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 April 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/
SIG in Arts-Based Research

Wednesday, May 15 – Saturday, May 18, 2019

All are invited to: (a) attend the entire Wednesday ABR SIG preconference symposium, (b) attend Thursday workshops that relate to Arts-Based Research, and (c) submit papers to and/or attend ICQI Friday/Saturday panel sessions sponsored by the SIG.

As part of the International Congress of Qualitative Inquiry (ICQI), Arts-Based Research (ABR) events will take place as a Special Interest Group (SIG) throughout the conference.

Arts-based research is based upon the premise of utilizing various forms of artistic practice as a primary means of investigating and understanding human experience, extending to more materially sensitive, discursive, and intuitive ways of knowing. Grounded in a worldview of pluralistic ontologies and dialectic epistemologies, ABR seeks to disrupt usual binaries such as thought and sense, mind and matter, the human and the inhuman, space and time resulting in new intersubjective and social constructions. Through provocation and contested interactions that result in startling crystallizations, permutations, and mutations, ABR invites exploration of multi-dimensional human sensory, emotional, and embodied phenomena otherwise inexpressible and out of our reach through formal, academic, explanatory analysis. It transcends disciplinary boundaries and is intended to therefore have applications across multiple domains and impact global socio-cultural and socio-political arenas.

While the potential contributions of ABR are vast, the pragmatic issues of methodology, translation, evaluation, credibility, ethics, and, in some cases dissemination, require ongoing productive and creative discourse.

To cultivate this trans-disciplinary conversation during the 2019 ICQI conference, the ABR SIG envisions a series of activities:

- On Wednesday, May 15, 2019 we will once again convene a full day symposium led by experts and engaging participants in addressing current issues in ABR using interactive forms of inquiry, expression, and performance.

- On Thursday, May 16, there will be a series of workshops with scholars whose practice relates to or influences ABR.

- On Friday May 17 and Saturday, May 18, more traditional panel and paper presentation sessions about similar topics in ABR will be presented as part of the general program. Formats for sessions will include roundtables, conversation/performative pieces, and panel...
presentations that address troubling topics or provocations central to the development and articulation of arts based philosophies, theories, and methods.

Provocations that will guide the ABR SIG program include:

- **Re-visiting definitions of Arts-Based Research**—how would you characterize arts-based research? What is arts-based research and what is it not?

- **Constructing and characterizing worldviews** implicit in arts-based research—how do these perspectives guide the identification of ABR problems, questions, and strategies? How do socio-political contexts contribute to how we construct these worldviews, form our questions, and formulate our investigative and disseminative strategies to effect socio-political resistance and change?

- **The problem and the question**—what are the unaddressed research problems and social issues that might require arts-based research approaches based upon the underlying philosophical assumptions?

- **Methodological dilemmas**—how do we maintain the epistemological integrity of the arts-based worldviews while developing systematic inquiry?
  - How do new ABR methodologies facilitate the addressing of new research questions?
  - What arts-based investigative practices have you applied to your own research?
  - What is the level of arts-based skill required to conduct arts-based research?
  - What are some unnamed methodologies for conducting social research that can be extrapolated from your explorations as an arts-based researcher?

- **Advancement of knowledge**—what implications might arts-based research have for yours and related fields in advancing knowledge? How might arts-based research practices from other fields influence your work?

- **Social justice, dissemination, and global impact**—what are examples of critical-activist arts-based research outcomes serving as models of social justice and public engagement—whether rethinking global and intellectual contexts, critiquing contemporary events, problematizing norms, or contesting ideologies?

- **Evaluation and credibility**—what are current methods for
evaluating the authenticity, credibility, and aesthetic power of arts based research projects?

- **Ethical issues and responsibilities**—as an arts-based researcher what are some of the challenges for authenticity and credibility that we face? What is our moral and ethical responsibility?

We welcome additional topics that interested participants may want to suggest.

**ABR SIG ICQI Conference Program**

**Wednesday 9:00–4:00**

**Preconference Symposium: Conversations and Constructions the Politics of Resistance**

A full day interactive symposium led by ABR experts while engaging participants in addressing current issues in ABR inquiry, expression, and performance with implications for addressing the conference topic of research as political resistance. Although there is no fee to take part in the symposium, all participants must register for the ICQI conference.

**Tentative Agenda**

**9:00-9:15** Welcome

**9:15-10:15** Points of Provocation

Senior scholars in ABR will each introduce a methodological point of debate within ABR. Each presentation will not exceed 7 minutes. Presentations may be delivered linguistically or performed. Following all presentations, there will be brief discussion on how we will work together to build on these themes throughout the day.

- **Liora Bresler:** Knowing, Unlearning, and Beginner’s Mind
- **Nancy Gerber:** Intrinsic Arts-Based Research: Working from the inside out
- **Jerry Rosiek:** What Does Beauty Have to Do With It? Art-Based Research at the Intersection of Performativity and Politics.
- **Johnny Saldana:** The Research Studio

**Break**

**10:30-12:15** Provocation Workshops

The workshop portion will include small group breakout groups each with an assigned provocation and senior scholar facilitator. Each group will discussion
and arts-based processes to address philosophical, theoretical, and practical aspects of ABR related to both their topic and related issues. These dialogues need to account for the multi-disciplinary nature of ABR and how different disciplines may create tensions as to how ABR might or might not be conceptualized and defined. During the discussion, the groups are encouraged to develop strategies for their conversation, which may include the creation of spontaneous, emergent, and/or intentional textual or collaborative arts-based responses relative to their topic. As the conversation emerges, these ABR discussions will debate what might constitute a coherent response to the provocation. Each group will synthesize the arts-based, textual and theoretical conclusions from their discussion for a presentation/performance to the entire group in the afternoon session. The afternoon presentational formats can also explore distinctly ABR modes of opportunities for audience engagement and feedback.

12:15-1:14 Lunch

1:30-3:15 Afternoon Presentations

Groups will present the results of their morning provocation driven discussions and arts-based inquiries.

Break

3:30-4:00

Entire group reconvenes to review and summarize the learning from the day. A final discussion will summarize the day’s activities and will identify emergent responses, questions, and phenomena central to continued investigation in ABR.

Thursday Workshops, May 16

The Thursday Workshop highlights the work of multiple presenters whose work is based-on or influential to Arts-Based Research. Sign up and pay for Workshops as part conference registration. These Workshops include:

- Kerry Freedman and Richard Siegesmund: *Visual Inquiry in Qualitative Research: Tacit Knowledge to New Materialisms*
- Johnny Saldaña: *Coding Qualitative Data: Beyond Indexing and Toward Insight*
- Jerry Rosiek and Katie Fitch: *Quantum Diffraction in Qualitative Research: More than a Metaphor*
- Prkko Markula: *Foucault and Deleuze’s Methodologies for Qualitative Research on the Material Moving Body*
Arthur Bochner & Carolyn Ellis: *Writing Autoethnography and Narrative in Qualitative Research*

Melisa Cahnmann-Taylor: *Finding Your Voice & Writing the "Not Me": Rigorous Wonder in Creative Qualitative Inquiry*

Magdalena Kazubowski-Houston & Virginie Magnat: *Performance ethnography*

Ken Gale and Jonathan Wyatt: *Using Deleuze and collaborative writing in troubled times: engaging activism and resistance through collective writing*

Liora Bresler: *Lessons from the arts to qualitative research: Working with resonance, dialogic relationships, and the interplay of knowing and unknowing*

Lisa A. Mazzei & Alecia Y. Jackson: *Ontological Practices in Qualitative Inquiry*

Tami Spry: *From Body to Paper to Stage: A Methodology for Writing and Performing Autoethnography*

Ron Pelias: *Performative Writing Workshop*

**Friday May 17 and Saturday 18**

**ICQI Conference Sessions**  
The ABR SIG will sponsor two kinds of sessions during the main conference. ICQI conference registration is required to present and attend main conference sessions.

**Individual Paper Session Presentations**  
Accepted individual papers will be placed in panel sessions. The program committee will form Sessions. Sessions normally consist of 4 papers. To submit a proposal for a paper presentation, please provide a title and abstract (150 words max).

**Focused Panel Session Presentations**  
To submit a proposal for an entire session, provide a title and abstract (150 words max). In addition, a 350 word abstract for each individual paper will be required. A panel should consist of four papers, plus a chair, and a discussant.

We encourage unconventional forms of communication and audience involvement in which presenters show rather than read their observation or results, leading the audience to think with their presenters.

**Abstract submission procedures**

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8 Arts-Based Research See Note
Please submit your abstracts for the Arts-Based Research Special Interest Group (SIG) events through the conference website: https://icqi.org/. Abstracts for individual papers need to be of 150 words or fewer. When applying, identify that your submission is to be reviewed as Arts-Based Research.

Please be aware that this conference only provides projectors. There is no special support for other technological needs. Please feel free to contact the conference organizers for clarification or assistance related to your submission or attendance at the ABR SIG events. We look forward to seeing you in May 2019!

Conference/SIG organizers:
Nancy Gerber, Ph.D., ATR-BC, ng27@drexel.edu
Richard Siegesmund, Ph.D. rsiegесmυnd@niu.edu
PROGRAMA FINAL ADISP 2018

Miércoles

ADISP: Presentación ADISP. Palabras de apertura

9:00-9:20

ADISP: Investigación Cualitativa y empleo

9:30-10:50

Moderador: Francia Prieto

1457930: Calling Out for a Change: Core Competencies Demanded on Agro-food Education Graduates in Honduras
Maria Flores mariad.flores@uni-hohenheim.de; Maria Gerster-Bentaya m.gerster-bentaya@uni-hohenheim.de

1490760: La responsabilidad social empresarial como fuente de ventaja competitiva en los negocios
Manuel Perez Vasquez manelperezv@unisinu.edu.co; Lucimio Jimenez Paternina lucimio.jimenez@cecar.edu.co; Jaime Arce Nader jaime.arce@cecar.edu.co; Margarita Reza Lengua margaritareza@unisinu.edu.co

1490774
Ecoturismo como alternativa sustentable en la reconstrucción del tejido social. Puerto Escondido Cordoba Colombia
Francia Helena Prieto Baldovino franciahelenap@gmail.com; Ricardo Espinosa Mendoza ricardoespinosa@unisinu.edu.co; Manuel Perez Vasquez manuelperezv@unisinu.edu.co; Bleidy Lopez Baldovino bleydy29@hotmail.com

1515279
Culturalismo Global del Consumidor en Espacios Comerciales: Un Análisis del “Black Friday” de las tiendas en los Estados Unidos a los Centros Comerciales de República Dominicana
Salvador Victor victors@cookman.edu

1527638
Trabajo Cooperativo: Debilidades y Fortalezas en una sociedad individualista
Javier Eduardo Reinoso Granda reinosojavier22@gmail.com; Mario Fabrisio Vásquez Benavidez vasquez.fab@gmail.com; Marjorie Piedad Reinoso Granda mreinosogranda@gmail.com

ADISP: Investigación Cualitativa y educación terciaria

9:30-10:50

Moderador: Consuelo Chapela

1478212
Teachers’ beliefs about evaluating and testing English as a Foreign Language
Alexander Ramirez Espinosa alexander.ramirez.e@correounivalle.edu.co

1511215
Las Prácticas Profesionales de la ENDY: Contrates con los Modelos Reflexivos
Paulina Bautista Cupul paulina.cupul@gmail.com

1518080
La Autonomía de la Universidad Pública Latinoamericana y el Avance Neoliberal en la Investigación.
Consuelo Chapela conich@correo.xoc.uam.mx

1522879
Ética profesional en la formación del estudiante de Comunicación y Periodismo.
Eva Escutia evaesal@gmail.com
1519520
Procesos argumentativos en la generación de políticas de acceso a la educación en Chile
Antonio García Quiroga garciaquiroga@gmail.com

ADISP: Investigación Cualitativa y derecho I

9:30-10:50

Moderador: Katherine Becerra Valdivia

1488809
Investigación Cualitativa y Derecho: Transformando el Paradigma Investigativo para un Estudio más Centrado en lo Social.
Katherine Becerra Valdivia katherinebecerravaldivia@mail.mizzou.edu

1489644
La protección de los derechos fundamentales del río atrato y la selva amazónica en colombia.
German Alfonso Lopez Daza germanlo@usco.edu.co; Carlos Fernando Gomez Garcia carlos.gomez@usco.edu.co

1511117
La Amazonia como Sujeto de Derechos en Colombia: Una Vision Biocentrica
Katy Luz Torres Perez kalutope@hotmail.com

ADISP: Investigación Cualitativa, tecnologías y medios de comunicación

9:30-10:50

Moderador: Josefina C. Santana

1487759
La Paradoja de las Redes Sociales
Alejandra Castellanos 0201951@up.edu.mx; Ana Sofia Fernandez 0199210@up.edu.mx; Mi Young Jin marigoldme@naver.com; Josefina C. Santana jsantana@up.edu.mx

1531094
El impacto de los medios en los jóvenes mexicanos durante las elecciones presidenciales del 2018.
Josefina C. Santana (jsantana@up.edu.mx; Ana Lorenia Preciado 0195866@up.edu.mx

1489646
Microexpresiones: Una mirada a la comunicación no-verbal
Josefina C. Santana jsantana@up.edu.mx; Cecil Villarreal (0201864@up.edu.mx; Miguel Gutierrez 0204702@up.edu.mx

1517847
El impacto del programa televisivo La Rosa de Guadalupe en jóvenes vulnerables
Josefina C. Santana jsantana@up.edu.mx; Sayra Valdivia sayravaldivia20@gmail.com

ADISP: Investigación Cualitativa y multiculturalidad

11:00-12:20

Moderador: Alejandro Noboa

1490761
La cultura Zenu. Cabildo San Miguel Urango municipio de Canalete Cordoba, Colombia
Ricardo Espinosa Mendoza ricardoespinosa@unisinu.edu.co; Mabel Escorcia Muñoz mabelescorcia@unisinu.edu.co; Jose Felix Martinez Prieto feliman170@gmail.com; Jennyffer Herrera Avilez herrerajennyfer@gmail.com

1491101
Definiendo la Autoetnografía Xicana: Un Proyecto Creativo de Resistencia a la Dominancia del Neocolonialismo Metodológico
Sarah Amira de la Garza delagarza@asu.edu
“Cuestiones metodológicas en procesos de investigación acción: las Agendas Municipales de Cultura en Uruguay”
Alejandro Noboa Silva anoboa@unorte.edu.uy

Construcción De Identidad Y Preservación Cultural: Relato de Vida de Promotores Culturales
Zully del Carmen Parra zullparr@gmail.com

Subjetividad y totalitarismo: los rostros de la diversidad. Caso venezolano
Mírla Margarita Pérez mirlaperez@gmail.com; Alexander Campos cinvestigacionespopulares@gmail.com

Identidad y vida cotidiana. Investigación cualitativa con indígenas mazahuas en México
María Eugenia Chávez-Arellano sociologica57@gmail.com

ADISP: Investigación Cualitativa y derecho II
11:00-12:20

Moderador: Ivan Vargas-Chaves

Reconocimiento de la Naturaleza como Sujeto de Derechos en Colombia: Caso Paramo De Pisha
Yina Luz Torres Perez yinaltp@hotmail.com

Democracia y nuda vida
Jesus Flores jealflo76@gmail.com

Los derechos de la naturaleza en Colombia y sus antecedentes: estudio de línea jurisprudencial (2010-2016)
Alexandra Cumbe-Figueroa alexandracumbe@gmail.com; Ivan Vargas-Chaves ivargas@outlook.com
La bioprospección y el rol de la consulta previa en la prevención del daño sobre los conocimientos tradicionales
Ivan Vargas-Chaves ivargas@outlook.com

11:00-12:20

Moderador: Daniel Fernando Johnson-Mardones

Curriculum vivido: conocimiento y experiencia educacional
Daniel Fernando Johnson-Mardones dfjohns2@gmail.com

Modelo curricular de formación para la diversidad sociocultural
Néstor Iván Cortez Ochoa nesstorcortez@hotmail.com

M es para Mangó y P es para Papaya.
Kutasha Silva kutasha2@illinois.edu

La enseñanza de las ciencias sociales como forma de resistencia
Camilo Alejandro Pineda Peña Pineda201610@gmail.com

Entre los supuestos teóricos y lo emergente-urgente al hacer investigación en contextos educativos de la frontera norte de Chile (Fondecyt 1181713)
Pamela Zapata-Sepúlveda

ADISP: Investigación Cualitativa y salud I
11:00-12:20

Moderador: Caterina Alves

1490530
Análise Qualitativa Intercultural de Blogs de Cuidadores de Crianças com Autismo e Paralisia Cerebral
Catarina Alves catarina.alves@siu.edu; Klaus Cavalhieri klauscavalhieri@siu.edu

1520776
Representaciones sociales de la salud en actores de las políticas públicas de cáncer infantil
Magnolia Ballesteros-Cabrera mdballesterosca@unal.edu.co

1531862
Different knowledge and disability: “Weaving knowledge of mothers other of the disability field”
Beatriz Mena Bejarano beatriz.menabejarano@gmail.co; Gladys Rocio Parada Corredor grparadac@unal.edu.co

1521442
Contexto, poder y dinámicas en la atención prenatal de instituciones de salud, un panorama colombiano
Cruz Deicy Jaramillo cruz.jaramillo@correounivalle.edu.co; Gladys Eugenia Canaval gladys.canaval@correounivalle.edu.co

ADISP: Investigación Cualitativa: etnografías

1:00-2:20
Moderador: Magdalena Suárez-Ortega

1525405
Autoenografías realizadas en México y por mexicanas/mexicanos
Elizabeth Aguirre Armendáriz eaguirrea@yahoo.com.mx

1525433
Transitando de dirigida a directora de tesis autoetnográficas
Elizabeth Aguirre Armendáriz eaguirrea@yahoo.com.mx

1524126
El poder de la etnografía y la narrativa para transformar territorios. Hacia el empoderamiento de jóvenes desfavorecidos, y en riesgo de exclusión social, de género y desarraigo familiar.
Magdalena Suárez-Ortega msuarez@us.es; Fabiola García-Hernandez fabygarh@gmail.com

1490664
Identidades Portátiles: desarraigo y nostalgia en la narrativa de la diáspora venezolana
Ana M Lopez anakorin@me.com

1490731
Globalización e identidad en la música audiovisual hispanoamericana dirigida a la infancia
Amparo Porta porta@edu.uji.es

ADISP: Investigación Cualitativa y género

1:00-2:20

Moderador: Walter Ferreira de Oliveira

1509672
(TRA) VESTIDAS: sobre/das/para mulheres
Renata Matsuo renata_matsuo@yahoo.com.br; Kátia dos Anjos ktiadosanjos@gmail.com; Anna Longano aclongano@gmail.com; Marília Silveira mariliadance@hotmail.com; Marília Velardi marilia.velardi@usp.br
1523133
La picadura de la cobra gay: de la lesbofobia internalizada a la resistencia
Monica Ayala-Mira mayala94@uabc.edu.mx; Claudia Salinas Boldo claudia.salinas.boldo@uabc.edu.mx

1525536
A rede de enfrentamento da violência domestica em um município de SC
Walter Ferreira de Oliveira walteroliveira.ufsc@gmail.com; Karina Adriani Demarchi karinaademarchi@yahoo.com.br; Sheila Rubia Lindner sheila.lindner@gmail.com

1527848
Expectativas y Motivaciones de una Feminista al Investigar la Violencia Contra las Mujeres: Autobiografía crítica.
Myrna Marielle Figueroa mariellefch@gmail.com; Maria Gabriela Luna gabyluna@ugtomx.onmicrosoft.com

ADISP: Investigación Cualitativa y salud II
1:00-2:20

Moderador: Carolina Martínez

1518522
El “remedio” llamado doctor. De Michel Balint a la Medicina Narrativa
Carolina Martinez cmartine@correo.xoc.uam.mx

1520764
Mapa hablante como estrategia de evaluacion de riesgo psicosocial en poblacion vulnerable Bogota-Colombia
Magnolia Ballesteros-Cabrera mdballesterosca@unal.edu.co

1528517
Vivencias sobre el autocuidado de adolescentes de 15 a 19 años en diálisis, Colombia.
Liliana Cristina Morales liliana.morales@correounivalle.edu.co

1531843
Generatividad Familiar y Social: El cuidado de los vínculos en el proceso de cambio terapéutico.
Angie Paola Román Cárdenas angieroman@usantotomas.edu.co; Bernardo Castiblanco Torres bernardocastiblanco@usantotomas.edu.co

NO CODE
Construyendo un modelo explicativo sobre representaciones sociales de pacientes en diálisis
Mirliana Ramírez-Pereira mirliana@uchile.cl

ADISP: Panel: Tensões Metodológicas e Políticas de Resistência na Pesquisa sobre Gênero e Sexualidade no Brasil
1:00-2:20

Moderadora: Ana Lucia Braz Dias, Central Michigan University

1490963
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 Clérida 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
ADISP: Panel: Investigar con dispositivos artísticos y poéticos

2:30-3:50

Moderador: Luis Felipe González

Investigar con dispositivos artísticos y poéticos, Eva Marxen, SAIC

ADISP: Investigación cualitativa, educación y etnografía

2:30-3:50

Moderador: Silvia M. Benard

1490832
Ethnography as Education in Educação do Campo [Education for and by the countryside], Brazil
Marcelo Gules Borges marcelogulesborges@gmail.com

1509047
La etnoeducación como una forma de resistencia social
Mariana Gutiérrez Patiño mgutierrezp005@gmail.com

1520084
Transitar entre las luces y las sombras de la vida académica
Silvia m. Benard smbenard@correo.uaa.mx

1525996
Investigadoras cualitativas en la academia. Desafíos y contradicciones
Pamela Zapata-Sepulveda nninadearica@gmail.com; Magdalena Suarez-Ortega msuarez@us.es

1524173
Representaciones Sociales de la Lectura Dramatica en el aprendizaje del frances como lengua extranjera
Ernesto Nieto-Pidghirnay ernesto.nietop@unilibrebog.edu.co

ADISP: Investigación cualitativa y género II

2:30-3:50

Moderador: Addis Abeba Salinas-Urbina

1509909
Prática corporal, género e feminismo: a dança do ventre como lócus de pensamento, ação e reflexão.
Marília Silveira mariliadance@hotmail.com; Marília Velardi marilia.velardi@usp.br

1511072
A relação entre as letras do estilo de música funk e a saúde sexual dos jovens frequentadores de bailes no Rio de Janeiro - Brasil
Monica Azzariti azzariti@ig.com.br; Marcio Luiz Mello mlbmello@gmail.com

1524042
El grupo focal como estrategia para explorar las expresiones sobre la sexualidad en jóvenes universitarios
Addis Abeba Salinas-Urbina asalinas@correo.xoc.uam.mx; Deyanira González de León dgonzal@correo.xoc.uam.mx

ADISP: Investigación cualitativa, política y sociedad

2:30-3:50

Moderador: Esteban Mariano Suárez
1490776
Análisis reflexivo sobre las consecuencias de la corrupción en Colombia. Un fenómeno social
Henry Mario Rodríguez Zambrano (henrymario@yahoo.com), Laura Susana Orellana Lucio (lauraorellanalucio@gmail.com), y Yehiny Yulied Guevara Castro (henryrodriguez@strategiaconsultores.com)

1490778
La ética y la moral como factor fundamental en la formación de profesionales en Colombia
Francia Helena Prieto Baldovino franciahelenap@gmail.com; Laura Susana Orellana Lucio lauraorellanalucio@gmail.com; Henry Mario Rodriguez Zambrano henrymario@yahoo.com; Yasiris Sehuanes Martinez yassiris0613@hotmail.com

1490972
Transformaciones asociadas al conocimiento de una experiencia de memoria histórica, Trujillo-Colombia, en estudiantes universitarios
Mauricio Hernan Jimenez-Florez mauriciohjf@gmail.com; Julieth Lorena Barreto-Lugo julybar20@gmail.com

1510286
El diseño cualitativo en el análisis de políticas públicas. Una aplicación al estudio de los presupuestos participativos en Uruguay y Argentina
Esteban Mariano Suárez marianodoc01@unorte.edu.uy

ADISP: Panel: Discussões sobre Educação Comparada em Investigações Curriculares de um Grupo de Pesquisa Brasileiro
4:00-5:20

Moderadora: Harryson Júnio Lessa Gonçalves, UNESP

1490799
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

ADISP: Panel: Social Representations of Health Professionals about Terminally Children and Adolescents
4:00-5:20

Moderador: Jacks Soratto, Postgraduate Program in Public Health, University of Southern Catarinense (UNESC)

1491122

Terminally 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 Salvato, Postgraduate Program in Socioeconomic Development, University of Southern Catarinense (UNESC)

ADISP: Panel: The Family Health Strategy in a City of Southern Brazil: Potentialities and Fragilities
4:00-5:20
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)

ADISP: WORKSHOP: Investigación cualitativa y educación
4:00-5:20

Moderadora: Pamela Zapata Sepúlveda

ADISP: Presentación de libros
4:00-5:20

5:30-6:30: ASAMBLEA

Emerging issues in qualitative health research
Global Qualitative Health Research Seminar
May 15, 2019

0830: Introduction and Welcome – Karin Olson

8:40-9:00  Ready to meet the challenge? Qualitative Inquiry and the rise of algorithmic based health care and selves.

Julianne Cheek, Østfold University College.

Increasingly algorithms, using de-contextualised data traces (big data), make calculations, resolve problems and reach decisions about health related matters. Actions are then taken on the basis of the algorithmic self(s) produced by those calculations. For example, who gets what
0830: Introduction and Welcome – Karin Olson

8:40-9:00 Ready to meet the challenge? Qualitative Inquiry and the rise of algorithmic based health care and selves.

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Increasingly algorithms, using de-contextualised data traces (big data), make calculations, resolve problems and reach decisions about health related matters. Actions are then taken on the basis of the algorithmic self(s) produced by those calculations. For example, who gets what health care and why, who gets information about that health care and what they use it for. Sometimes algorithmic calculations can get it right and be very wrong. They can only ever provide partial answers to complex health related matters. As a qualitative research community it is our duty and responsibility to actively contribute to the development of health care that combines the power of algorithms and the wisdom and experience of people. Are we up to that challenge?

9:00-9:20 Secondary Qualitative Data Analysis in Health Research

Cheryl Beck
University of Connecticut

What a benefit for qualitative researchers to maximize the use of a primary dataset to answer new research questions relevant to the phenomenon originally studied. The advantages and challenges of secondary qualitative analysis are addressed along with ethical issues. Also described are the typologies of secondary qualitative analysis with examples of studies from various disciplines. Explored is the process involved in conducting this type of analysis starting with the research questions and ending with archiving the dataset. Secondary qualitative analyses the presenter has published are presented as examples of the use of one primary dataset for metaphor analysis of posttraumatic stress disorder due to traumatic childbirth and the use of parts of two primary datasets for a comparison of labor and delivery nurses’ and mothers’ experiences of a shoulder dystocia birth.

9:20 – 9-40 Attending to Technologies in Qualitative Health Research

Michael van Mane
University of Alberta, Neonatal-Perinatal Medicine
Our world is filled with technologies. Whether we choose to acknowledge it or not, technologies form the background, context, and medium of our lives. Although qualitative researchers have the opportunity to understand, evaluate, and contribute to the design of technologies, there remains a relative paucity of health technology research. This is in spite of the fact that technologies may contribute in varied ways to the practices of health professionals and the wellbeing of patient-families. In this session, we will discuss the possibility for timely qualitative health research that addresses contemporary technologies yet is still ultimately concerned with meaningful human experiences.

9:40-10:00 Increasing the Power of Qualitative Inquiry Using Meta Maps

Janice Morse
University of Utah

Qualitative researchers are reluctant to theorize “beyond” their project or to anticipate results of their project prior to conducting the research. Yet fear of violating the inductive process by “leading” and invalidating the research, actually restricts the theoretical development of the product by keeping the results descriptively narrow and close to the data. Consequently, our research loses impact, interpretive power, and the ability to persuade funding organizations to support our work, even before we get to the starting gate. In this presentation, I discuss the use of meta maps as a means of situating qualitative inquiry projects throughout the process of inquiry. Meta maps are the bold conceptualization of the completed project, before the research has been conducted. They give the researcher the ability to project and articulate the possible significance and outcomes of the project, before the project is launched. At the proposal stage, meta maps enable the identification of appropriate theoretical perspectives for analysis and interpretation of data, and to imagine the tentative outcome and utility of the results. During analysis meta maps they enable the comparison of the emerging concepts and theory with the theoretical development of others’ projects, hence provide strong evidence regarding the contribution of the present project, it’s contribution to knowledge, and the anticipated utility of the results. In other words, meta maps place the project tentatively within the literature and practice, before the commencement of the research. The myopic adherence to one’s own data, without...
considering the significance of the emerging project and context is avoided.

10:00-10:20 Break

10:20-11:00 The significance of qualitative research to advance community collaborative inquiry and promote health equity

Michele Kelley
University of Illinois

Qualitative research is being utilized more often by scholars in interdisciplinary public health sciences to promote health equity. As the mission of public health is “the fulfilment of society’s interest in assuring the conditions in which people can be healthy” (National Academy of Sciences, 1988); and as public health ethics requires community participation in matters that impact the health of the community, qualitative research is well-suited for collaborative inquiry into the social determinants of health, and access to healthcare. This presentation elucidates the ways in which qualitative research can inform action to promote conditions toward population level health equity.

11:00 – 11:20 Framing Qualitative Health Research Results: Categories and Themes

Lauren Clark, College of Nursing, University of Utah
Janice M. Morse, College of Nursing, University of Utah

Qualitative health research most often reports results as themes and models that connect themes. In some cases, researchers may frame their results as themes when they may be more accurately characterized as categories. Confusion about categories and themes introduces incongruence with interview structure and violations of methodological principles. This problem is most evident in grounded theory, which uses both categories and themes in the development of theory.

We propose that researchers can anticipate the form of their results when they frame their research question and elaborate their methods. Researchers can unapologetically frame results as concepts or categories rather than full-fledged themes. In our presentation, we review the key differences between categories, concepts, and themes for theory development. We propose ways qualitative health researchers can assure congruence between methods and results and hence validity of results. Finally, we illustrate category- and theme-based results from recently published research.
11:20 – 11:40 Lessons learned regarding the collection and management of large qualitative data sets

Karin Olson
University of Alberta, Faculty of Nursing

Some qualitative studies require the collection of large data sets. I am in the midst of an ethnographic study of shared decision making in community – based settings in Alberta. The target population is adults with symptoms of anxiety and depression. Because there is some concern that the delivery of health services varies across the province and that it differs between urban and rural settings, data are being collected at 52 different clinical settings. In this presentation I will briefly trace our experience in recruiting and training data collectors, and in securely gathering, storing, and analysing large quantitative and qualitative data sets. I will also discuss our plans for data preservation once our study is finished.

11:40-12:00: Synthesizing the processes and findings of qualitative studies
Michele McIntosh
Trent University

Like meta-analysis in the quantitative paradigm, qualitative meta-synthesis intends to aggregate findings for the purpose of informing practice. Other scholars have advised against overlooking the context of qualitative studies in this pursuit. In a similar vein, I will, in this paper, emphasize the importance of both the process and the findings of qualitative inquiry to exquisite nursing practice: the latter needs to be evidence informed, but also requires a capacity for interpretation, embodied knowing, and emotional responsiveness to the individual patient in their unique context. The teaching of qualitative health research in nursing curriculum cultivates these skills.

12:00-1:00 Lunch

1:00-3:30 Panel: Publishing Qualitative Research
Moderator: Mitch Allen

1:00-1:20 The process and pitfalls of publishing articles.
Janice Morse, University of Utah, Editor, QHR

1:20-1:40 Methodological dissemination by via texts and handbooks.
Cheryl Beck, University of Connecticut, Editor & author

1:40-2:00 Issues in translating research for publication in English
Seung Eun Chung, Korea National University of Transportation, Korea

2:00-2:20 Publishing qualitative books
Hannah Shakespeare, Senior editor, Routledge, UK

2:20-2:40 Break

2:40-3:10 The scope of qualitative health research/Qualitative Health Research: Where are we? Where are we going? Julianne Cheek, Østfold University College, Norway; Karin Olson, University of Alberta; Lauren Clark, University of Utah; Michael van Manen, University of Alberta: QHR Associate editors

3:10-3:30 General discussion

3:30-4:00 Concluding Remarks: Janice Morse
Call for Participation
Autoethnography Special Interest Group (SIG): Autoethnography and the Materials of Resistance
15th International Congress of Qualitative Inquiry

All are invited to attend/participate in the following:

- **Materials of Resistance: Papers and Performances and Collaborative Workshops**: Wednesday, May 15 from 9 am – 3 pm.

- **Submitted paper and panel sessions** sponsored by the Autoethnography SIG on Friday, May 17 and Saturday, May 18 (see the 2019 ICQI call for papers and participation for more information).

Keeping in mind the theme of this year’s ICQI gathering, Qualitative Inquiry and the Politics of Resistance, this year the Autoethnography SIG will focus on the material nature of resistance. For example, how do objects become politically active and change the world? How do bodies—including those not assumed to have political agency—obstruct, challenge and resist in the realm of politics? How do ways of making, design and technologies of representation help us foreground, interrogate, and imagine a politics of resistance and critical qualitative inquiry? Our SIG day will be a chance to come together to explore these questions and more by participating in the following events and activities:

**Wednesday, May 15: Materials of Resistance Papers/Performances and Workshops**

**Materials of Resistance Sessions, 9:00-12:30**

These sessions feature collaborations between established and emerging autoethnographers, objects, embodiments, material practices and technologies of resistance.

**9:00-10:00**

Norman Denzin
Marcelo Diversi, Ken Gale, Claudio Moreiera, and Jonathan Wyatt
Craig Gingrich-Philbrook
Rosemary Reilly
Devika Chawla
Elyse Pineau
Anne Harris and Stacy Holman Jones
10:15-11:15

Amber Johnson  
Caryn E. Medved  
Yi Zhang and Miriam Doremy Diatta  
Kakali Bhattacharya  
Fiona Murray  
Ron Pelias  
Fetaui Iosefo and Joshua Iosefo

11:30-12:30

Bryant Keith Alexander  
Chris Poulos  
David Purnell  
Sandra Faulkner  
Tami Spry  
Deanna Shoemaker

These presentations/performances will be brief to allow ample time for discussion.

**Collaborative Workshops 1:30-3:00**

Following the ’Materials of Resistance’ sessions, we will convene three workshops focusing on the following approaches/issues/topics:

- **Matters of Resistance: Objects, Bodies and Thingamajigs**, led by Fiona Murray, University of Edinburgh
- **Poetic Collage as Resistance**, led by Sandra Faulkner, Bowling Green State University
- **Fantastical Materiality: Art-full Pedagogy in ’Sciencland’**, facilitated by Elyse Pineau, Southern Illinois University
Posters

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 Vélez 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 Safeguardens:” 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 LGTBTT: 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, Mobolane Balogun, University of Lagos, Halimatou Alaofe, University of Arizona, Olayinka Abosede, 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, Maríana 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 Stohry, 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 Osezuwa, University of Louisville, Doroty 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 Vázquez, 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


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 Sinclaire, 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*
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

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-Blaides, The University of the West Indies

“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
**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

Relationship Fatigue: A Postcritical Ethnography Exploring Relatgionships 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*

Strengths & Limitations of Using PV to Teach Community Practice, *Inci Yılmazlı 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 Yılmazlı 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 Florids*

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*
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


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 DaSambiagio-Moore, The University of Alabama, James DaSambiagio-Moore, The University of Alabama
### 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*

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

**1668**

**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*
- **Discussant, Paul Mihas, University of North Carolina*

### Integrity & Justice in Qualitative Research

**1669**

**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, Indiana University of Pennsylvania

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 Insiderer 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

1674    The Photographic
9:00-10:20

Chair: Nuria Jaumot-Pascual, TERC

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

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

Photovoice and Research Teams: Considering Procedures, Power, Ethics, and Solidarity, Amanda O. Latz, Ball State University
The Uses of Film & Video

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 Dannhauser, University of Johannesburg

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

Critical Approaches to Language and Literacy in Education

9:00-10:20

Chair: Justin Coles, Fordham University

A BlackCrit Ethnographic Analysis of Urban Black Youth Literacies, Antibalackness, and Black Futurity, Justin Coles, Fordham University

Adult language and literacy learners: Players in an uncertain world, Judy Hunter, Faculty of Education, University of Waikato

Bilingual parenting and home language practices of one bilingual family in South Korea, Youngjoo Seo, Indiana University Bloomington

Guiding Future English Teachers to Embrace Reading from a Critical Litracy Perspective: from Research to Practice, Deyssi Acosta Rubiano, Universidad del Tolima
Vibrations of Bones and Stones: The Critical 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

Educational Equity and Critical Qualitative Research

9:00-10:20

Chair: Daphne Oluwaseun Martschenko, University of Cambridge


A Continued Fight for Racial Equity in Schools: Framing Latinx Teachers Education and Resistance through Latino Critical Race Theory, Loi Q Le, Texas Tech University, Fernando Valle, Texas Tech University, Irma Almager, Texas Tech University, and Chau Hong Phuoc Nguyen, Texas Tech University

Widening the Gap: How Standardized Testing Disadvantages Low SES Schools, SILAS J SCHAEFFER, University of Kansas

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
Research and Pedagogy, Resistance and Hope: Critically Assessing “Inquiry” and Understandings of Social Change

9:00-10:20

Chair: Emily Noelle Sanchez Ignacio, 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

Reconceptualising Childhood Research Methodologies

9:00-10:20

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
Post-Qualitative Feminist Methodology, Theory and 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

Feminist Qualitative Research, II

9:00-10:20

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

“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
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


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 Tubingen, Germany, and Anna Reinhardt, University of Tubingen, 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
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

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. Norrisa Williams, New York University

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

The Vibe of Ethnography, Corey J Miles, Virginia Tech

Interviewing those in a country long gone: an autoethnographic exploration, Ezequiel Korin, University of Nevada, Reno

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 
Tarapacà

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

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

11:00-12:20

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

**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 Illorena Garelli Morino-Quinto, Anahuac 
University

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

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

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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)*

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*

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1714 **Exemplars of Autoethnographic Practice: International Perspectives**

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*
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 Allouche, COHDS Concordia

1715  **Arts-Based Perspectives**

11:00-12:20

*Chair: Aravindhan Natarajan, University of Toledo*

“Arts-Based Evocative Autoethnography”: Methodological Musings while Incorporating the Visual Arts in Autoethnography, *Aravindhan 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*

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

1719  Novice Scholars Resisting Repression of Critical Consciousness: Experiencing an Equity-intentional, Qualitatively-Rich Doctoral Program

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, Nécôle 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 Discussion on Portraiture and Consciousness**

11:00-12:20

*Chair: David Goodwin, Missouri State University*

David Goodwin. An inspired elementary school science teacher’s outlook and subjective experience in working with her science class: a portrait of the teacher and her consciousness

David Goodwin. An NDE (Near Death Experience) and the meaning and depth of that experience in my life since then: A personal portrait account

Klaus Witz. Portraiture as a way to communicate spiritual and divine experience and enable research on spirituality.

Alex Jean-Charles. Subjective experience with inner city high school students and their and their communities understanding of the power dynamics. The author will reflect upon his own deeper understanding of growing up in NYC. Video data contributed to the portraiture accounts.

Youngcook Jun. A portraiture approach to consciousness in creative leadership experience: An example
Wanju Huang. Capturing instructor’s teaching philosophy and expertise through the essentialist portraiture approach.

**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 Vélasco, 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, and Rosario Zamora-Betancourt, ITESO

1733 Critical Approaches to Multiple Methodologies
11:00-12:20

Chair: Martín Alberto Gonzalez, Syracuse University

Disjunctions Between Social Justice Research and Qualitative Course Requirements, Martín Alberto Gonzalez, Syracuse University, and Camilla Josephine Bell, Syracuse University
Using Survey as an Effective Data Collection Tool in a Mixed Methods Research, Nataliia Kavun, Ohio University, Audrey Komey, Ohio University, Xinyue Ren, Ohio University, Yue Dong, Ohio University, Nana Kwabena Anyani Boadum, Ohio University, and Yuchun Zhou, Patton College of Education, Ohio University

The four seasons approach to ethnographic methodology, Benedict Adams, The College of St. Scholastica

Phenomenology in Autoethnography: A Critical Qualitative Research Analysis, Donald R Collins, Prairie View A&M University

What happened? GT and comprehensive crisis management, Minna Ruolanto, National Defence University Finland

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

1734

11:00-12:20

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

Paradigmatic Situatedness of Critical Performative Autoethnography, William Michael Sughrua, 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 Yomboob, Loyola University Chicago

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

Critical Research with Children and Youth

1736

11:00-12:20

Chair: Nefetaria Yates, University of Delaware

The Miseducation of “Workreadiness”: Neoliberalism and the Racialization of Youth Employment Initiatives, Nefetaria Yates, University of Delaware
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

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 Amot, Queen Maud’s University College

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

**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, University of Georgia

TBA, Serge Hein

TBA, Alecia Jackson

TBA, Aaron Kuntz

TBA, Mark Vagle

Theory as Resistance in the 21st Century, Elizabeth St.Pierre, University of Georgia
After the Critiques: Dare We Rethink Assessment from a Critical-Theoretical Lens?

1740 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

Feminist Qualitative Research, III

1742 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 Youmna 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
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

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
**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*

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*
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 Silhviany, Indiana University Bloomington; (Discussant) Hajar AL Sultan, Indiana University Bloomington.

Participatory Action Research, I

1757
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

Education: Best Practices for Schools, III

1758
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

“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, Dumi’sile Nozipho Mkbize, 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

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**High School Mathematics Teachers’ Experiences Transitioning to Integrated Mathematics**

1763

1:00-2:20

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

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**Autoethnographic Reflections**

1764

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

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

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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, Yisihn Khoo, University of Windsor

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

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

1:00-2:20

Chair: Aaron Kuntz, The University of Alabama

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 Onesel Inside Out: Transrational Methodologies and Qualitative Inquiry in Peace Education, \textit{Paula Ditzel Facci, Unit for Peace and Conflict Studies, University of Innsbruck}

Disarming the Word: Community Radio for peacebuilding in Colombia, \textit{camilo perez, Universidad del Norte, and moises carrillo, Universidad del Norte}

Dialogue in Peace Education Theory and Practice, \textit{Gulistan Gursel-Bilgin, Bogazici University}

\textbf{1774 Disability Issues, II}

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\textit{Chair: Gina Glidden, University of Calgary}

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

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

Exercise is Not Medicine, \textit{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, \textit{James Richard Sheldon, University of Arizona, and Kai Rands, National Coalition of Independent Scholars}

\textbf{1781 Transgender Studies}

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\textit{Chair: Diana Elizabeth Kuhl, The University of Western Ontario}

Transgender and Non-Binary Informed Epistemologies in Qualitative Research, \textit{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, \textit{Jake Pyne, The University of Guelph}
Holy Transgressions: Autoethnography, Queer Theology, and Trans Studies, Kerr Mesner, Independent Scholar

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

1782  Caring for Others/Ourselves

1:00-2:20

Chair: Terrilyn Battle, Student

The Effects of Homelessness on Rehabilitation Counselors in Rural, Urban, and Suburban Areas, Terrilyn Battle, Student

Leveraging Researchers’ Subjectivity with Vulnerable Populations: Understanding Informants Resistance by Building Rapport and Trust, Janice Kroeger, Kent State University, and Holli Vah Seliskar, Purdue University

Processes of Feminist Counsellor Professional Identity: A Situational Analysis, Vanessa Vegter, University of Calgary

Critical Storytelling: Promoting Social Change through Female Inmates’ Performances, Carmella Braniger, Millikin University, and Brandon Hensley, Wayne State University
“I’m sorry my hair is blocking your smile’: A Performative Assemblage and Intercultural Dialogue on the Politics of Hair and Place”

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,

**1785 Stories from Faculty and Administrators in Education**

1:00-2:20

Chair: Craig Stafford, Lewis University

The Trauma of Educational Leadership: An autoethnographic journey through educational dehumanization, tragedy, and recovery., Craig Stafford, Lewis University

School Administrators’ Perception of School Counselors’ Role and Duties A Phenomenological Study, Ardeanna D. Wideman, NC A&T State University

Resignations and Retirements: The Oppression of Women in Higher Education, Lauren Hoffman, Lewis University, Christy Roberts, Lewis University, and Mary Fisher, Lewis University

Photovoice with Community College Faculty: Methodological Lessons Learned, Rosalinda Ortiz, Ball State University, Amanda O. Latz, Ball State University, and Claire Maxson, Ball State University

**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
Plenary Symposium: Social Construction, Creativity, and Consequence

1:00-2:20

Chair: Kenneth J. Gergen, Swarthmore College

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


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

Feminist Qualitative Research, IV

1:00-2:20

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

**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 Witwatersrand

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 Beleznay, Vancouver Island University

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

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

1:00-2:20

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

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

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

1802  
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*

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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 nosotreddad 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 Albarthi, Indiana University of Pennsylvania

Gendered Experiences of a Saudi Female: A Poetic-Narrative Autoethnography, Amal Ali Albarthi, 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*


“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*

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1816  **Reconceptualizing Collaboration, II**

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

3:00-4:20

Chair: Kathryn Roulston, University of Georgia and Janice Fournillier, Georgia State University

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

Discussant, Janice Fournillier, Georgia State University

Rules made to be broken: Finding sustenance and possibility in creative qualitative inquiry, essential unruliness and playful nonsense

1818

3:00-4:20

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
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

“Politics of Resistance ’Post-Pulse’: Resuscitating the Heartbeats of Neglected Queer Bodies and Beings”

3:00-4:20

Chair: Simon Rousset, Department of Communication, University of South Florida

“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

Panelist, Tony Adams, Bradley University
The Reflexivity of Pain and Privilege: Auto-Ethnographic Collections of Mixed Identity

**1821**

3:00-4:20


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

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, Quality Leadership University, Panama*

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

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Creative Teaching Practices

**1822**

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 Xochimilco*

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: Debra Miller, City Seattle University,

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


Transitioning to nonprofit leadership: Profiles of women who came to lead organizations dedicated to social justice, Anne Namatsi Lutonia, University of Illinois at Urbana-Champaign, and Jeremy William Bohonos, University of Illinois at Urbana-Champaign
1832  Humanity and Place-Making

3:00-4:20

Chair: Myntha Anthym, University of Denver


Human Emancipation and Museums, Diana Costa de Castro, Universidade Federal Fluminense, FATIMA BAYMA DE OLIVEIRA, FUNDAÇÃO GETULIO VARGAS, Daniela Martins Diniz, Universidade Federal de São João del Rei (UFSJ), and Anderson de Souza Sant’Anna, Fundação Dom Cabral

Neuro-Economics and Neuro-Networks-Regenesis, John Amoo-Bediako, University of Derby

A Museum and Its Education: Place-Making as Resistance, Rina Kundu Little, Texas Tech University

Aesthetics and Emotions of Retirement: Autoethnographic Expressions

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 Poetry, 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
Critical Narratives from Women and Girls

3:00-4:20

Chair: Nastaran Karimi, Purdue University

Islamophobia and Othering in Higher Education: Narrative of a Niqabi Muslim Woman, Nastaran Karimi, Purdue University

Decolonisation, Reconciliation, and Immigrant women’s empowerment through a shared piece of land: Sharing a transformative journey, jebunnessa chapola, University of Saskatchewan, Canada

Examining Qualitative Research Methods in Transnational Contexts: Lessons Learned from Research/Activist Work with Women and Girls with Disabilities in Vietnam, Xuan Thuy Nguyen, Carleton University, and Thi Thanh Tuyen Bui, University of Illinois

Mothering on the Margins: Raising Muslim Children Post-Obama, Sana Rizvi, De Montfort University

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
Research Methodologies, Respecting Voices, Advocating for Justice: The Importance of Reflexivity and Positionality in Knowledge-Production

1837 3:00-4:20

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

1838  Plenary: Pedagogy as Resistance

3:00-4:20

Chair: Aitor Gomez,

Speculative Pedagogies: |Rəˈzistəns| in Qualitative Inquiry, Candace R. Kuby, University of Missouri, and Rebecca C. Christ, Florida International University

Negotiating a Sanctuary Space through Pedagogy: A Traveler’s Tale, Ping-Chun Hsiung, University of Toronto, Scarborough

TBA, Daniel Johnson Mardones

1839  Flipping the Script: Navigating Resistant Terrains of Higher Education While Engaging in Critical Qualitative Research

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
1841  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

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.

1842  Found Poetry Plenary 2: Compositional Ethics: Found Poetry as Dialogue, Colonisation, or Art?

3:00-4:20

Chair: Sarah Penwarden, Laidlaw College

Found Poetry as “Mirror”: Revealed and Seen Self-Reflection 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
Politics of Resistance: University access of vulnerable populations  

3:00-4:20

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, *Tépora Puakepuke, Te Whare Wānanga o Awanuiārangi*

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

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”: How Life History Informs the College Experiences of Non-Traditional Students, *Michael Lanford, University of Southern California*

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

Narratives of Illness  

3:00-4:20

*Chair: Steve Ryder, University of South Florida*

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 and Patti Lather, Ohio 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

Discussant, Patti Lather, Ohio State University

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 Anbali, 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 McElearney, 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 Autonoma de Aguascalientes

Workshop: Resist Smaller, Resist Slower: “Make” Visible your Day-to-Day Resistance Practice

1864

5:00-6:20

Chair: Myriam Diatta, Monash University and Yi Zhang, Monash University

(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*

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

1867  

5:00-6:20

*Chair: Kathryn Roulston, University of Georgia and Janice Fournillier, Georgia State University*

“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 Copple, 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*

Discussant, *Janice Fournillier, Georgia State University*
Meeting Students In the Story; A Look at Connectedness in the Middle School Classroom

5:00-6:20

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

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

Plenary Performance: Fragments of a Teaching Self: Seeing Things and Things Seen

5:00-6:20

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
A model for prison-based peer-led trauma-informed community learning

5:00-6:20

Albert Stabler, Appalachian State University; Elena Quintana, Adler School of Psychology; Ian Scott, University of Illinois at Urbana-Champaign; Nkechinyelum Chioneso; Orlando Mayorga; Johnny Page; and Michael Tafolla

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

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
**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

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**Decolonizing Approaches to Critical Inquiry**

5:00-6:20

Chair: Yasmeen Muhammad, Illinois State University

Decolonizing Education: Combatting the Miseducation of the African American and Latino Student. Yasmeen Muhammad, Illinois State University, Yasmeen Muhammad, Illinois State University

Rethinking curriculum transformation in the era of internationalisation of the curriculum, Mahlapablapana Johannes Themane, University of Limpopo

Decolonizing Historical Consciousness: Contentions and Prospects for Learning History in Nigeria, Rhoda Nanre Nafziger, The Pennsylvania State University

Multi-site Critical Participatory Action Research within Decolonizing Community Development, Mark Latta, Marian University
Autoethnographies of “Everyday Heteronormative Lives”  
1883  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.

Explorations of Waste in Academic Inquiry  
1885  5:00-6:20

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

The Ways of Literature and Books  
1886  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*

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**1887 The Anarchive and Qualitative Research Creation**

5:00-6:20

*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*

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**Workshop: Engaging with “crip horizons”: The practice of centering disability in critical qualitative inquiry**

5:00-6:20

*Jessica Nina Lester & Emily Nusbaum (Co-Facilitators)*

Disability remains backgrounded and is even erased at times in normative qualitative research practices. Qualitative researchers have historically privileged particular ways of being in the world, with the knowledge generated by research participants presumed to fall within the confines of expected patterns of ‘able-bodiness.’ Lester and Nusbaum (2018) call for a centering of disability in critical qualitative inquiry and question how we, the qualitative research community, might “collectively advance a disability justice agenda – one which works to uncover method/methodological barriers to ensure full(er) participation and research production by and with disabled people”. A centering of disability in critical qualitative inquiry is particularly timely, as it 1) challenges taken-for-granted, ableist practices, structures, and discourses that have pervaded qualitative work, and 2) generates critical questions that foster qualitative methodological innovation and advancement.
In this workshop, we directly respond to the call to center disability and invite participants to think with “cripistemology”; that is, an orientation to knowing-being that “structurally” places “crip(s) at the beginning or center of the production of knowledge” (McRuer & Johnson, 2014). Through worked examples, we engage in applying a series of critical questions for envisioning and generating anew qualitative methods that center disability and reframe qualitative research practice. These questions serve to support workshop participants in engaging with the process designing critical qualitative research studies that locate disabled people at the center, while attending to: 1) postionality and relation, 2) interdependence and co-construction, and 3) reflexivity and praxis. Our aim through this collective and generative workshop is to foreground the notion of “crip horizons” as a way to envision alterative possibilities for critical qualitative inquiry wherein disability is “rendered desirable, and the structures which surround it, profoundly contested” (Kolářová, 2014).

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

### 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

### 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,
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
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

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
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

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

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

Chair: Carolyne J. White, Rutgers University Newark

Ontological Inquiry: Access to New Ways of Being and Acting as Students, Teachers, and Urban Activists, Naomi Campbell, Daisha Carson, Fausta Schiavone, and Carolyne J. White, Rutgers University Newark

Being a Politically Active BlackWomanTeacher: An Autoethnographic Illumination of Revolutionary Leadership Development in Newark, NJ, Leah Z. Owens, Rutgers University Newark

Ontological Inquiry and the Transformation of Medical Care in Bogota, Colombia, Carolyne J. White, Rutgers University
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*

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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,

*“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 Marita Vitruk, 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

Sound Tracking, Maria P Rybicki-Newman, George Mason University

ESAY Music Degree and The Context Limitations, Paulina Bautista Cupul, Escuela Normal de Dzidzantún

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

1970 Plugging in Posthumanist Performativity: Does 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

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

1972  Gender & Identity
9:00-10:20

Chair: Younkyung Hong, University of Minnesota

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

Social Representations about gender in primary school teachers, Mirliana Ramírez-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 Quintreile 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

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


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

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**1981 STEM**

**9:00-10:20**

*Chair: Jennifer R Meadows, TN Tech University*

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*
1982  **Attending to Language in Critical Qualitative Inquiry**

9:00-10:20

*Chair: Karin Hannes, KU leuven*

Academic repression and the perverse impact of judgmental brutality: Why professors are not supposed to make students feel comfortable., *Karin Hannes, KU leuven*

That's What They Want You to Believe: The Participatory Nature of Conspiracy Theories in the Digital Age, *Faith Ann Agostinone, Aurora University*

Lessons Learned from Research Recruitment of Undocumented Immigrants in an Era of Heightened Fear, *Oluwatoyin Olukotun, University of Wisconsin-Milwaukee, and Lucy Mkandawire-Valhumu, University of Wisconsin-Milwaukee*

Educational ethnographies and modes of existence: using Latour to construct faithful accounts of education practice, *Jonathan Tunmons, Durham University, UK*

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*
“Down to Earth”: Revisiting Truth and Reality in Qualitative Inquiry

1985
9:00-10:20

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

Teaching

1986
9:00-10:20

Chair: Stephanie Oudghiri, Purdue University

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

Anti-Institutional Inquiry Practices

1988
9:00-10:20

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

Discussant, Maggie MacClure, Manchester Metropolitan University

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

1991

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

Discussant, Gaile Cannella

1992 New Directions in Arts-Based Research, I

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

Slow listening_, being_, moving_ with research, Katrina S. Smyth, Ulster 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*

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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 Mihas, University of North Carolina at Chapel Hill*

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

Discussant, *Johnny Saldaña, Arizona State University*

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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: High Schools**

11:00-12:20

Chair: Joe Lewis, Hamline 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*

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

**2010 Education: Preservice Teachers, II**

11:00-12:20

*Chair: Kaitlin Wegryn, University of Georgia*

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

Preservice Science Teachers’ Perceptions about Web-Based Multiculturalist Learning Environments, *İlke Çalışkan, 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*

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*
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


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 Gulley, 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 Gulley, 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

The Back at Home Project: Stories of Veterans in Transition

2018

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,

Narrating the Ethical for Social Change

2019

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 Accettola, 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

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 Forgot, 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 Pedagogica y Tecnologica 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 Aragon, University of the Incarnate Word

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 Tahir, 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?, Dihema 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 Codding, 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

2032 Virtual Connections in Critical Qualitative Inquiry

11:00-12:20

Chair: Nara Kim, University of Georgia

Empowering CLD students to explore their cultural wealth and social connections through 3D technology application, Nara Kim, University of Georgia

The visual grammar of #teacherlife among Instagram® teacher influencers, Melissa M. Engman, University of Minnesota - Twin Cities, Laura Lemanski, University of Minnesota, and Leah Shepard-Carey, University of Minnesota

Voice and affect: Experimenting with the collective assemblage of enunciation, Meaghan K. M. Dougherty, Douglas College
Autoethnography, Resistance, Engagement, Hope I

11:00-12:20

Chair: Christopher N. Poulos, University of North Carolina-Greensboro

In keeping with the 2019 Congress theme, we gather as autoethnographers to bear witness to our resistance to assaults on truth, justice, peace, families, marginalized people, the earth, inquiry, and freedom. We will not sit idly by while those who are hell-bent on destroying the good in this world wreak their havoc. We will stand up, fight back, and resist with our voices, with our writing, with our actions and activist, with our counter-narratives. We resist in our writing and in our teaching and we resist in our wider world. We gather at the Congress to embrace each other as we brace and strengthen ourselves for the ongoing battle.

Research of Resistance: Decolonizing EFL Education/Training in Colombia

11:00-12:20

Chair: Nancy Emilce Carvajal Medina, Universidad Pedagogica y Tecnologica de Colombia

Some voices and memories of women during the war in Colombia: A Critical Discourse Analysis, Giseth Alexandra Lopez Lopez, Universidad Pedagogica y Tecnologica 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 Pedagogica y Tecnologica 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 Pedagogica y Tecnologica de Colombia

Research of Resistance: Decolonizing EFL Education/Training in Colombia, Nancy Emilce Carvajal Medina, Universidad Pedagogica y Tecnologica de Colombia
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 Sta. Ana Tuvilla, Purdue University


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

2042

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 Pruitt, Stephen F. Austin State University, Amanda G. Pruitt, 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: Joy Marie Anderson, Arizona State University

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

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,

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 Richards, 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
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

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

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

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

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

2068

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
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

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

1:00-2:20

Chair: Tambra O. Jackson, 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

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., Triang 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
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

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


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 Yvonna Lincoln, Texas A&M University
2082  Materiality and Consumption
1:00-2:20

Chair: Anirban Mukhopadhyay, University of Illinois Urbana-Champaign

Cinematic History from the Margins: Materiality, Rupture, and Spaces of Resistance, Anirban Mukhopadhyay, University of Illinois Urbana-Champaign

Marlboro, Melanin and Materialism: The Limits of Traditional Research Methods In Understanding Teen Smoking, Michael Dieter, Lewis University, and Nataly Montiel, Saint Xavier University

2083  Autoethnography, Resistance, Engagement, Hope II
1:00-2:20

Chair: Christopher N. Poulos, University of North Carolina-Greensboro

In keeping with the 2019 Congress theme, we gather as autoethnographers to bear witness to our resistance to assaults on truth, justice, peace, families, marginalized people, the earth, inquiry, and freedom. We will not sit idly by while those who are hell-bent on destroying the good in this world wreak their havoc. We will stand up, fight back, and resist...with our voices, with our writing, with our actions and activisms, with our counter-narratives. We resist in our writing and in our teaching and we resist in our wider world. We gather at the Congress to embrace each other as we brace and strengthen ourselves for the ongoing battle. This double panel will feature prominent autoethnographers and performance ethnographers speaking their truths and teaching us how to write our way through this precarious moment in history.

Claudio Moreira, Marcelo Diversi, Elissa Foster, Lisa Tillmann, Ronald J. Pelias, and Jay Baglia,

When the Center No Longer Holds: disparity and silence within the classroom
2086
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*

**2088  Plenary: Political Performance as Resistance**

1:00-2:20

*Chair: Stacy Holman Jones, Monash University*

TBA, *Stacy Holman Jones, Monash University*

TBA, *Inge Blockmans, Ghent University*

Rock and a Hard Place: The Embodied Politic of Storied Matter, *Tami Spry, St. Cloud State University*

Out of our depth but still swimming: The hopeful failure of performance, *Jonathan Wyatt, University of Edinburgh*

**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*
**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*

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**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 Volk, Hildesheim University, Institut für Sozial- und Organisationspädagogik*

Exploring digital data and arenas with SKAD, *Matthias Roche, Augsburg University*
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

Reflections on Race, II

1:00-2:20

Chair: Lama Alharbi, Indiana University of Pennsylvania

Disrupting Diversity Fatigue at Predominantly White Institutions: Authoethnographical Account of a Muslim Woman Scholar, Lama Alharbi, Indiana University of Pennsylvania

Come Get Your Sister: Critical Relationships Among Women of Color Doctoral Students, Ericka Roland, The 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.

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

Problematising 'Deleuze and Psychology: Philosophical Provocations to Psychological Practices', Maria Nichterlein, Youth Brief Intervention Service, Austin Hospital, Australia

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

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 Spotlighted 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*

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*

Dueling Reflexivities, *Leia K. Cain, University of South Florida, and Jonathan Coker, University of South Florida*
2111  **The Rhizomatic**

3:00-4:20

*Chair: Lalenja Harrington, UNC-Greensboro, Integrative Community Studies*


Suda as rhizomatic and decolonized research method, *Sohyun Meacham, University of Northern Iowa, Jinhee 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*

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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,

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2114  **Doctoral Study**

3:00-4:20

*Chair: Glenn Allen Phillips, Howard University*

I Used to Be One of Them: An Advising Autoethnography, 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

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,
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

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

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 Gillaspy, Springfield Public Schools

“It’s OK. She Doesn’t Even Speak English.” Narratives of Language, Culture, and Identity Negotiation by Immigrant High School Students, Lydiab Kanamu 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 therapoeitic 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 Satani, 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

Critical Whiteness Studies within U.S. Higher Education Research, Rozana Carducci, Elon University

2132  Feminist Knowledges and Methodologies
3:00-4:20

Chair: Erica B. Edwards, Wayne State University

Toward a Black Feminist Methodology: A Review of Contemporary Black Women’s Thought and Activism, Erica B. Edwards, Wayne State University

Looking through Western/Eastern Eyes: Co-Positioning in Transnational Feminist Knowledge Production, Marie Lovrod, University of Saskatchewan, and Yan Zhao, Nord University

Black Feminist Perspectives in Special Education Research, Mildred Boveda, Arizona State University, and Erica D. McCray, University of Florida
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; (Discussant) Anjali Forber Pratt, Vanderbilt University.

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

Plenary: Politics, Social Justice, and Multispecies Qualitative Inquiry

3:00-4:20

Chair: Gaile Sloan Cannella, Independent Scholar

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 Becomings with the Nonhuman: Reconceptualizations, Justice, and Actions, *Gaile Sloan Cannella, Independent Scholar*

**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*

Coming to Terms with Neoliberalism: Confessions and Complications from the New American Aristocracy, *Ryan King-White, Towson University, and Michael Giardina, Florida State University*

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**“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*
**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 Poferl, 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*

**Ethnography and Imagination: Cross-Disciplinary Perspectives**

2144 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*

**Reflections on the Concept of Home**

2149 3:00-4:20

*Chair: Allison Upshaw, Stillman College*

The Ridge, *Allison Upshaw, Stillman College*
A History of Trailer Houses, *Manda V. Hicks, Boise State University*

Bilingual Education through the Body of a Chicana/Latina Feminist: Imagining a Nepantla Methodology for the field, *Cynthia Saavedra, The University of Texas Rio Grande Valley*

**2152  New Directions in Arts-Based Research, II**

5:00-6:20

Rhythms as methodology of resistance, *Polina Golovatina-Mora, Universidad Pontificia Bolivariana*

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

**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 Development: A Qualitative Case Study, *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  Spotlighted 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, Kiara 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*

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 relati onality, Beth Coleman, University of North Carolina at Chapel Hill

The material is political: Resisting material agency, Kathrine Liedtke Thorndahl, Aalborg University, Giajenthiran Vel murugan, 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
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,

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, Ajnesh 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

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.

**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

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

Practitioner Research: distinctions between reflexive professional practice and reflexive research practice, Gail Simon, University of Bedfordshire & Editor, Murmurations: Journal of Transformative Systemic Practice

Shared knowledge and discourse: Changing the privilege and expertise landscape, Kelly J. Gross, University of Albany

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

### Critical Curriculum Design

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<td>5:00-6:20</td>
<td><strong>Chair: Tahmina Shayan, The Pennsylvania State University</strong></td>
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<td>Researching the Local Curriculum of an Early Childhood School, Tahmina Shayan, The Pennsylvania State University</td>
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<td>Using Participatory, Family-Driven Approaches to Teach Future Special Education Teachers, Cristina C. Santamaria Graff, IUPUI, and Kelly J. Hannon, IUPUI</td>
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<td>The Critical Need for Multicultural Education in South Korea, Hwayoung Chun, Purdue University</td>
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### Plenary: Researching Domination and Subjugation: Why and How?

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<td>5:00-6:20</td>
<td><strong>Chair: Lonnie Athens, Seton Hall University</strong></td>
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<td>Panelists, experts in studying domination and subjugation, address the rationale of studying issues of social justice, as well as the methodological issues of studying these topics in qualitative research. Lonnie Athens, Seton Hall University; Carol Rambo, University of Memphis; and Tony Adams, Bradley University,</td>
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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*

Constructing Meaning and Purpose: Academic Influences on College Persistence, *James Marconi, Ball State University*

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

5:00-6:20

Paradigmatic Situatedness in Critical Performative Autoethnography, *William M. Sughrua, Universidad Autónoma Benito Juárez de Oaxaca*

Good Stories, *Sophie Tamas, Carleton University*

The “Ethics” and “Democratic” Values in Using Communicative Methodology, *Aitor Gómez Gonzalez, University Rovira i Virgili*

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

Poetics of Rage as Performative Creative Subversion: Autoethnography and Social Drama, *César Antonio Cisneros Puebla, Pontifical Catholic University of Valparaiso*
Becoming Together in a Poststructural Theory Course: Encountering Diffractive Thinking in the Same/Different Ways

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

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

Masculinities and Violence, Jo Rivers, University of Sidney
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

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
1488324 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

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

Flipping the Script: Performance of Literature in/as Recovery, Remembrance and Resistance

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

1490747 #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 Scholartistry or dangerous sham(e)?: When an ethnographer meets creative non-fiction, Ellen Skiltone, Arcadia University

Materiality, Objects, and Art: Examining Personal & Public Collections as Commonplace, Underexplored, 1490919 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


Barbie Collections as Spaces for Mother/Daughter Bonding Experiences, Emily Aguilo-Perez, West Chester University of Pennsylvania

See Note As Yet Unplaced But Accepted 161
The Murder Next Door: A research-informed reader’s 1490762 theatre performance

Chair: Rosemary C. Reilly, Concordia University

The story of Hope and Charlene, Julie Brien, University of Auckland

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

Unsettled, Uncertain, and Unstated: Four Studies in Resisting Art Pedagogical Borders 1491073

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

Graphic Novels as Testimony 1519992

Demechanizing Qualitative Research: Using Principles of Theatre of the Oppressed to Keep Our Research Real 1525301

As Yet Unplaced But Accepted See Note
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, Independent Scholar
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 Naytowbow, University of Regina

Digital Tools for Understanding Science and Infusing Computational Thinking

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

Best practices in reading comprehension for speakers of English as a second/foreign language

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

See Note As Yet Unplaced But Accepted
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

A First Peoples’ Post-Secondary Storytelling Exchange: Generating Transformative Spaces of Healing,  
Empowerment and Solidarity

1521584

1520774 Presumed Indigenous in a Settler Colonial State

Chair: Margaret Kovach, University of Saskatchewan

1487758 Coming Out at Christian Colleges

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

164 As Yet Unplaced But Accepted  See Note
Application of Qualitative Inquiry to Reentry Service Evaluation, *Thomas Kenemore, Loyola University Chicago, School of Social Work*

### 1522544 Closing Plenary: Is Qualitative Social Work Resistance?

### 1522339 Opening Plenary: Qualitative Social Work as Resistance

**Human Rights and Changing Refugee Resettlement Policies: A critical discourse analysis**

*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*

The northern Norwegian network for participatory research in the field of substance abuse and mental health, *Rita Sørly, Norut Northern Research Institute*

Community-based recovery? Investigating Alcoholics Anonymous, *Hannah Sally Glassman, University of Sydney, Niels Buus, University of Sydney, and Paul Rhodes, University of Sydney*

PhD candidate, *sedá ergun, Budapest Eotvos Lorand University*

College Students’ Perceptions of the Transition from High School to College Mathematics, *Elizabeth O Ayisi, Ohio University*

Museum-Based Art Therapy with Adolescents with High Functioning Autism (HFA): An Arts-Based Research Study, *Ashley Hartman, Marywood University*

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*

Entering a new landscape: user involvement in Sami perspectives and context, *Rita Sørly, 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*

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*

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 Pedagogica y Tecnologica 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): Improvisation, 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*

Inside and Out: Researchers on the Edge, *Hine Rangi Marie Funaki, Victoria University of Wellington, and Fiona Beals, Wellington Institute of Technology and Whitireia Community Polytechnic*


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*

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*

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*
The Autoethnography of Bereavement: Arts-Based Research and Research-Based Art, Alfred Bordado Sköld, Aalborg University

Elementary-Age Students as Arts-Based Researchers; Art Teacher as Moral Support, Dianna Huxhold, Weber 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 Haddox, 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

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

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 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

Photographic Arts-Based Research Projects and the Politics of Resistance, Thalia Mulvihill, Ball State University, and Raji Swaminathan, University of Wisconsin-Milwaukee
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 Maria, 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

La prevencion del suicidio infantil: una labor aplazada, Margarita Vega Vázquez, Universidad de Guadalajara, and Ruben Soltero Avelar, Universidad de Guadalajara

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 Serdarevich, 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 Sinclaire, 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

Incorporating Qualitative Methods in Evaluating Services to Oppressed Populations: Overview, Brent In, Loyola University Chicago, School of Social Work

Re-embodying the data: A restorative justice for Body in research scholarship, Alexia Buono, SUNY at Buffalo

From Resistance to Commitment: Challenges and ‘Dialectical Milestones’ in creating Research Partnerships at the Child Welfare System, Tali Topilsky-Bayer, Mayers=JDC-Brookdale Institute, Guy Enosh, University of Haifa, Aya Almog, Mayers-JDC-Brookdale Institute, and Hani Nouman, University of Haifa

The Roadblocks to Health: Pharmacists Perceptions of Patients’ Emotional States on Medical Adherence, Ben Dunning, University of Saskatchewan, Daniel Hooshmand, University of Saskatchewan, and Ulrich Teucher, University of Saskatchewan

Yarning More than a Research Method, Stuart Barlo, Southern Cross University
Gate to Communication and Sharing between Syrian (Refugee) and Turkish Students: Creative Drama, Muge Olgun Baytas, Penn State University, and Alev Celik Bayramoglu, Turkish Ministry of National Education

Portraits of In/Equity and Dis/Identification in Arts Education, Sarah Travis, University of Illinois at Urbana-Champaign

Whispers in the Wind: Exploring Wheelock and Native American Boarding School Experiences, Tina Bly, University of Vermont

From the Static Page to Corporal Experience - QRcodes as Performative Agents in Arts-Based Research, Kristian Nodtvedt Knudsen, Norwegian University of Science and Technology, Department for Teacher Education

Designing with Authenticity: A Study of a Cathedral in Transition, Sarah M Angne Alfaro, Ball State University

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