2108 Education: Elementary Education

3:00-4:20

Chair: Jake Knaus, University of Minnesota

“Taking It Into Our Own Hands”: Action Research as Professional Development in P-12 Schools, *Jake Knaus, University of Minnesota, and Amanda Christine Shopa, University of Minnesota*

Diverse elementary student perceptions of scientists in a rural, low-income, conservative geographic location, *Chrissy J Cross, Stephen F. Austin State University, and Lauren Burrow, Stephen F Austin State University*

New Directions in Science Education: Biomechanics in the Elementary Grades, *Anne Karabon, University of Nebraska at Omaha*

Examining Teaching Methods Used By Religious Teachers in Saudi Arabia to Identify the Best Teaching Methods, *Ahmad Aseery, Ohio University, and Krisanna Machtmes, Ohio University*

Know Your Place: Self-Expression of Gay Male Elementary School Teachers, *Amber MacDonald, University of South Florida, Jonathan Coker, University of South Florida, and Leia K. Cain, University of South Florida*

2110 Spotlited Papers in Performance Ethnography, I

3:00-4:20

Chair: Desiree R Yomtoob, Loyola University Chicago

Deep Performance: not voiceless, not silenced, a revision within disciplines: a performance ethnography, *Desiree R Yomtoob, Loyola University Chicago*

Harvey's Phallus: Where is my pussy hat? Enacting Denzin's Social Theatre as Feminist Resistance, *Katie Beavan, University of the West of England*

Revisiting Ethnographic Comportment as a Framework for Embodied Awareness and Research Design, *Anthony Kwame Harrison, Virginia Tech*

Being And Becoming: Voice And The Performance of Self By Black and Brown Women Members Of An Educational Space Organized in Whiteness, *AnaMaria Correa, Urban Education, The Graduate Center, City University of New York*

Students' Bildung as a Campaign against Intellectual Dracula of (post)Positivism: An Affective Play, *Jeong-Hee Kim, Texas Tech University, and Joshua Cruz, Texas Tech University*

2111 The Rhizomatic

3:00-4:20

Chair: Lalenja Harrington, UNC-Greensboro, Integrative Community Studies

Freely Rooted and Inclusive: Using Rhizomatic Inquiry to Challenge the Research “expert” in Higher Education, *Lalenja Harrington, UNC-Greensboro, Integrative Community Studies*

Suda as rhizomatic and decolonized research method, *Sohyun Meacham, University of Northern Iowa, Jinbee Kim, Kennesaw State University, Su-Jeong Wee, Purdue University Northwest, and Koeun Kim, Sungshin Women’s University*

Between The Walrus and The Carpenter: An Inquiry Into Conservative Protestant Agency and Resilience Towards The Topic of Evolution In a College Biology Program., *Timothy Barko, University of Florida*

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

The Frankenpaper: A Deleuzian Reflection on the Writing Process as Monstrous Generation, *Joshua Cruz, Texas Tech University, and Holly Corkill, Texas Tech University*

2113 Etymological possibilities in the term Auto/ethno/graphy

3:00-4:20

Chair: Jake Simmons, Missouri State University

(Session Organizer) Christopher Collins, Missouri State University; (Chair) Jake Simmons, Missouri State University; (Discussant) Benjamin Haas, Borough of Manhattan Community College CUNY; (Discussant) Christopher Collins, Missouri State University; (Discussant) Raquel Polanco, Louisiana State University; (Discussant) Charles Timothy Parrott, Kennesaw State University; (Discussant) Sarah Jackson, CATAWBA College; (Discussant) Travis Brisini, Pennsylvania State University,

2114 Doctoral Study

3:00-4:20

Chair: Glenn Allen Phillips, Howard University

Just Paint it Red: The Story of an Autoethnographic Dissertation, *Glenn Allen Phillips, Howard University, and Nick Weshinsky, Southern Illinois University*

Examining Advising through an Autoethnographic Lens, *Byung-In Seo, Chicago State University*

A Critical Autoethnography of a Dissertation, *Tessa E Bishop, Tennessee Tech University*

Black Mentees Matter: An Autoethnographic Perspective from a Black Doctoral Student Attending a Christian University, *Nneka Greene, Regent University*

“Ain’t No Journey Long Enough to Keep Me Away from You.”, *franklyn charles, Ohio University*

2116 Reconceptualizing Interventions

3:00-4:20

Chair: Nick Ezekuel Kleese, University of Minnesota

Case Studies and Their Contribution to the Development of Intervention Strategies, *Layane Thomas Mabasa, University of Limpopo*

I Said I Know: Farmers’ Language, Informal Knowledge, and Agential Self-Deprecation, *Nick Ezekuel Kleese, University of Minnesota*

Maintaining Recovery from Drugs and Alcohol: Exploring the Experiences of Women in Recovery, *Cassie Danielle Schmitt-Matzen, Tennessee Technological University*

2117 High School Mathematics Teachers’ Experiences Transitioning to Integrated Mathematics

3:00-4:20

Chair: Holly Anthony, Tennessee Tech University

Implementation Barriers and Challenges for High School Mathematics Teachers Transitioning to Integrated Mathematics, *Holly Anthony, Tennessee Tech University*

Tennessee High School Teachers' Experiences with Students with Disabilities in the Integrated Mathematics Curriculum, *Miguel Perez, Tennessee Tech University*

Rural High School Teachers' Perceptions of Teaching an Integrated Mathematics Curriculum, *Meghan Clemons, Tennessee Technological University*

High School Teachers' Beliefs about Student Learning/Achievement in Integrated Mathematics, *Carey Ann Wilson, Tennessee Technological University*

2118 **Research Methods in Holistic Education: Challenge, promise and necessity of conducting research into the ineffable**

3:00-4:20

Chair: Autumn Florencio-Wain, State University of New York at Albany

(Session Organizer) Hilary Brown, Brock University; (Chair) Autumn Florencio-Wain, State University of New York at Albany; (Session Organizer) Peggy Larrick, Wilmington College; (Discussant) Bill Ayers, Retired- University of Illinois at Chicago; (Session Organizer) Kyle Beckham, Stanford University,

2119 **New Methods & Methodologies**

3:00-4:20

Chair: Joshua Behl, Minnesota State University Moorhead

Complexity Theory based methodological advancement for qualitative researchers, *Joshua Behl, Minnesota State University Moorhead, Nate Wood, North Dakota State University, and Teresa Shume, North Dakota State University*

Investigating Youth Game Design Activity: Tracing Iteration and Exploring Design Episodes as Analytic Units, *Keri Valentine, West Virginia University, and Lucas Jensen, Georgia Southern University*

Multiadic Design and Analysis: Using Qualitative Inquiry to Identify Marginalized, Hidden, or Silenced Voices, *Jimmie Manning, University of Nevada, Reno*

Interviewing Young Yogis: Theorizing Possibilities for Young Children As Collaborators in Qualitative Research, *Kenya Wolff, University of Mississippi*

Viola on the Shores of Illyria: Qualitative Researchers Navigate the Unknown, *Crystal Dawn Howell, Randolph College*

2120 Teaching and Learning Qualitative Inquiry as Resistance: A Community Autoethnography from China

3:00-4:20

Teaching and Learning Qualitative Inquiry as Resistance: A Community Autoethnography from China, *siyu lin, Xiamen University, China, Ran Xiao, Xiamen University, China, Wenli Xiong, Xiamen University, China, De Nian Li, Department of Sociology and Social Work, School of Public Affairs, Xiamen University, and ROBERT LUCAS KANIKI, XIAMEN UNIVERSITY-CHINA*

2121 You Don't Look Sick: An Exploration of Invisible Disabilities

3:00-4:20

Chair: Jessica Spears Williams, Texas Woman's University

Taking off fatness and performing thinness., *Jessica Spears Williams, Texas Woman's University*

Becoming Woman(Witch): A study of gathering blood(life) from stone(death), *Gala Wilkie, Concordia University*

Anxiety, Attention Deficit Disorder, and Major Depressive Disorder, *Lawanna Fant, TWU*

Negotiating College While Living with a Hidden Chronic Illness, *Danielle Barber, TWU*

2122 Immigrant & Refugee Populations, I

3:00-4:20

Chair: MUSTAFA YUNUS ERYAMAN, Canakkale Onsekiz Mart University

An Ethnographic Study of Refugee Students Schooling experiences at a Temporary Education Center in Turkey, *MUSTAFA YUNUS ERYAMAN, Canakkale Onsekiz Mart University*

Committing in critical/postcritical ethnography: Advocacy, the romance of relation, and exits, *Allison Daniel Anders, University of South Carolina, and Jessica N. Lester, Indiana University*

Learning Advocacy through Autobiography: Language Teachers' Lived Experiences with Newcomer Refugee and Immigrant Students, *Jennifer Adele Morrison, Evangel University, Rachel E Love, Missouri State University, Laura McBride, Springfield Public Schools, Alexis Gonzalez, Missouri State University, Chelsea Peebles, Central Assembly of God, and Kellen Gillaspay, Springfield Public Schools*

"It's OK. She Doesn't Even Speak English." Narratives of Language, Culture, and Identity Negotiation by Immigrant High School Students, *Lydiah Kananu Kiramba, University of Nebraska Lincoln, and James Oloo, Gabriel Dumont Institute*

2124 Mindful Epistemologies

3:00-4:20

Chair: Paul Cottier, University of Helsinki

Minor Acts of Resistance: Lived Ideology and Agency in Talk of Childhood Type 1 Diabetes Care, *Paul Cottier, University of Helsinki, and Peter Holley, University of Helsinki, Finland*

Khora-tic Pisteuo: A therapoetic science of the "impossible" as first (and last) foundational principle of "post" inquiries, *Todd DuBose, The Chicago School of Professional Psychology*

Science by Law. Scientific Epistemology versus Political Dominance in the Age of 'Evidence-Based Research', *Paolo Parra Saiani, University of Genoa, Department of Political Sciences*

Avoiding Epistemic Violence in Research Encounters: Challenging Migrant Othering through Active Sociological Listening, *Peter Holley, University of Helsinki, Finland*

2131 Reconceptualizing Whiteness

3:00-4:20

Chair: Jennifer Nicole Brooks, University of Illinois at Springfield

Legally Imposed Racial Trauma and Historical Memory Post Brown, *Jennifer Nicole Brooks, University of Illinois at Springfield, and Jennifer Martin, University of Illinois at Springfield*

"Scared of Being Called a Racist": Exploring White Fragility as a Barrier to Educational Equity, *Diane Codding, University of Delaware*

2133 Disabled Hyper-Embodiment: An autoethnographic, Pedagogical Performance in Pursuit of Social Justice

3:00-4:20

(Session Organizer) Julie-Ann Scott, University of North Carolina Wilmington;
(Discussant) Christopher N Poulos, University of North Carolina-Greensboro;
(Discussant) Julie-Ann Scott, University of North Carolina Wilmington,

2136 The Practice of Coding

3:00-4:20

Chair: Kerry Earl Rinehart, University of Waikato

Reading, writing and analysis: Abductive processes in qualitative inquiry, *Kerry Earl Rinehart, University of Waikato*

Coding as Fiction: Reclaiming Codes in Qualitative Analysis, *Preston B Cosgrove, Concordia University Wisconsin*

Investigating Teachers In Low Income Schools Whose Students Achieve Proficiency in Geometry, *Queshonda Juanieka Kudaisi, University of South Florida*

Sustainability of school nutrition standards in changing political times: Interviews with superintendents, *Yuka Asada, University of Illinois at Chicago, Marlene Schwartz, UConn Rudd Center for Food Policy & Obesity, and Jamie F Chriqui, University of Illinois at Chicago*

2141 Contesting Neoliberalism

3:00-4:20

Chair: James Scheurich, Indiana University - Indianapolis

An Introduction to Neoliberalism as Contrasted to Liberalism, *James Scheurich, Indiana University - Indianapolis*

Nursing in a Welfare Context – How Neoliberal Politics Transform Nursing Education and Practice, *Bente Hoeck, University of Southern Denmark, and Charlotte Delmar, Aarhus University, Denmark*

Coming to Terms with Neoliberalism: Confessions and Complications from the New American Aristocracy, *Ryan King-White, Towson University, and Michael Giardina, Florida State University*

Re-imagining the post-structural interview: a contribution, *Sarah Strauven, University of Melbourne*

2142 “They are Only Going to Steal Your Cars”: Building Theatre and Community from Interview Data

3:00-4:20

Chair: Charles Vanover, University of South Florida

Creating Research and Community through Inquiry Theatre, *Charles Vanover, University of South Florida*

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

Leaving Your Heart, *Rosa Thomas, San Quentin State Prison*

At the Intersection, *Omar J. Salaam, University of South Florida*

Where do we go from Here?: A Former Atlanta Teacher’s Response to “They are Only Going to Steal Your Cars”, *Tiffany Octavia Harris, University of Illinois at Urbana–Champaign*

2143 Violence in Orders of Discourse

3:00-4:20

Chair: Reiner Keller, Augsburg University

Interrogating Investigative Research During China’s Great Leap Forward (1958-62), *Ping-Chun Hsiung, University of Toronto*

Dignity and degradation. The interpretation of sexualized violence, *Angelika Pofel, Technical University of Dortmund, Germany*

Violence, Intimidation and Incarceration: America’s War on Whistleblowers, *Kevin Howley, DePauw University*

Violentization, Discourse and State Terrorism, *Cesar Cisneros, Pontifical Catholic University of Valparaiso, Chile*

2144 Ethnography and Imagination: Cross-Disciplinary Perspectives

3:00-4:20

Chair: Magdalena Joanna Kazubowski-Houston, York University

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

The Imaginative Ethnographer as Vagabond Bricoleur: Being Still, Being Quiet, Standing in Love, and Paying Attention., *D. Soyini Madison, Northwestern University*

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

What's Really Going On: Ethnographic Theology and the Production of Theological Knowledge., *Natalie Wigg-Stevenson, University of Toronto*

2149 Reflections on the Concept of Home

3:00-4:20

Chair: Allison Upshaw, Stillman College

The Ridge, *Allison Upshaw, Stillman College*

Interviewing those in a country long gone: an autoethnographic exploration, *Ezequiel Korin, University of Nevada, Reno*

A History of Trailer Houses, *Manda V. Hicks, Boise State University*

Bilingual Education through the Body of a Chicana/Latina Feminist: Imagining a Nепantla Methodology for the field, *Cinthya Saavedra, The University of Texas Rio Grande Valley*

2157 Perspectives on Education

5:00-6:20

Chair: James Alan Oloo, Gabriel Dumont Institute

Agency and resilience strategies employed by immigrant teachers in rural Saskatchewan, *James Alan Oloo, Gabriel Dumont Institute*

Narrative analysis as a tool to resignify school teachers' practices, beliefs and contexts., *Sandra Patricia Lastra, Universidad del Tolima*

First-Year Assistant Principals' Views on Mentorship and Career Developm
, *Grace J. Liang, Kansas State University*

Navigating School Choice as a Teacher-Parent: A "Yes, But..." Narrative, *Abby Boehm-Turner, University of Minnesota*

2158 Education: Decolonizing Classrooms

5:00-6:20

Chair: Karla D Scott, Saint Louis University

Persistence through resistance: Teaching to transform and capacity build with dialogue about and across race, *Karla D Scott, Saint Louis University*

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

Cross Cultural Mentoring-Latinx & African American Teacher-Student Connections, *Heather A. Hathaway Miranda, St. Xavier University*

"Take Me to the River": Mapping Global Flows from Crayons to Connections, *Jean Kirshner, Colorado State University, Tharine Gabourel, Eden Primary School, Belize, and George Kamberelis, Western State Colorado University*

2160 Spotlighthed Papers in Performance Ethnography, II

5:00-6:20

Chair: Christina Maria Ceisel, California State University Fullerton

Globalized Nostalgia: Travel as a Cubist Approach to Knowledge, *Christina Maria Ceisel, California State University Fullerton*

Reanimating Bodies in the Dark: Movie Riffing as Performance of Ideological Criticism, *Matt Foy, Upper Iowa University*

Shoelace, *Joyce Maxwell, Teachers College Columbia University*

Learning by performing: Themes from a duo-ethnographic study of transformation through participation at ICQI, *Craig A. Campbell, Penn State University, and Xiaoqiao Zhang, Penn State University*

Transitive Artists Lost in Transversal Artworlds: Locating Arts-Labor with Performance Methodology, *Brendan McCauley, University of Massachusetts Amherst*

2161 Deleuze

5:00-6:20

Chair: Ashley N. Prowell, The University of Alabama

Finding Ourselves as Women of Color in Eurocentric Theory: Collaborative Biography on Learning Qualitative Inquiry, *Ashley N. Prowell, The University of Alabama, Kiana Summerville, The University of Alabama, Erica Campbell, The University of Alabama, Krystal Flantroy, The University of Alabama, and Stephanie Anne Shelton, The University of Alabama*

Fieldworking in Textures, *Marcelina Piotrowski, University of British Columbia*

The Potential of Despair: Queer Isolation and the Pedagogy of Cinema, *Asilia Franklin-Phipps, The Graduate Center, City University of New York, and Laura Smithers, Old Dominion University*

Border and Becoming as Sites of Theory, *Mike McLane, Michigan State University, and Scott Jarvie, Michigan State University*

Methodological Stutterings: Towards a Minor Inquiry of the Philosophical Limitations of Social Science Research, *Matthew C. Graham, University of Oregon*

2163 Mental Health Narratives

5:00-6:20

Chair: Mike Alvarez, University of Massachusetts Amherst

The Price of Blue Skies: Power and Powerlessness in the Inpatient Psychiatric Unit, *Mike Alvarez, University of Massachusetts Amherst*

“Particularly Outstanding” – Autoethnography Celebrating Positive Practice Towards a PE Trainee that Experiences Mental Health Impairment., *Matthew Staples, Leeds Beckett University*

Singing with Archangel St. Michael in the Mille Plateaux: An autoethnography to a rescued dog about the inquiry of interactions and remedy therapies, *Min-chun Chiang, University of Taipei, and Wei Sheng Tsai, Canis Behavioral Therapist*

2164 Educational Justice

5:00-6:20

Chair: Beth Coleman, University of North Carolina at Chapel Hill

Caring about justice: Autoethnography as an ethical praxis of relationality, *Beth Coleman, University of North Carolina at Chapel Hill*

The material is political: Resisting material agency, *Kathrine Liedtke Thorndahl, Aalborg University, Giajenthiran Velmurugan, Aalborg University, and Nicolaj Johansson, Aalborg University*

Staying with the Trouble: An Exploration of Autotheory, *Courtney L. Rath, Phoenix Country Day School*

“Then another white woman came forward”: an intersectional autoethnography to locate the researcher in an after school STEM learning setting, *Casey Wright, Purdue University*

Vulnerability, integrity and methods: Reimagining autoethnography as a tool for critical reflective practice for higher education scholar-practitioners, *Amari Leah Boyd, University of Massachusetts Amherst*

2166 Rethinking The Interpretation of Data

5:00-6:20

Chair: Laura Lynn Ellingson, Santa Clara University

(Un)Making Data: A Model of Data Engagement, *Laura Lynn Ellingson, Santa Clara University, and Patty J Sotirin, Michigan Technological University*

Integrating Pictures and Stories: Adapting Traditional Thematic Analysis to Interpret Visual and Textual Data, *Carrie Arnold, King’s University College, and Adrienne Sauder, King’s University College*

Exploring the Possibility of Using Meaning Reconstructive Analysis to Dig Deeper into Discussion Data, *Jihyun Nam, St. Norbert College*

2167 Mad Teachers, Mad Students: Moving From Thing-ing to Being, Madness to Me-ness

5:00-6:20

Chair: Philip Smith, Eastern Michigan University

(Chair) Philip Smith, Eastern Michigan University; (Session Organizer) Sarah Ball, Eastern Michigan University; (Session Organizer) Kira Dallaire, Eastern Michigan University; (Session Organizer) Rachel Parent, Eastern Michigan University; (Session Organizer) Jacquie St. Antoine, Eastern Michigan University,

2168 Exploring 'No Body. The Clinical Constructions of Gender and Transsexuality. Pathologisation, Violence and Deconstruction' - Book presentation

5:00-6:20

Chair: Angelo Benozzo, University of Valle d'Aosta

Exploring 'No Body. The Clinical Constructions of Gender and Transsexuality', *Diana Elizabeth Kuhl, The University of Western Ontario*

Exploring 'No Body The Clinical Constructions of Gender and Transsexuality', *Miguel Roselló Peñaloza, Universidad Academia de Humanismo Cristiano*

Interrogating: 'No Body. The Clinical Constructions of Gender and Transsexuality', *Ajresh Prasad, Royal Roads University, Victoria,*

Encountering: 'No Body. The Clinical Constructions of Gender and Transsexuality', *Wayne Martino, The University of Western Ontario*

Encountering 'No Body The Clinical Constructions of Gender and Transsexuality', *Jake Pyne, The University of Guelph*

Interrogating: No Body The Clinical Constructions of Gender and Transsexuality, *David Carlson, Arizona State University*

2169 New Materialisms

5:00-6:20

Chair: Aisha Ravindran, Simon Fraser University

Agentive Apparatuses and Affective Diffractions of Becoming a Second Language Teacher, *Aisha Ravindran, Simon Fraser University*

Sex as a knot, image as surface: notes to analyze the subject as an assembly, *Nicolas Schongut, Universidad Alberto Hurtado, and María Alejandra Energici, Universidad Alberto Hurtado*

Whose Lives Matter? Considerations for Ontological Diversity in a Democracy to Come, *BRIANA BIVENS, University of Georgia, and Travis Henry, University of Georgia*

Shifting Subjectivities and Saudi Women Students, *Amanda Elizabeth Brunson, University of Delaware*

Becoming-Writer: preservice teachers' relationships with texts, *Kristidel McGregor, University of Oregon, Education Studies Dept.*

2170 Value of Qualitative Research to Promoting Environmental Sustainability in Uganda

5:00-6:20

Science for All: Guiding principles for building research partnerships among colleagues North and South, *Assata Zerai, University of Illinois, Rebecca Morrow, University of Illinois, and Rosemary Nawlanga, Makerere University*

The value of behavioral interventions concerning handwashing in resource limited settings: considering Muslim community contexts, *Assata Zerai, University of Illinois, Rebecca Morrow, University of Illinois, and Christopher Muhawe, University of Illinois*

Understanding limitations to improved water and sanitation technologies in Bwaise Informal Settlement, *Rebecca Morrow, University of Illinois, and Assata Zerai, University of Illinois*

The art of communicating water, sanitation and hygiene (WASH) technologies in less privileged communities--urban informal settlements, *Rosemary Nawlanga, Makerere University, Assata Zerai, University of Illinois, and Rebecca Morrow, University of Illinois*

2172 Immigrant & Refugee Populations, II

5:00-6:20

Chair: Colin Akim Lasu, Ohio University

South Sudanese Women Experiences as Third Culture Kids (TCKs), *Colin Akim Lasu, Ohio University*

Working with Refugees: Experiences of Caseworkers in Turkey, *Inci Yilmazli Trout, University of the Incarnate Word, Candace Christensen, University of Texas at San Antonio, and Fatih Yildirim, Erzurum Technical University*

Syrian Refugees Receiving Information: an Approach to Dissemination of Medical Resources, *Sarah Marie Jernigan, University of Cincinnati, Sevsem Cicek-Okay, University of Cincinnati, Stephen Kroeger, University of Cincinnati, Ahmed Beydoun, University of Cincinnati, and Riham Alwan, University of Cincinnati*

La Frontera: They Cannot Keep my Heart from Crossing, *Carrie Symons, Michigan State University*

2174 Producing Knowledges

5:00-6:20

Chair: Kylie R. Lanthorn, University of Massachusetts Amherst

Politics and the Politics of Knowledge Production, *Kylie R. Lanthorn, University of Massachusetts Amherst*

Renewing Anti-Intellectualism Research: A Micro-Theoretical Approach, *Degan Michelle Loren, The University of Memphis*

Digging Through the Archives: An Historical Analysis of Gay Social Life from 1928-1952, *Austin Oswald, Graduate Center of the City University of New York*

2181 Reflections on Race, III

5:00-6:20

Chair: Donna Michelle Druery, Texas A&M University

Searching For Life in Black and White: Interracial Intersectionalities in my Neighborhood, *Donna Michelle Druery, Texas A&M University*

Oreos: Traversing the Waters, *Dorian Harrison, Belmont University*

Black Enough? Reflections on Race in the United States, *Dyanis Conrad-Popova, University of South Dakota*

A poetic representation of an urban neighborhood in transition: Not all bad, not all good, *Carol Isaac, Mercer University-Atlanta, and Arla Bernstein, Mercer University*

Historical Conundrums: Critiquing the Experiences of Black and Brown People to the Dominant Discourse and Policy, *Winsome Daniela Nisbett, University of South Florida, and Marquis B Holley, University of South Florida*

2187 Reconceptualizing Classrooms

5:00-6:20

Chair: Grace Giorgio, UIUC

Creating and Creative Autoethnography in the Undergraduate Classroom, *Grace Giorgio, UIUC*

Politics of Language, Gender, and Race in the Multicultural Classroom., *Hala A Guta, Qatar University*

An Autoethnographic Exploration: Militarized Education and the Classroom in the Context of South Korea, *Younkyung Hong, University of Minnesota*

Social Organization of Participation in Modern Classrooms, *Zekiye Yahsi, Gazi University*

2193 Parkland, Florida: Using Ethnodrama to Discuss Masculinities and Violence

5:00-6:20

Chair: Charles Vanover, University of South Florida

The Epidemic of School Shootings in the U. S, *David Dodd, University of Chicago, PhD 2008, and Charles Vanover, University of South Florida*

Parkland, Florida, *Charles Vanover, University of South Florida, and Cynthia Lubin Langtiw, The Chicago School for Professional Psychology*

Using Ethno-Theatre to Facilitate Dialogue about Trauma, *Cynthia Lubin Langtiw, The Chicago School for Professional Psychology, and Rosa Thomas, San Quentin State Prison*

2194 Active Experimentations with “The Speculative Middle”

5:00-6:20

Chair: Lauren Mark, Arizona State University

Engaging with ink, *Mirka Koro-Ljungberg, Arizona State University, Jorge Sandoval, Arizona State University, and Mariia Vitrukh, Arizona State University*

Exploring the Methodogenesis of Silencing-Data: Why We Don't Say What We Mean to Say, *Corey Reutlinger, Arizona State University*

Prototyping with Data: Critical Making as a form of Playful Inquiry, *Mathew Evans, Arizona State University*

Exploring ideas of “I” through spontaneous connections, *Lauren Mark, Arizona State University*

2200 Sexuality

5:00-6:20

Chair: David Purnell, Mercer University

I Should Have Been Wearing the Pink Triangle, *David Purnell, Mercer University*

Four Shades of Gray: A Layered Account of Aging, Sex, and Sexuality, *Jimmie Manning, University of Nevada, Reno*

An Autoethnography of an Impossible, Same-Sex, Open Relationship “In Sickness and In Health” on the Occasion of a Thirtieth Anniversary of “Living in Sin”, *Steve Ryder, University of South Florida*

Rules made to be broken: Finding sustenance and possibility in creative qualitative inquiry, essential unruliness and playful nonsense

1920

5:00-6:20

Chair: !@#&

Sally Campbell Galman, University of Massachusetts-Amherst

Once Upon an “-Ism”, *Johnny Saldaña, Arizona State University*

Get Bent: On the Necessity of Unruliness in Qualitative Research or Against Straight Work., *Sally Campbell Galman, University of Massachusetts-Amherst*

LEGO® SERIOUS PLAY® as a Space-Making in Qualitative Inquiry, *Sarah Tracy, Arizona State University*

Attack of the 50-ft Becky: Absurdism as a Form of Inquiry in Academia, *Kakali Bhattacharya, Kansas State University*

Becoming Together in a Poststructural Theory Course: Encountering Diffractive Thinking in the Same/Different Ways

1941

5:00-6:20

Chair: !@#&

Candace R. Kuby, University of Missouri

Diffraction: Surprise! That’s What Esoteric Clues Do, *Traci Wilson-Kleekamp, University of Missouri*

Thinking with Theory Diffractively: Blurring Boundaries of Knowing, *Lauren A Hermann, University of Missouri*

Diffractive Thinking Beyond the Classroom, *Sarah L. Hairston, University of Missouri*

My Moments of Diffraction: Less Words, More Colors, *Katherine Becerra Valdivia, University of Missouri/Universidad Católica del Norte, Chile*

Those who are left standing - Exploring creative practices attending to grief

Chair: Kathryn Ann Ricketts, University of Regina

A deck of cards for my Dad, Kathryn Ann Ricketts, University of Regina

The Age of Crying, Patrick Lewis, Faculty of Education University of Regina

Embodiment of Collective Grief, Kerr Mesner, n/a

Wisakitihewin: The Heart of the Grieving Journey or The 'How To' of Grieving within nehiyowak/cree culture. or Sounding out Grieving through the Cree Language, Joseph Naytowhow, University of Regina

Discussões sobre Educação Comparada em Investigações Curriculares de um Grupo de Pesquisa Brasileiro

Chair: Harryson Júnio Lessa Gonçalves, UNESP

A Racionalidade Subjacente em Processos de Implantação Curricular e de Avaliação em Larga Escala: um estudo comparativo entre Brasil e Portugal, Deise Aparecida Peralta, UNESP, and Harryson Júnio Lessa Gonçalves, UNESP

Estudo Comparativo sobre o Ensino de Matemática em Currículos de Educação Profissional Técnica: Brasil e Estados Unidos, Harryson Júnio Lessa Gonçalves, UNESP, Ana Lucia Braz Dias, Central Michigan University, and Deise Aparecida Peralta, UNESP

Estudo Comparativo sobre o Ensino de Matemática em Reformas Educacionais da Educação Secundária: Bolívia, Brasil e México, Ana Clédina Rodrigues Gomes, Universidade Federal do Sul e Sudeste do Pará - UNIFESSPA, and Harryson Júnio Lessa Gonçalves, UNESP

Estudo comparativo sobre a organização curricular da bioquímica em cursos interdisciplinares de formação de professores de biologia, Carlos Roberto de Cardoso Ferreira, UNESP, and Harryson Júnio Lessa Gonçalves, UNESP

The Anarchive and Qualitative Research Creation

Chair: Nicole Bowers, Arizona State University

Accidents in the Archive: Anarchival Inquiry in a Post Qualitative Wake, Seth A McCall, Columbia University

Creating magical research: Writing for a felt reality, *Nicole Bowers, Arizona State University*

Unsettled, Uncertain, and Unstated: Four Studies in Resisting Art Pedagogical Borders

Chair: Kimberly Powell, Penn State University

Between Order and Disorder: Collecting as Participatory Practice in an Art Project Space, *Sue Uhlig, The Pennsylvania State University*

The Art of Learning Tea: Intercultural and Embodied Pedagogy in Japanese Tea Ceremony, *samantha shoppell, Penn State University*

Reimagining Art Education with Disability Rhythmically, *Min Gu, Pennsylvania State University*

Borderlands Art Practice: Performing Borderlands Spaces through Art, Performative Writing, Food, and Pedagogy, *Christen Sperry Garcia, The University of Texas Rio Grande Valley*

Reconceptualising Childhood Research Methodologies

Chair: Marek Tesar, The University of Auckland

Childhood Methodologies, *Marek Tesar, The University of Auckland*

To erase the contours of a child, *Camilla Eline Andersen, Inland Norway University of Applied Sciences, Ann Merete Otterstad, Oslo Metropolitan University, and Mirka Koro-Ljungberg, Arizona State University*

Messy, mangled, and constellatory becomings: Researching with children, among other things, *Casey Myers, Kent State University*

Troubling the “self” in “self-care practices”: Toddler toileting and post qualitative inquiry, *Brianna Foraker, Kent State University*

Research and Pedagogy, Resistance and Hope: Critically Assessing “Inquiry” and Understandings of Social Change

Chair: Emily Noelle Sanchez Ignacio, University of Washington Tacoma

Critical Inquiry and Resisting Assumptions: Asking Questions about Social Work, Liberalism, and Commitments to Social Justice, *Horacio Perez-Morales, University of Washington Tacoma*

Critical Inquiry and Building Big League Walls by Focusing on “Bad Hombres”: Resisting Assumptions by Raising Questions about Current Immigration Discourses, *Miguel Cueva-Estrella, University of Washington Tacoma*

Critical Inquiry, Research, and Global Health: How are Recurring Global Health Problems Understood and Assessed?, *Andres Benjamin Hernandez, Tacoma Community College*

Tensões Metodológicas e Políticas de Resistência na Pesquisa sobre Gênero e Sexualidade no Brasil

Chair: Ana Lucia Braz Dias, Central Michigan University

Desafios Teórico-Metodológicos de Pesquisas Narrativas Autobiográficas tipo “Escritas de Si” no Âmbito das Relações de Gênero e Diversidade Sexual, *Harryson Júnio Lessa Gonçalves, UNESP, and Igor Micheletto Martins, Universidade Estadual Paulista “Júlio de Mesquita Filho” (UNESP)*

Reformas Curriculares no Ensino Médio e Políticas de Gênero e Sexualidade: educação para a cidadania em debate, *Ana Clédina Rodrigues Gomes, Universidade Federal do Sul e Sudeste do Pará - UNIFESSPA*

Questões de Gênero e Sexualidade no Contexto da Educação Matemática, *Ana Lucia Braz Dias, Central Michigan University*

Ethnography in the Battle Field: Study Trade Union Reform and Labor NGO Activism in China

Chair: Lefeng Lin, Department of Sociology, University of Wisconsin-Madison

Ethnography in the Battle Field: Trade Union Reform and Labor NGO Activism in China, *Lefeng Lin, Department of Sociology, University of Wisconsin-Madison*

“Down to Earth”: Revisiting Truth and Reality in Qualitative Inquiry

Getting Down to Earth - Engaging Transdisciplinary Problems through Amateurism, *Mathew Evans, Arizona State University*

“Truths” in the absence of common world, *Mirka Koro-Ljungberg, Arizona State University*

Diverging Facts / Emerging Qualitative Inquiry, *Joseph Sweet, Arizona State University*

Fractured Science: How the multiplicities of science are exposed in the climate change debate, *Nicole Bowers, Arizona State University*

Earthly Inquiry: Climate, Affect, and Environment in Truth, *Timothy Wells, Arizona State University*

New Designs: Incorporating Qualitative Methods in Evaluation of Services to Oppressed Populations

Chair: Thomas Kenemore, Loyola University Chicago, School of Social Work

Incorporating Qualitative Methods in Service Evaluation with Oppressed Populations: Overview, *Brent In, Loyola University Chicago, School of Social Work*

Need for Exploratory Evidences for Reentry Program Evaluation, *Jo Cooper, Federal Probation Office Eastern District of Missouri*

Engaged Humility and Empowerment as Essential to a Program Evaluation Approach, *Leanne Kallemeyn, Loyola University Chicago*

Using a Deductive Qualitative Approach to Evaluation of Services to Oppressed Populations, *Jane Gilgun, University of Minnesota*

Application of Qualitative Inquiry to Reentry Service Evaluation, *Thomas Kenemore, Loyola University Chicago, School of Social Work*

The Theory and Practice of Decolonizing Qualitative Research Methodology: Four Examples.

Chair: Jerry Rosiek, UO

Indigenous Empiricism: Knowing Experience, *Scott L Pratt, University of Oregon*

An Indigenized Analysis of Teaching Ontology, *Jimmy Snyder, University of Oregon*

A Muted Archive: Including Native Voice Where It's Been Silenced, *Issac O Akande, University of Illinois Urbana-Champaign*

New Materialism and Indigenous Theories of Non-Human Agency: The Promise and Necessity of Respectful Anti-Colonial Engagement, *Jerry Rosiek, UO, Jimmy Snyder, University of Oregon, and Scott L Pratt, University of Oregon*

Investigar con dispositivos artísticos y poéticos

Chair: Luis F. Gonzalez, Universidad Santo Tomás

Investigar con dispositivos artísticos y poéticos, *Eva Marxen, SAIC*

Materiality, Objects, and Art: Examining Personal & Public Collections as Commonplace, Underexplored, and Cast-off Objects

Chair: Samantha Nolte-Yupari, Nazareth College

Materiality and the Mundane: Exploring the Art of the Everyday with Novice Artists and Researchers, *Samantha Nolte-Yupari, Nazareth College*

The Wonder of the Mundane: Documentation of Everydayness through Found Objects, *Sue Uhlig, The Pennsylvania State University*

Museo Me Vale: A Mobile Museum of Value and Indifference Traveling the Rio Grande Valley, *Christen Sperry Garcia, The University of Texas Rio Grande Valley*

Barbie Collections as Spaces for Mother/Daughter Bonding Experiences, *Emily Aguilo-Perez, West Chester University of Pennsylvania*

Emerging Issues in Qualitative Health Research

Chair: Karin Olson, Faculty of Nursing, University of Alberta

Ready to Meet the Challenge? Qualitative Inquiry and the Rise of Algorithmic-Based Health Care, *Julianne Cheek, Ostfold University College*

Secondary Data Analysis in Qualitative Health Research, *Cheryl Tatano Beck, University of Connecticut*

Attending to Technologies in Qualitative Health Research, *Michael van Manen, University of Alberta*

Increasing the Power of Qualitative Inquiry Using Meta Maps, *Janice Morse, University of Utah*

The Significance of Qualitative Research to Advance Collaborative Inquiry and Promote Health Equity, *Michele Kelley, University of Illinois*

Framing Qualitative Health Research Results: Categories and Themes, *Lauren Clark, University of Utah, and Janice Morse, University of Utah*

Lessons Learned Regarding the Collection and Management of Large Qualitative Data Sets, *Karin Olson, Faculty of Nursing, University of Alberta*

Research Methodologies, Respecting Voices, Advocating for Justice: The Importance of Reflexivity and Positionality in Knowledge-Production

Chair: Emily Noelle Sanchez Ignacio, University of Washington Tacoma

Reimagining reflexivity: Ontology, Methodology and Research as Resistance, *Douglas J Avella-Castro, University of Washington*

Voiced/Voiceless: Reflecting on the Importance of Positionality in Constructing Ethical Qualitative Research Assignments, *Alina Cordova, University of Washington Tacoma*

Resistance, The Potential for Violence, and Voice(lessness): The Importance of Positionality and Praxis in “The Field”, *Emily Noelle Sanchez Ignacio, University of Washington Tacoma*

Anti-Institutional Inquiry Practices

Chair: BRIANA BIVENS, University of Georgia

Resisting Institutionalized Social Science Research Methodologies, *Elizabeth Adams St. Pierre, University of Georgia*

Harbouring the Elements: Rethinking the Concept of Engagement beyond Compliance and Control, *David Rousell, Manchester Metropolitan University*

Post-Qualitative Humor, or; Cauliflower is Nothing but Cabbage with a College Education, *Mel Kutner, University of Georgia*

Toward Hospitality: Bringing Theory into Community Organizing Spaces, *BRIANA BIVENS, University of Georgia*

Plenary: Politics, Social Justice, and Multispecies Qualitative Inquiry

Chair: Gaile Sloan Cannella, Independent

Social Justice in a More-Than-Human World, *Jasmine Ulmer, Wayne State University*

Multispecies Inquiry: Politics, Theory, and Practice, *Susan Nordstrom, University of Memphis*

Telling Nonhuman Animal Stories in Qualitative Inquiry: Beginnings, *Nadine E. Dolby, Purdue University*

Exploring Critical Qualitative Inquiry as Becoming with the Nonhuman: Reconceptualizations, Justice, and Actions, *Gaile Sloan Cannella, Independent*

Research of Resistance: Decolonizing EFL Education/ Training in Colombia

Chair: Nancy Emilce Carvajal Medina, Universidad Pedagógica y Tecnológica de Colombia

Some voices and memories of women during the war in Colombia: A Critical Discourse Analysis, *Giseth Alexandra Lopez Lopez, Universidad Pedagógica y Tecnológica de Colombia*

Intergenerational dialogues: Preserving Peasants' Cultural practices and affirming youth's identity construction in Colombia., *Flor Angela Hurtado Torres, Colegio El Portachuelo, and Nancy Emilce Carvajal Medina, Universidad Pedagógica y Tecnológica de Colombia*

Critical Environmental Literacy: Raising Eighth Graders' Social Justice and Environmental Awareness through Project Work, *Monica Lara Paez, High School Buenavista, and Nancy Emilce Carvajal Medina, Universidad Pedagógica y Tecnológica de Colombia*

Research of Resistance: Decolonizing EFL Education/Training in Colombia, *Nancy Emilce Carvajal Medina, Universidad Pedagógica y Tecnológica de Colombia*

#DangerSafetyBravery: An incantation against fear

Chair: Sally Campbell Galman, University of Massachusetts-Amherst

Surviving the Wreck: Visual art in qualitative research as generative collision, *Sally Campbell Galman, University of Massachusetts-Amherst*

Poetry and poetic inquiry practices as brave fuel for qualitative researchers' living., *Melisa Cahnmann-Taylor, University of Georgia*

Brave Scholartisty or dangerous sham(e)?: When an ethnographer meets creative non-fiction, *Ellen Skilton, Arcadia University*

Social Representations of Health Professionals about Terminally Ill Children and Adolescents

Chair: Jacks Soratto, Postgraduate Program in Public Health, University of Southern Catarinense (UNESC)

Terminally Ill Children and Adolescents: Social Representations of Health Professionals, *Jacks Soratto, Postgraduate Program in Public Health, University of Southern Catarinense (UNESC), Fabiane Ferraz, Postgraduate Program in Public Health, University of Southern Catarinense (UNESC), Fernanda de Souza Fernandes, Psychology graduate, University of Southern Catarinense (UNESC), Amanda Castro, Psychology course, University of Southern Catarinense (UNESC), and Giovana Ilka Jacinto Salvaro, Postgraduate Program in Socioeconomic Development, University of Southern Catarinense (UNESC)*

The Methodological Call of the Literary

Chair: Ronald Pelias, Southern Illinois University

The Call of the Literary, *Jonathan Wyatt, Edinburgh University, Sandra Faulkner, BGSU, Kimberly Dark, California State University, San Marcos, Ronald Pelias, Southern Illinois University, and J.E. Sumerau, University of Tampa*

The Family Health Strategy in a City of Southern Brazil: Potentialities and Fragilities

Chair: Jacks Soratto, Postgraduate Program in Public Health, University of Southern Catarinense (UNESC)

The Family Health Strategy in a City of Southern Brazil: Potentialities and Fragilities, *Jacks Soratto, Postgraduate Program in Public Health, University of Southern Catarinense (UNESC), Fabiane Ferraz, Postgraduate Program in Public Health, University of Southern Catarinense (UNESC), Silvana Cunha Fernandes, Independent professional, Cristiane Damiani Tomasi, Postgraduate Program in Public Health, University of Southern Catarinense (UNESC), and Luciane Bisognin Ceretta, Postgraduate Program in Public Health, University of Southern Catarinense (UNESC)*

The Murder Next Door: A research-informed reader's theatre performance

Chair: Rosemary C. Reilly, Concordia University

The story of Hope and Charlene, *Julie Brien, University of Auckland & Pukekohe High School, New Zealand*

The story of Brian and Father McCarthy, *Joshua Iosefo, Auckland University of Technology*

The story of Emma Harper and Jessica Knowles, *Fetaui Iosefo, University of Auckland, New Zealand*

The story of Helen and Mayor Oliver, *Rosemary C. Reilly, Concordia University*

Thresholds and Intersections: Knowing Differently through Intra-actions of Theory and Practice

Chair: Amy Ruopp, University of Missouri

Theory as Conceptual Medium, *Amy Ruopp, University of Missouri*

Intra-active Identities; An exploration of Embodied Post-qualitative Inquiry, *Kathy Unrath, University of Missouri*

Immersive Reading: Blending Verbal and Visual Literacy, *Lauren A Hermann, University of Missouri*

Constellations of Experience: Thinking with Assemblage Theory, *Bethanie Irons, University of Missouri*

Ethnography and Research-Creation: Cross-Disciplinary Pollination

Chair: Magdalena Joanna Kazubowski-Houston, York University

Towards a Performative Ethics of Reciprocity, *Virginie Magnat, University of British Columbia*

The Power of Song: Performing Everyday Resistance through Research-Creation, *Rajat Nayyar, York University*

Creativity and Artistic Rigor in Ethnotheatrical Production, *Johnny Saldaña, Arizona State University*

(En)Acting Autobiographical Advocacy: Performance Ethnography by Neurodiverse Artists, *Becky Gold, York University*

Performing the Impossible: Imagining Futures Differently, *Magdalena Joanna Kazubowski-Houston, York University*

Explorations of Waste in Academic Inquiry

Chair: Timothy Wells, Arizona State University

Writing Excess: Theoretical Waste, Responsibility, and Post Qualitative Inquiry, *Susan Cannon, Georgia State University*

Affective Spaces: A reconsideration of Waste in Academic Inquiry, *Timothy Wells, Arizona State University, Lauren Mark, Arizona State University, and Jorge Sandoval, Arizona State University*

Mitochondria Matters: Methodological Agential Realism of an Apparent Bacterial Origin, *David Carlson, Arizona State University, and Nicole Bowers, Arizona State University*

Waste(d)value, *Mirka Koro-Ljungberg, Arizona State University, Adam Clark, Arizona State University, and Mariia Vitrukh, Arizona State University*

Coming Out at Christian Colleges

(Session Organizer) Jordan Nicole James, Oklahoma State University,

Digital Tools for Understanding Science and Infusing Computational Thinking

(Session Organizer) SEMIHA GUN-YILDIZ, University of Massachusetts Dartmouth,

Neuro-Economics and Neuro-Networks-Regenesis

Chair: John Amoo-Bediako, University of Derby

(Chair) John Amoo-Bediako, University of Derby; (Session Organizer) Ann-Mari Lofthus, Innland Norway University of Applied Sciences; (Discussant) Nicole Brown, UCL Institute of Education,

Flipping the Script: Performance of Literature in/as Recovery, Remembrance and Resistance

(Session Organizer) Bryant Keith Alexander, Loyola Marymount University; (Discussant) Lesa Lockford, Bowling Green State University; (Discussant) Ronald Pelias, Southern Illinois University; (Discussant) Tami Spry, St. Cloud State University; (Discussant) Jake Simmons, Missouri State University; (Discussant) Craig Gingrich-Philbrook, Southern Illinois University Carbondale; (Discussant) Elyse Pineau, Southern Illinois University; (Discussant) Nathan Stucky, Southern Illinois University; (Discussant) Ann Harris, Australia; (Discussant) Stacey Holman Jones, Australia; (Discussant) Tracey Stephenson-Shaffer, Louisiana State University; (Discussant) Amber Johnson, St. Louis University; (Discussant) Norman Denzin, University of Illinois-C-U,

Best practices in reading comprehension for speakers of English as a second/foreign language

(Session Organizer) Samaneh Jafari, Southern Illinois university carbondale,

Graphic Novels as Testimony

(Discussant) Victoria Grube, Appalachian State University; (Discussant) Jennifer Eisenhower Richardson, Ohio State University; (Session Organizer) Jeff Horwat, Indiana University South Bend; (Discussant) Shivani Bhalla, University of Illinois,

A First Peoples' Post-Secondary Storytelling Exchange: Generating Transformative Spaces of Healing, Empowerment and Solidarity

(Session Organizer) Michelle Elizabeth Smith, Dawson College; (Discussant) Elizabeth Fast, Concordia University; (Discussant) Vicky Boldo, Concordia University; (Discussant) Morgan Phillips, McGill University; (Discussant) Anna Kristensen, Dawson College,

Closing Plenary: Is Qualitative Social Work Resistance?

(Session Organizer) Jane Gilgun, University of Minnesota, Twin Cities, USA,

Demechanizing Qualitative Research: Using Principles of Theatre of the Oppressed to Keep Our Research Real

(Session Organizer) elizaBeth Simpson, UIUC; (Session Organizer) Meadow Jones, UIUC; (Session Organizer) Rachel Lauren Storm, UIUC,

Opening Plenary: Qualitative Social Work as Resistance

(Session Organizer) Jane Gilgun, University of Minnesota, Twin Cities, USA,

Presumed Indigenous in a Settler Colonial State

Chair: Margaret Kovach, University of Saskatchewan

(Session Organizer) Roe Bubar, Colorado State University; (Discussant) Elizabeth Fast, Concordia University; (Chair) margaret Kovach, University of Saskatchewan; (Discussant) Ericann Lafehr, Colorado State University,

Human Rights and Changing Refugee Resettlement Policies: A critical discourse analysis

Chair: !@#\$

Faith Dee, At large

(Session Organizer) Jessica Euna Lee, Indiana University School of Social Work; (Discussant) Kimberly Moffett, Indiana University School of Social Work; (Chair) Faith Dee, At large,

User involvement in Sami perspectives and context, *Rita Sørly, Norut Northern Research Institute, and Vår Mathisen, UiT Arctic University of Norway*

Multi-site Critical Participatory Action Research within Decolonizing Community Development, *Mark Latta, Marian University*

Transformaciones asociadas al conocimiento de una experiencia de memoria histórica, Trujillo-Colombia, en estudiantes universitarios, *Mauricio Hernan Jimenez-Florez, Universidad Libre Cali, Colombia, and Julieth Lorena Barreto-Lugo, Universidad Libre Cali, Colombia*

“The northern Norwegian network for participatory research in the field of substance abuse and mental health”, *Rita Sørly, Norut Northern Research Institute*

Calling Out for a Change: Core Competencies Demanded on Agro-food Education Graduates in Honduras, *Maria Flores, University ofHohenheim, and Maria Gerster-Bentaya, Institute of Social Sciences in Agriculture, University of Hohenheim*

Community-based recovery? Investigating Alcoholics Anonymous, *Hannah Sally Glassman, University ofSydney, Niels Buus, University ofSydney, and Paul Rhodes, University ofSydney*

Cinematic History from the Margins: Materiality, Rupture, and Spaces of Resistance, *Anirban Mukhopadhyay, University ofIllinois Urbana-Champaign*

PhD candidate, *seda ergun, Budapest Eotvos Lorand University*

Creating tricky conversations - a thematic analysis of first conversations at CAMHs, *Sarah Lucy Helps, BSc, MSc, DCLinPsy, CPsychol*

College Students' Perceptions of the Transition from High School to College Mathematics, *Elizabeth O Ayisi, Ohio University*

Mothering on the Margins: Raising Muslim Children Post-Obama, *Sana Rizvi, De Montfort University*

Museum-Based Art Therapy with Adolescents with High Functioning Autism (HFA): An Arts-Based Research Study, *Asbley Hartman, Marywood University*

Teachers' beliefs about evaluating and testing English as a Foreign Language, *Alexander Ramirez Espinosa, Universidad del Valle*

Poetic Methods: Doing Resistance, Dreaming Transformation, *Meredith R Gringle, UNC Greensboro, and Tracy R Nichols, UNC Greensboro*

Conducting Ethnography in A Prosecutor's Office in China, *Yu Mou, SOAS, University of London*

Phenomenology in Autoethnography: A Critical Qualitative Research Analysis, *Donald R Collins, Prairie View A&M University*

Entering a new landscape: user involvement in Sami perspectives and context, *Rita Sorly, Norut Northern Research Institute, and Vår Mathisen, UiT Arctic University of Norway*

Whose Voice, Whose Story? – Activism Through Arts-Based Research, *Nicole Brown, UCL Institute of Education*

Discourses of Bisexuality Among Older Women, *Sarah Jen, University of Kansas School of Social Welfare*

Lessons Learned from Research Recruitment of Undocumented Immigrants in an Era of Heightened Fear, *Oluwatoyin Olukotun, University of Wisconsin- Milwaukee, and Lucy Mkandawire-Valhmu, University of Wisconsin- Milwaukee*

Locating Reflexivity within Reflection and Multitextual Discourse Analysis, *Karen McGarry, University of Cincinnati College of Education*

Critical statistics as resistance: Indigenous research methods & merging qualitative and quantitative inquiries, *Jennifer Ma, University of Toronto*

Playing With Research One LEGO Brick at a Time, *Csaba Osvath, University of South Florida*

Narratives of change: stories of how and why impact occurs, *Clare Barrington, University of North Carolina at Chapel Hill Gillings School of Global Public Health Department of Health Behavior, and Marlous De Milliano, University of North Carolina at Chapel Hill Department of Public Policy*

The Impact of Student Voice Initiatives on School Improvement, *Scottie Basham, College of Education, University of South Florida, and Gregory Thomas Basham, Hillsborough County Schools, Tampa Fl*

Decolonizing Education: Combatting the Miseducation of the African American and Latino Student. *Yasmeen Muhammad, Illinois State University, Yasmeen Muhammad, Illinois State University*

Accounts and performances: A discursive therapist-researcher's the discursive therapies, *Tom Strong, University of Calgary*

Decolonizing the Self: Resignifying & Humanizing Qualitative Research Agendas., *Nancy Emilce Carvajal Medina, Universidad Pedagógica y Tecnológica de Colombia*

Qualitative Interviewing with Taiwanese Immigrants: A Reflexive Methodology, *Chien-Juh Gu, Department of Sociology, Western Michigan University*

Limited Space of Choice and Imaginary Future — Discourse Analysis of Rural Teenagers Choosing to Become Apprentices, *Bing Bing Wang, 13520561770*

Moving with the Art(ists): Improvization, Research, & Zines, *S. Gavin Weiser, Illinois State University*

Narrative Therapy in Qualitative Research: The Experience and Identity Interview, *Janet Conti, Western Sydney University, and Jamie Calder, Australian Catholic University*

Curriculum vivo: conocimiento y experiencia educacional, *Daniel Fernando Johnson-Mardones, Universidad de Chile*

Inside and Out: Researchers on the Edge, *Hine Rangi Marie Funaki, Victoria University of Wellington, and Fiona Beals, Weltec*

Understanding Recruitment and Implementation for the Illinois Youth Survey: A Qualitative Approach, *Kelly L. Clary, School of Social Work, Hyun Jung Kim, School of Social Work, Crystal Reinhart, School of Social Work: CPRD, and Douglas C. Smith, School of Social Work*

La picadura de la cobra gay: de la lesbofobia internalizada a la resistencia, *Monica Ayala-Mira, Universidad Autónoma de Baja California, and Claudia Salinas Boldo, Universidad Autónoma de Baja California*

Let Us Stop Living Secret Lives: Arts-Based Research with Sex Workers, *Kathleen C. Sitter, University of Calgary, and Amy C. Burke, University of Waterloo*

Discourse and Subjectivation: Theory and Method in Qualitative Social Psychology, *Teófilo Espada-Brignoni, Antioch College*

Public Expressions of lived Experiences: A Content Analysis of Blogs Written by Gestational Surrogates, *Nicole Bromfield, University of Houston*

Mapping Cartographies of Race and Power: the 'Durable Marginality' of Segregationist Policies, *Daphne Oluwaseun Martschenko, University of Cambridge*

Democracia y nuda vida, *Jesus Flores, UNIVERSIDAD CENTRAL DE VENEZUELA*

Turkish Teachers' Racial Consciousness and Racially Minoritized Students' Science Identity, *SEMIHA GUN-YILDIZ, UnIversity of Massachusetts Dartmouth*

Division of Labor, Academic Production Logic, and the Use of QDAS, *Christian Schmieder, UW Madison / UW Extension*

Neonarratives of the Artistic, the Pedagogical and the Political Artist in a Choreographing Process, *Anna-Lena Oestern, Norwegian university of Technology and Science NTNU*

Using Poetic Thinking and Poetic Transcriptions to Explore a Parent's Perspective of Intensity in her Gifted Child. *Kate H. Guthrie, University of Georgia, Kate Hobgood Guthrie, University of Georgia*

Neuro-Economics and Neuro-Networks-Regenesis. *John Amoo-Bediako, University of Derby*

Doing Ethnography on Social Media: A Methodological Guide to the Study of Online Groups in China. *Sida Liu, University of Toronto, and Di Wang, University of Wisconsin-Madison*

Imagining the unimaginable: An autophenomenological exploration of Indigenous topics with in- and pre- service teachers through drama education and theatre. *Mindy Carter, McGill University*

The Autoethnography of Bereavement: Arts-Based Research and Research-Based Art. *Alfred Bordado Sköld, Aalborg University*

That's What They Want You to Believe: The Participatory Nature of Conspiracy Theories in the Digital Age. *Faith Ann Agostinone, Aurora University*

Reconocimiento de la Naturaleza como Sujeto de Derechos en Colombia: Caso Paramo De Pisba. *Yina Luz Torres Perez, Universidad Tecnologica de Bolivar*

Educational ethnographies and modes of existence: using Latour to construct faithful accounts of education practice. *Jonathan Tummons, Durham University, UK*

Islamophobia and Othering in Higher Education: Narrative of a Niqabi Muslim Woman. *Nastaran Karimi, Purdue University*

Widening the Gap: How Standardized Testing Disadvantages Low SES Schools. *SILAS J SCHAEFFER, University of Kansas*

Elementary-Age Students as Arts-Based Researchers; Art Teacher as Moral Support. *Dianna Huxhold, Weber State University*

Representaciones Sociales de la Lectura Dramatica en el aprendizaje del frances como lengua extranjera, *Ernesto Nieto-Pidghirnyay, Universidad Libre*

Open the Classroom Door and Hear the Babies' Voices: Ethics of Care in Critical Qualitative Inquiry as Black Feminist Epistemology, *Allania Moore, Educational Administration and Foundations, Illinois State University*

Understanding the Perceptions of Low-Income Working Mothers in Rural Areas: Exploratory Analysis of Relative Care, *Hyejoon Park, Pittsburg State University*

Empowering Youth to Engage in Social Discourse through Place-based Songwriting, *John Christopher Haddock, West Virginia University*

Engaging MSW Students in Implementing and Evaluating Photovoice to Transform Campus Rape Culture, *Candace Christensen, University of Texas at San Antonio, Inci Yilmazli Trout, University of the Incarnate Word, and Beatrix Perez, San Antonio College*

How to Give "Voice" to a Variety of Children in Research-Projects Carried Out in Kindergarten? Methodological, Practical and Ethical Problems and Potentials., *Borgunn Ytterhus, Norwegian University of Science and Technology, and Ingvild Åmot, Queen Maud's University College*

Unfolding Pages of Struggle: An Arts-Based Research Book about Borderlands, *Egda Melly Claudio, Art Education PhD Program, Florida State University*

#EndTheStigma: Resisting the Silence of Mental Illness through Music Therapy, *Raquel Ravaglioli, Marietta College, and Cody M. Clemens, Marietta College*

Ethics in Arts-Based Research, *Erin L Kuri, McMaster University, School of Social Work/ Gender Studies and Feminist Research*

Perspectives on Montessori: Indigenous Inquiry, Teachers, Dialogue, and Sustainability, *Ann Dickinson Sutton, Houston Montessori Center*

La protección de los derechos fundamentales del río atrato y la selva amazónica en Colombia., *German Alfonso Lopez Daza, Universidad Surcolombiana, and Carlos Fernando Gomez Garcia, Universidad Surcolombiana*

Microexpresiones: Una mirada a la comunicación no-verbal, *Josefina C. Santana, Universidad Panamericana, Cecil Villarreal, Universidad Panamericana, and Miguel Gutierrez, Universidad Panamericana*

Using Arts-Based Mixed Methods Research to Explore the Japanese Suminagashi Marbling Process Using Arts-Based Mixed Methods Research to Explore the Japanese Suminagashi Marbling Process, *Ashley Hartman, Marywood University*

When I was a child... A Flash Back through Performative Games, *zeina ismail ismail-allouche, COHDS Concordia*

Say Their Names: Reliving Experiences of Women Cosmetologists through Poetry, *Cody M. Clemens, Marietta College*

Post-foster system voices: Women of Aoraki, *Kerri Cleaver, University of Otago PhD student*

Trabajo Cooperativo: Debilidades y Fortalezas en una sociedad individualista, *Javier Eduardo Reinoso Granda, Universidad Estatal de Milagro, Mario Fabrisio Vásquez Benavidez, Universidad Estatal de Milagro, and Marjorie Piedad Reinoso Granda, Universidad de Guayaquil*

Photographic Arts-Based Research Projects and the Politics of Resistance, *Thalia Mulvihill, Ball State University, and Raji Swaminathan, University of Wisconsin-Milwaukee*

Photovoice with Community College Faculty: Methodological Lessons Learned, *Rosalinda Ortiz, Ball State University, Amanda O. Latz, Ball State University, and Claire Maxon, Ball State University*

Unheard Stories From Middle Eastern Immigrant Female IPV Survivors: A Qualitative Study, *Burcu Ozturk, University of Alabama, and Debra Nelson-Gardell, University of Alabama*

Why Teachers of Color Leave the Teaching Profession: An Exploration through Journey Maps, *Sherry Marx, Utah State University, Sarah Braden, Utah State University, Andrea Hawkman, Utah State University, Alyson Lavigne, Utah State University, Justin Andersen, Utah State University, Sara Gailey, Utah State University, Gordon Geddes, Utah State University, Isaiah Jones, Utah State University, Shouqing Si, Utah State University, and Karen Washburn, Utah State University*

Narratives of patient involvement in the clinical pathway of hemodialysis, *Tone Elisabeth Andersen-Hollekim, Moere and Romsdal Hospital Trust, Marit Solbjør, NTNU, Marit Kvangarsnes, Moere and Romsdal Hospital Trust, Bodil Landstad, Mittuniversitetet, and Torstein Hole, Moere and Romsdal Hospital Trust*

Performing Teacher Identity, *Jonathan Coker, University of South Florida*

Negotiating Visual Journal Phenomena as Non-Human Object: A mechanism for communal habits of experience, *Samuel Herreshoff Peck, University of Minnesota, and David Robert Modler, Shepherd University*

TAT as a Therapeutic Mean for Ethnic Dissonance and Dissociative Syndrome, *Arianna Barazzetti, University of Bergamo, Pietro Barbetta, University of Bergamo, Gianluca Bocchi, University of Bergamo, Attà Negri, University of Bergamo, Paolo Pressato, University of Bergamo, and Enrico Valtellina, University of Bergamo*

Ethics, Politics, and Aesthetics in Amplifying Voice: Notions of Acoustic Agency in Audio-Dramas from Prisons to the Street, *Wolfgang Vachon, Humber College, and Sarah Woodland, Queensland Conservatorium Research Centre, Griffith University*

Artist/researcher considerations when co-constructing comics as resistance, *Lisbeth Berbary, University of Waterloo*

Resistance, Resurgence and Reciprocal Recognition: An Indigenous Métissage, *Vicki Lynn Kelly, Simon Fraser University*

Toward an Ethical Leadership in Culturally and Linguistically Diverse Schools: The Principal Fellows' Critical Narratives, *Loi Q Le, Texas Tech University, and Vanessa DeLeon, Texas Tech University*

Disjunctions Between Social Justice Research and Qualitative Course Requirements, *Martin Alberto Gonzalez, Syracuse University, and Camilla Josephine Bell, Syracuse University*

Becoming teachers: A collection of critical arts-based educational ethnographies, *Sara Scott Scott Shields, Florida State University, and Gloria J. Wilson, Virginia Commonwealth University*

Portrait of a Poet Educator: Arts Education as Conduit for Personal Transformation, *Shanita Bigelow, DePaul University*

Student Voice:, silent scream, *Scottie Basham, College of Education, University of South Florida*

Finding Lost Authoethnographic Voice: Considering Method Obstacles in Social Work, *Heather M Sloane, University of Toledo*

Cutting Open the Pathological Body: Expanding Egon Schiele's existential surrealism, *Courtney A Potts, University of Alabama*

Effects of an Intervention to Reduce Bullying Behavior as Perceived by School Professionals in Close Proximity with the Students, *Nicole Anderson, Graduate School*

Facilitators and Barriers Faced by Early-Career Social Work Scholars Using Participatory Action Research, *Darren Cosgrove, University at Albany, School of Social Welfare, and Catherine Kramer, University at Albany, SUNY - School of Social Welfare*

Santa María Madre de Dios: Hurricane María, Paper Towels, and the Religious Painting, *Reslie Cortés, Arizona State University*

"Rattlesnakes and Water Moccasins": African Americans' World War II Era Place-Making in Utah, *Charnell Peters, University of Utah*

School Administrators Perception of School Counselors Rol, *Ardeanna D Wideman, NC A&T State University*

Transformativity: A Framework for Making Human Subjects Research More Humane, *Myntha Anthym, University of Denver*

La prevencion del suicidio infantil: una labor aplazada, *Margarita Vega Vázquez, Universidad de Guadalajara, and Ruben Soltero Avelar, Universidad de Guadalajara*

Adult language and literacy learners: Players in an uncertain world, *Judy Hunter, Faculty of Education, University of Waikato*

Processes of Feminist Counsellor Professional Identity: A Situational Analysis, *Vanessa Vegter, University of Calgary*

Residential Schools and Indigenous Peoples, *Stephen James Minton, Trinity College Dublin*

Searching for meaning: qualitative research based on focus groups interactions about meaning in life, *Inés Bárcenas, University Francisco de Vitoria*

Seeing – hearing – thinking. A Nursing students' perspective, *Ursula Sendarovich, Universidad Nacional de la Matanza (UNLaM)*

Fieldwork and Outreach to Invisible Migrant Farmworkers in Michigan, *Ken Saldanha, Eastern Michigan University*

Field Working across Cultures: Subjectivity, Intersectionality, and Reflexivity of Ethnography in Chinese Contexts, *Xi Wang, M.A. Program in the Social Sciences, The University of Chicago*

Using Photovoice to Reduce Stigma and Promote Resilience among Survivors of Childhood Sex Trafficking, *Lesley M. Harris, University of Louisville, Jennifer S. Middleton, University of Louisville, Maurice N. Gattis, University of Louisville, and Jaime Thompson, University of Louisville*

Decolonizing Methodologies and Institutional Ethnography: Complementary Approaches to Qualitative Research. Charles Joseph O'Connor, McGill University, *Charles Joseph O'Connor, McGill University*

Designing music with iPads in a performative perspective, *Bjørn-Terje Bandlien, Norwegian University of Science and Technology*

“Soul Food”: Immersion participation and Auto-ethnography in the study of Spiritual Practices, *Jiexiang Zhao, Department of Anthropology, Indiana University Bloomington*

A Pedagogy of Photowalk: Heightened Observation, Visual Improvisation, and Place-making through Photographic Work Curation, *Wanfei Huang, Michigan State University*

Listening to voices telling their story of the health of their heart, *Moneca Sinclair, University of Manitoba, College of Nursing, Annette Schultz, University of Manitoba, and Mary Wilson, Independent Contractor*

Sounding a neuroqueer future: Walking and sonic composition in Northern England, *David Ben Shannon, Manchester Metropolitan University*

Foot Soldiers: A proposal for Using Arts Based Research to Support Civic Engagement, *Rachel Fendler, Florida State University, Sara Scott Scott Shields, Florida State University, and Danielle Henn, Florida State University*

Recovering from recovery: Re-storying relationships in sobriety, *Paul Maxfield, Kansas State University*

Official Discourses of Zika in Colombia Epidemic 2015-2016, *Diana Sarmiento-Senior, Universidad El Bosque, Maria Carolina Martinez Rodriguez, Universidad El Bosque, Ana Camila Garcia Lopez, Universidad El Bosque, Paola Giraldo Parra, Independent, Carlos Arroyave Bernal, Universidad El Bosque, and Santiago Galvis Villamizar, Universidad El Bosque*

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