

SIXTEENTH

Congress
of
Qualitative
Inquiry

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

From The Director

Dear ICQI Members, 2020 Annual Meeting Participants, Colleagues, and Friends:

To ensure the safety of our international community, we regret to inform you that the 16th International Congress of Qualitative Inquiry (QI2020) is cancelled due to the Coronavirus Disease 2019 (COVID-19). Committee reports, including dissertation, outstanding book, and lifetime achievement awards will be posted.

Those who have registered will be receiving a full refund.

In solidarity and with sad hearts we send this notification to our international community. We will miss you, and we hope to see you in 2021.

The 17th International Congress of Qualitative Inquiry is tentatively scheduled for 19-22 May 2021. The theme is Qualitative Inquiry and Global Collaboration.

ADDENDUM: Since cancelling the 2020 Congress, it has come to our attention that people have been organizing virtual meetings on their own. We are happy to see people finding ways to continue important conversations that happen at the Congress, and we encourage others to do the same. However, please note that ICQI does not have any formal relationships with these groups at the moment (including, but not limited to a new organization known as VCQI, which is not related to nor organized by ICQI).

CONGRESS ORGANIZERS

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

CONGRESS PROGRAM

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

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University of Otago, Christchurch
University of Roehampton
University of St. Thomas
University of South Australia
University of Utah
University of Waterloo
UTS-University of Technology Sydney
Virginia Commonwealth University
Western Kentucky University
Worldviews in Precarious Conditions of Life-Institute of Cultural Studies

2019 Congress Award Winners

2019 Illinois Distinguished Qualitative Dissertation Award

Traditional

Na Ri Shin. *Contesting sustainable community development through the Olympic Games in the era of globalization: The case of Daegwallyeong-myeon, host community of the 2018 Pyeong Chang Winter Olympic Games.*

Traditional Honorable Mention

Judith Graham. *Incidental teacher <=> student moments in an Aotearoa New Zealand secondary school: Entangled encounters with Key Competencies.*

Experimental

Maureen Flint. *Methodological Orientations: College Student Navigations of Race and Place in Higher Education.*

2019 Outstanding Qualitative Book Award

Winners:

Wyatt, J. (2019). *Therapy, stand-up, and the gesture of writing.* New York & London: Routledge.

Honorable mention:

Holman Jones, S., & Harris, A. M. (2019). *Queering autoethnography.* New York & London: Routledge.

Kuntz, A. M. (2019). *Qualitative inquiry, cartography, and the promise of material change.* London & New York: Routledge.

Richardson, L. (2019). *Lone twin: A true story of loss and found.* Leiden & Boston: Brill Sense.

2020 Special Career Award in Qualitative Inquiry for dedication and contributions to qualitative research, teaching, and practice

César A. Cisneros Puebla & Stacy Holman Jones

2020 Lifetime Achievement Award in Qualitative Inquiry for dedication and contributions to qualitative research, teaching, and practice

Kim Etherington

Past Congresses

5-7 May 2005

Qualitative Inquiry in a Time of Global Uncertainty

Keynotes: Janice Morse, Linda Tuhiwai Smith

4-6 May 2006

Ethics, Politics, and Human Subject Research

Keynotes: Marie Battiste, Michelle Fine

2-5 May 2007

Qualitative Inquiry and the Politics of Evidence

Keynotes: Julianne Cheek, D. Soyini Madison

14-17 May 2008

Ethics, Evidence, and Social Justice

Keynotes: Gloria Ladson-Billings, Ian Stronach

20-23 May 2009

Advancing Human Rights Through Qualitative Research

Keynotes: Antjie Krog, Frederick Erickson

26-29 May 2010

Qualitative Inquiry For a Global Community in Crisis

Keynotes: Cynthia B. Dillard, Isamu Ito

18-21 May 2011

Qualitative Inquiry and the Politics of Advocacy

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

16-19 May 2012

Qualitative Inquiry as a Global Endeavour

Keynotes: Sarah Delamont, Paul Atkinson

15-18 May 2013

Qualitative Inquiry Outside the Academy

Keynotes: Laurel Richardson, Russell Bishop

21-24 May 2014

General information

Qualitative Inquiry and the Politics of Research

Keynotes: Uwe Flick, Patti Lather

20-23 May 2015

Constructing a New Critical Qualitative Inquiry

Keynotes: Margaret Kovach, Kathy Charmaz

18-21 May 2016

Qualitative Inquiry in Neoliberal Times

Keynotes: Maggie MacLure, Johnny Saldaña

17-20 May 2017

Qualitative Inquiry in the Public Sphere

Keynotes: Susan Finley, Graham Hingangaroa Smith

16-19 May 2018

Qualitative Inquiry in Troubled Times

Keynotes: Bronwyn Davies, Karen M. Staller

Illinois Distinguished Qualitative Dissertation Award Winners

2006

Traditional: Jessica Polzer, University of Toronto

Experimental: Dalene M. Swanson, University of British Columbia

2007

Traditional: Dixiane Hallaj, George Mason University

Experimental: Gurjit Sandhu, Queen's University, Kingston

2008

Traditional: Mariana Cavalcanti Rocha dos Santos, University of Chicago

Experimental: Nicole Defenbaugh, Southern Illinois University

Honorable Mention: Aisha Durham, University of Illinois at Urbana-Champaign

2009

Traditional: Carrie Friese, University of California, San Francisco

Honorable Mention: Chad William Timm, Iowa State University

Experimental: Robin Boylorn, University of South Florida

Honorable Mention: Samuel P. L. Veissière, McGill University

Ken Gale and Jonathan Wyatt, University of Bristol

2010

Traditional: Lfeoma Ann Amah, UCLA

Mixed-Methods: Sara B. Dykins Callahan, University of South Florida

Experimental: Mansha Mirza, University of Illinois at Chicago

2011

Traditional: Sharalyn Jordan

Honorable Mention: Toni Shorter Smith, Ohio State University

Experimental: Kristia Bruce Amatucci, University of Georgia

Honorable Mention: Tony Adams, University of South Florida

2012

Traditional and Mixed-Methods: Manijeh Badiee, University of
Nebraska

Honorable Mention: Mara Casey Ticken, Harvard University

Experimental: Hilary Hughes-Decatur, University of Georgia

Honorable Mention: Susan Naomi Nordstrom, University of Georgia

2013

Traditional: Ellen Block, University of Michigan

Honorable Mention: Michele K. Donnelly, McMaster University; Randall F.
Clemens, University of Southern California Experimental: Rebecca Mercado
Thornton, Ohio University

Honorable Mention: Jennifer Self, University of Washington; Gina Paese, St.
John's University

2014

Traditional: Urmitapa Dutta, University of Illinois at Urbana-Champaign

Honorable Mentions: Brenda McPhail, University of Toronto

Experimental: Geo Takach, University of Calgary

Honorable Mention: Elizabeth Cone, Columbia University

2015

General information

Traditional: Chaunetta Jones, Rutgers University

Experimental: Graham Lea, University of British Columbia

Honorable Mention: Category A: Experimental: Lisa Armitage, University of Western Sydney

2016

Traditional: Uchenna Baker, Rutgers, The State University of New Jersey and The New Jersey Institute of Technology.

Honorable Mention: Amanda Tachine, Arizona State University

Experimental (co-winners): David Bright, University of Queensland; Rachel Liebert, City of University of New York

2017

Traditional: Erin Parke, University of South Florida.

Shuning Liu, University of Wisconsin, Madison.

Experimental: Dominique C. Hill, University of Illinois, Urbana-Champaign.

2018

Traditional: Jennifer James

Experimental: Nancy Emilce Carvajal Medina

2019

Traditional: Pengfei Zhao

Honorable mention: Brynn Adamson

Experimental category: Tanja Burkhard

Honorable mention: Julia C. Persky

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

2010

Harry F. Wolcott, University of Oregon

2011

Robert Stake, University of Illinois

2015

Patricia Leavy

Olivia Inés Sanhueza Alvarado

2019

Howard S. Becker

Landmark Achievement Award

2011

Mitch Allen

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

2009

Norman K. Denzin

2010

Yvonna S. Lincoln

2011

Janice M. Morse

2012

Carolyn Ellis

2013

Laurel Richardson

2014

Judith Preissle

2015

Patti Lather

2016

Arthur P. Bochner

2017

Ronald J. Pelias

2018

Kathy Charmaz

2019

General information

Uwe Flick

Outstanding Qualitative Book Award

2010

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

Honorable Mention:

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

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

2011

Co-Winners:

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

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

Honorable Mention:

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

2012

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

Honorable Mention:

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

2013

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

Honorable Mention:

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

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

2014

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General information

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

Honorable mention:

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

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

2015

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

Honorable Mention:

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

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

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

2016

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

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

2017

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

Honorable Mention:

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

2018

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

Honorable mention:

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

General information

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

2019

Co-Winners:

Denzin, N. (2018). *Performance autoethnography: Critical pedagogy and the politics of culture*. (2nd ed.). London & New York. Routledge.

Ellis, Carolyn. (2018). *Final Negotiations: A Story of Love, Loss, and Chronic Illness*. (Revised & expanded ed.). Philadelphia, Rome & Tokyo: Temple University Press.

Honorable mention:

Bhatia, S. (2018). *Decolonizing psychology: Globalization, social justice, and Indian youth identities*. New York: Oxford University Press.

Gullion, J. S. (2018). *Diffraction ethnography: Social sciences and the ontological turn*. New York & London: Routledge.

Outstanding Book in Spanish or Portuguese

2012

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

2014

Maria do Mar Pereira. 'FazendoGênero no Recreio. A negociação do gênero-espaco escolar (Making Gender at playtime. Negotiating gender in school space.) Lisboa: Imprensa de Ciências Sociais, 2012.

2016

João Amado. (2014). Manual de Investigação Qualitativa em Educação (Handbook of Qualitative Inquiry in Education). Imprensa da Universidade de Coimbra / Coimbra University Press

2018

Ana Caetano. Pensar na vida. Biografias e reflexividade individual. Lisboa, Portugal: Editora Mundos Sociais - Centro de Investigação e Estudos de Sociologia. Instituto Universitario de Lisboa. First edition, 2016.

Emerging Indigenous Research/Scholar Award

2018

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General information

Elizabeth Fast

2019

Robert Henry

Outstanding Indigenous Graduate Student Scholar Award

2018

Mariel Belanger

2019

Doctoral Graduate Student Award: Cherry Smiley

Masters Graduate Student Award: Brooke Deer

Keynote Addresses

Countering Repression: Justice and Equity Becoming(s)with Critical Qualitative Inquiry,
Gaile S. Cannella, Independent Scholar

As has become clear, even as movements like Me Too and Black Lives Matter gain attention and some prominence, in contemporary anti-democratic and increasingly fascist conditions (around the globe), women, people of color, youth, the poor, immigrants, the elderly, and many others face continued silencing, hatred, and violence. Further, all living creatures, as well as the earth, are placed in great peril as illustrated by conditions like forced climate migration, expanded economic inequity, extinction, and even genocide. Although critical scholars have created projects grounded in the belief that research can counter injustice, inequity, and repression, transformations that increase justice (social or otherwise) have not always been the result. Therefore, in this current context, in these troubled times, and in order to determine possibilities for direct action, this presentation uses Haraway's (2016) notion of becomingwith to further facilitate the emergence of qualitative research (re)conceptualizations and related public actions that focus on power, justice, and equity. Acknowledging that critical perspectives and histories originate from a range of locations (e.g. postcolonial, indigenous, feminist, posthuman), the multiplicities of justice oriented histories can becomewith our presents and futures to yield previously unthought entangled bodies, agents, kinships, assemblages, events, and actions that would move toward a more just world. Embodying namings and actions/agency simultaneously, becoming(s)with are – unforeseen, remarkable alliances and collaborations – nurturing relations that loop around and through one another – how partners are rendered capable of, and get on together – new kinships that foster recuperation – and, how unexpected combinations for research/inquiry construct previously unthought possibilities for justice.

Empathy as a Tactic in Repressive Times, Ronald J. Pelias. Emeritus Professor, Southern Illinois University

Calling upon our empathic capacities has been a fundamental research strategy for those of us engaged in qualitative inquiry. For a few quick examples, I might mention that ethnography's demand for participant observation is a push toward walking in another's shoes as a means for understanding and feeling with those living in a given community. Effective interviewing, key to so many qualitative orientations, requires taking into account the perspectives of others and empathic listening. At the center of performance methods is the "magic if," the questioning of how one might feel by projecting oneself into another's "given circumstances" (Stanislavski, 1936). Even autoethnography as it speaks from a located self becomes more persuasive and more ethically secure when empathy guides renderings of others. In these repressive times, however, empathy may seem at odds with personal desires given our ongoing levels of frustration and anger, may appear politically naïve, and may lack efficacy. In this essay, I put on display my continued belief in empathy's constructive power and my suspicion that empathy as practiced in our prevailing neoliberal climate is inadequate to the task of social change. My aim, then, is to outline some empathic tactics in keeping with a qualitative inquiry ethical sensibility and responsive to a regiment of repression.

Accepted Presentations

An Analysis of the Novikoff Story: And a Transformative Vision of Leadership for Social Change

Tina Bly, University of Vermont

Embodied Hauntings: A Collaborative Autoethnography Exploring how Continual Academic Reviews Increase the Experience and Consequences of Imposter Syndrome in the Neoliberal University.

Esther Fitzpatrick, The University of Auckland

“I don’t want feelings. I want tacos.”: Toward a New Materialist Mentoring Practice

Brenda Sifuentez, Lewis & Clark College, and Ryan Evely Gildersleeve, University of Denver

“SOB O SOL e à luz do ventre”: Reflexões sobre a importância da Dança do Ventre na formação da bailarina e professora contemporânea.

THALITA VIVIANE MENEZES MENEZES BRITO, Universidade Federal de Minas Gerais

A Phenomenological Exploration of the Impact Undergraduate Health Policy Education Had on Registered Nurses Political Astuteness and Involvement

Carol Ann Amann, Gannon University,, Erie, PA

Adopting ethnographic approaches to reconceptualise the trajectory of Hoche girls’ gender construction through literacy practices

Jue Wang, The Pennsylvania State University, University Park

Dropping out of school as symptom and as act. Work on signifiers and jouissance in interview-research

Jean-Marie Weber, Luxembourg

Experiences of Scientists in Global North-South Collaboration through Found Poetry

Anne Namatsi Lutomia, Michigan State University

Fieldwork in Textures

Marcelina Piotrowski, The University of British Columbia

Percepción de Estudiantes Universitarios Sobre el Suicidio en Puerto Rico

José D. Ayala Cruz, Universidad de Puerto Rico Recinto de Río Piedras, Keilly C. Santiago Morales, Universidad de Puerto Rico Recinto de Río Piedras, Luis A. Álvarez Martínez, Universidad de Puerto Rico Recinto de Río Piedras, Kisha N. Serieux Ortiz, Universidad de Puerto Rico Recinto de Río Piedras, and Merchailleen Cirilo Parrilla, Universidad de Puerto Rico Recinto de Río Piedras

Place Branding from the perspective of government institutions that generate city promotion strategies in intermediate cities in Colombia.

Jennifer Vega Barbosa, Universidad Santiago de Compostela, Universidad Santo Tomás jennifervega@usantotomas.edu.co, and Alejandro Quiñonez Mosquera, Universidad Santiago de Compostela - Unillanos

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*Kathleen O’Hara, Office of the Independent Reviewer: O’Toole v. Cuomo (U.S.
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*Sofia Creato Bonfatti, Pontificia Universidade Católica de Campinas, Leticia Joia
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Kristin Bauck, Curriculum and Instruction, University of Minnesota

“I Feel Sad”: The Cultural Politics of White Emotions in Pre-Service Teachers’ Response to Literature

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Ayca Karasahinoglu Fackler, University of Georgia

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LaWanna Fant, Texas Woman’s University

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*Julia Persky, Texas A&M University - Commerce, and Yvonna Lincoln, Texas
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*Heloísa Maria Maria Palmeira, Universidade Estadual de Campinas, Daniela
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Necati Cerrahoglu, Canakkale Onsekiz Mart University

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Resul Karakurt, Turkish Red Crescent Association, and Ibrahim Altan, Turkish Red Crescent Association

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Gladys Marta Elena Gonzalez, Universidad Pedagógica y Tecnológica de Colombia, and Diana Raquel Diaz Robayo, Universidad Pedagógica y Tecnológica de Colombia

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Chirssy J Cross, Stephen F. Austin State University, Keith Hubbard, Stephen F. Austin State University, Lesa Beverly, Stephen F. Austin State University, and Dennis Gravatt, Stephen F. Austin State University

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Stephanie Oudghiri, Purdue University

A Community Needs Assessment: The Educational Demands for Muslims in Ohio
*Albaraa Basfar, Ohio University, Ahmad Yahya Aseery, Mishal Alharbi, and Kri-
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Leslie Kenneth Etienne, Indiana University-Purdue University, Indianapolis

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*Dave Flint McIntosh, Wake Forest Baptist Health, and Goldie Byrd, Wake Forest
Baptist Health*

A critical review of qualitative research within academic medicine in the U.S.
Carol Isaac, Mercer University

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Mary Rebecca Adkins Cartee, University of Oregon

A Deck of Cards for My Dad
*Kathryn Ann Ricketts, University of Regina, Joseph Naytowhow, University of Re-
gina, Kerr Mesner, Wells College: Women's and Gender Studies, Patrick John Lewis,
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*Jeremy Price, Indiana University Purdue University Indianapolis, and Elena Silver-
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Rachel Barton, Purdue University

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*Ashley Carpenter, Massachusetts Institute of Technology, and Noelle Wakefield,
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ADULT LEARNERS' MOTIVATION TOWARDS ONLINE LEARNING IN NEPALESE CONTEXT

Lina Gurung, School of Education, Kathmandu University

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Aesthetic Spectacles: A material, embodied and speculative analysis of Joker jorge sandoval, Arizona State University, and Mariia Vitrukh, Arizona State University

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An Open Letter to Every Girl (and Woman) with a Dream

Patricia Leavy, www.patricialeavy.com

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Koon Hwee KAN, KENT STATE UNIVERSITY

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Leah Z Owens, Drew University

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Michael Tristano Jr, Hugh Downs School of Human Communication, Arizona State University, and Ana Isabel Terminel Iberri, Hugh Downs School of Human Com-

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Mónica Yohanna Lara Páez, Institución Educativa José María Silva Salazar – Buenavista

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Mary Beth Hines, Indiana University, and Janette Metzger, Indiana University

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Jessica Brown, Tiffany Bumpers, tsbumpe@ilstu.edu, Norris Chase, and Venus Evans-Winters

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Janice Kroeger, Kent State University

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Albaraa Basfar, Ohio University, Ahmad Yahya Aseery, Mishal Alharbi, and Kri-sanna Machtmes, Ohio University

EVALUATION OF TEACHER OPINIONS ABOUT THEIR CULTURAL CAPITAL AND SELF-EFFICACY

Salih Zeki GENC, CANAKKALE ONSEKİZ MART UNIVERSITY

Even as space opens for ancient, liberated, culturally specific and critical onto-epistemological stances in critical inquiry, the canon—replete with its erasures and silences—persists. Dr. Kakali Bhattacharya's edited book series, "Futures of Data Analysis in Qualitative Research," pushes back against these violent habits by inviting scholars, particularly those writing from the margins of multiple interlocking systems of oppression, to articulate new and authentic ways of making meaning in repressive times. In this panel, Dr. Bhattacharya articulates her vision for the series and moderates a discussion with the authors of its first two books: Dr. Venus Evans-Winters, Dr. Erica Edwards, and Dr. Jennifer Esposito. The discussion will articulate the writers' tension with traditional analysis methods, how their books offer alternative approaches to examining qualitative artifacts, and the imperative for new modes of analysis in light of the ever increasing disparities and injustices tra

Kakali Bhattacharya, University of Florida

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Casey Y Myers, Kent State University, and Marek Tesar, University of Auckland

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Djenane Oliveira, Universidade Federal de Minas Gerais

Examining Cultural and Linguistic Diversity in the University Spanish Classroom through Ethnographic Methods

Raisa Canete Blazquez, Oregon State University

Examining Empathy: Amplifying the Voice of Youth Researchers

Heather Murphy Sloane, University of Toledo

Examining Immigrant Students' Understanding of School Culture and Expectations Using Photovoice

Betty Riekkola, Albion College

Examining Microaggressions Experienced by Black Athletes

Farren Stackhouse, North Carolina Agricultural and Technical State University

Examining Our Extracurricular Programs: The Development of a Student-Centered Qualitative Program Evaluation Model

Seung-Yun Lee, Educational Competence Support Center, Hanshin University, Ga Young Kim, Hanshin University, Dayeong Gwon, Hanshin University, and Yeok-wang Choi, Hanshin University

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Sarah Amira de la Garza, Arizona State University

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Nicole Siffrinn, University of Georgia

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Lain A.B. Mathers, Indiana State University

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Janine Solberg, University of Illinois at Urbana-Champaign

Experiences and Taboos of Agency for the Trans-Affirming Mother-Parent

Jennifer Dyer, Memorial University of Newfoundland, and Sarah Pickett, Memorial University of Newfoundland

Experiências e Narrativas de discriminações numa fast fashion no Brasil: olhando o trabalho com as lentes da autoetnografia

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Experiencias riesgosas y su lugar en la construcción contemporánea de masculinidades

Angelica Paola Torres-Quintero, Pontificia Universidad Javeriana, Bogotá

Experiencing community based pedagogies as alternatives to resignify rural communities and language learning.

Lastra Sandra Ramirez, Universidad del Tolima

Experiencing other ways to do health research: bodies in arts

Yara M Carvalho, University of São Paulo, Brazil

Experiencing Phenomenology

Randi Wold-Brennon, Texas Tech University

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Ken Gale, University of Plymouth

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C. Alejandra de Bolaños, Nehemiah International, and Christine Schmatenbach, Nehemiah International

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yazmin delgadillo, University of Cauca

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Facilitating Participant Led Interviews Through Journey Maps

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Factors affecting tobacco use in engineering students: pilot study

Isabel Amarilis Leal, Universidad Estatal de Milagro, and Gloria Elizabeth Gavino, Universidad Estatal de Milagro

Factors affecting tobacco use in engineering students: pilot study

Gloria Elizabeth Gavino, Universidad Estatal de Milagro

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Akanksha Rani, Department of Psychiatric Social Work, National Institute of Mental Health and Neurosciences, Bengal, Sphoorthi G Prabhu, Department of Psychiatric Social Work, National Institute of Mental Health and Neurosciences, Bengal, and K Janaki Raman, Department of Psychiatric Social Work, National Institute of Mental Health and Neurosciences, Bengal

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Gustavo Antonio Raimondi, Universidade Federal de Uberlândia

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Mexican Healthcare System in transition: a look from the battlefield
Carolina Martinez, Universidad Autonoma Metropolitana (Xochimilco)

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Microaggressions: Settler Colonial Impacts on Native Women in the time of MMIWG

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MIGRACION EN EL SUR DE MEXICO: TRAYECTORIAS E IMAGINARIOS VINCULADOS CON UN LUGAR DE DESTINO
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Multiple Identities of Young Female Muslims
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Música e linguagem: intervenção musical no atendimento fonoaudiológico da Atenção Primária de Saúde.
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My Body is a Battlefield: Eating Disorders in Queer Identifying Individuals
Matthew Nicosia, Rochester Institute of Technology

My body/my father's body: An epiphanical crisis
Devan Mark Hite, Institute for Clinical Social Work (ICSW)

My Family and Alzheimer's: Crocheting and Doubt as both Practice and Metaphor
Nicole Eugene, University of Houston-Victoria

My Family Hand Me Downs
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My journey to debt freedom

Stacey Jonell Fisher, East Tennessee State University

Mystory with History: History as a school subject matter in secondary Chilean education between 1973 and 2016. Fondecyt 11171053

Daniel Fernando F. Johnson Mardones, University of Chile

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Christopher Collins, Missouri State University

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Shivani Bhalla, University of Illinois, Urbana Campaign, and Kira Hegeman, Edinboro University of Pennsylvania

Narrative Inquiry on the Career Socialization of North Korean Refugee College Students

Young Son Jung, Korea University, Center for Social Cohesion Education

Narratives not told: No words, just stories

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Carrie Freie, Penn State University Altoona, and Karen Eppley, Penn State University

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L. Shelley Rawlins, Southern Illinois University, and Sarah E. Hollingsworth, Oklahoma State University

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Navigating the Tensions of Ethics, Power and Duty to the Community

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No Small Matter: The Lived Experience of Early Childhood Educators Illuminated through Film Discussions

Amanda Garrett, Buffett Early Childhood Institute at the University of Nebraska, Cama Charlet, Buffett Early Childhood Institute at the University of Nebraska, and Anna Welch, University of Nebraska Omaha

Nomadic Curation: Resisting the Logos of Methodology

Mel Kutner, University of Georgia, Department of Educational Theory and Practice

Nomadic Embodiment: A koala and dino traverse the landscape of research differently

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Non-human agency: Writing from objects to rewrite teacher

Anna Schick, University of Minnesota

Non-Minority Preservice Teachers Dispositions: Racial Equity Preparedness in an Educator Provider Program

Esther Taj-Clark, Tennessee State University

Nonverbal Translation of the Experience of Playing Sports for the Blind People

Asa Ito Kimura, Tokyo Institute of Technology, Junji Watanabe, and Akiko Hayashi

Not a Toolkit: Thinking With, Against, and Through Whiteness

Asilia Franklin-Phipps, The Graduate Center, City University of New York, Maya Pindyck, Moore College of Art and Design, Victoria Restler, Rhode Island College, and Jessica Hamlin, New York University

Not-knowing-in-advance: trying to think and see as if not doing a PhD.

Helen Bowstead, University of Plymouth

Numeracy and literacy, are they overlapping? South African case of pre-reception class students.

Nosisi Nellie Feza, Central University of Technology

O TRABALHO COM FAMÍLIAS NOS ESTADOS DE SÃO PAULO E RIO DE JANEIRO – abordagem qualitativa

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Juan Jose Rengifo Cuervo, Surcolombiana

Occupation and Community Education as Resistance in Chile

Karie Christine Brown-Tess, University of Illinois at Urbana Champaign

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Laura Sweeney, Southern Illinois University

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Craig Michael McGill, University of South Dakota

On Dwelling: Post Qualitative Research “Methodologies” and the Post Human Moment

David Lee Lee Carlson, Arizona State University

On Genealogy: Michel Foucault’s Monstrous and Artful Analytics

David Lee Lee Carlson, Arizona State University

On Learning to Teach: Identities and Narratives

Jennifer D. Morrison, University of South Carolina

On the Lack of Data Protection and its Advancement of Colonialism

Emily K Piellusch, University of Michigan School of Social Work

On the Threshold of Transformative Leadership in Practice: Snapshots from a Non-Profit Charter School

Linsay DeMartino, Illinois State University

Online, Asynchronous Data Collection in Qualitative Research

Linnea Rademaker, Abilene Christian University, Tracy Spencer, Lamar Institute of Technology, Peter Williams, Abilene Christian University, and Cynthia Loubier

Open Mic Auto/Ethnography: Capturing Local, Amateur, Semi-Professional, and Failed Comedy Producers

Stephanie A. Brown, West Chester University of Pennsylvania

Opening Plenary: How Social Worker Researchers and Advocates Respond to Repressive Times

Jane Gilgun, University of Minnesota, Twin Cities, USA

Optimizing Health Research through Qualitative Case Study

Susana Erica Somuah, University of Alberta

Organizational Autoethnographies: Our Working Lives 1

Andrew Herrmann, ETSU, Brian Johnston, Miami University, Abby Arnold Lackey, Jackson State Community College, Jeni Hunnicutt, University of Illinois, and Tony Adams, Bradley University

Organizational Autoethnographies: Our Working Lives 2

Andrew Herrmann, ETSU, Phiona Stanley, Edinburgh Napier University, Thomas Townsend, ETSU, Chris N. Poulos, University of North Carolina at Greensboro, Cary Lopez, Arizona State University, and Kayla Rausch, Ohio University

Overlooking the Obvious

Faith Ann Agostinone Wilson, Aurora University

Page to Stage: A Reader's Theatre Performance Workshop for Embodiment and Illumination in Academic Research Presentations

Myntha Anthym, University of Denver, and Sara Newman, Fort Lewis College

PANEL LA IC EN LA ENCRUCIJADA IBEROAMERICANA

Aitor gomez gonzalez, Universitat Rovira i Virgili

Panelists

Carol Rambo, University of Memphis, Andrew Herrmann, East Tennessee State University, Tony Adams, Bradley University, Mitch Allen, Scholarly Roadside Service, James Salvo, Wayne State University, and Norman K. Denzin, University of Illinois at Urbana-Champaign

Paper 3: Where Do We Go From Here?: A Critical Reflection to Cars

Tiffany Harris, University of Illinois at Urbana-Champaign

Parent advocacy, activism and resistance

Annie Pullen Sansfaçon,, Université de Montréal, and Kimberley Ens Manning, Concordia University

Parental Support for Youth Theatre in a Small Low-Income Rust-Belt Community

Troy Leonard Dobosiewicz, Ball State University

Participación en la Evaluación del Programa LIFE en El Salvador

Christine Schmatenbach, Nehemiah International, Harold Monterrosa, Nehemiah International, El Salvador, and Regina Cabrera, Nehemiah International, El Salvador

Participación política, comunalidad y reproducción de la vida. Experiencias de entrevistas con indígenas de Hidalgo

Alejandra Araiza, Universidad Autónoma del Estado de Hidalgo, Mexico, and Robert Gonzalez, Universidad Autónoma del Estado de Hidalgo, Mexico

Participation in Musical Activities Benefits People with Disabilities: A Case Study on Four Individuals with Various Handicaps

Alexa Dishroon

Participatory Design with Youth Co-Researchers on Math Help-Giving Behaviors

Adam Clark, Arizona State University

Participatory Theatre as Data Dissemination: The Role of the Facilitator/Joker

Joe Norris, Brock University

Patients' journey toward healing: A theory explaining how patients' engage in the process of self-care management to achieve wellness outcomes of diabetic foot ulcer

Idevania G. Costa, Lakehead University, Pilar Camargo Plazas, Queen's University, and Deborah Tregunno, Queen's University

PAZaporte: Experiencias Artísticas y Lenguajes de Paz que Construyen e Incluyen.

Maria Eugenia Osorio Garcia, Universidad Baja California, and Juan Manuel Benavides, Universidad Baja California

Pedagogía crítica contra estereotipos y violencia de género en la formación docente

Sandra Vega Villarreal, Universidad Pedagógica Nacional del Estado de Chihuahua

Pedagogical Impasses: Posthuman Inquiry in Exhaustive Times

Kelly W. Guyotte, University of Alabama, and Maureen Alice Flint, University of Georgia

Pedagogies of the Imagination: Toward a New Performative Politics
Magdalena Kazubowski-Houston, York University

Pedagogies of Vulnerability
Kate Jill Strom, California State University, East Bay, and Michelle Walter, University of Melbourne

Pedagogy is a Messy Affair: A Performative Narrative of Being New
Frans Kruger, University of the Free State, South Africa, and Marguerite Muller, University of the Free State, South Africa

Pedagogy of Sound: Tuning in Art Education
Ilayda Altuntas Nott, The Pennsylvania State University

Peering into the Black Box of Primary Classrooms: The Implications of Teachers' Mathematics Knowledge for Teacher Education Programmes
COREEN J LEACOCK, The University of the West Indies, Cave Hill Campus

Penal Theories and Institutions: Delinquent Inquiry as a Political Act
Joseph David Sweet, University of North Carolina at Pembroke, and Zachary Lamina, University of North Carolina at Pembroke

People, Objects, Stories, Places: Embodied Language Narratives
Donata Puntil, King's College London

Perception vs. Reality
Larry Washington, University of Illinois at Urbana-Champaign

Perceptions of Stress, Media Bias, and Discrimination in Hispanic and Latino Social Workers Employed along the United States/Mexico Border
Amy Lynn Clark, Texas Woman's University

Performance and Writing Strategies
Charles Vanover, University of South Florida, Johnny Saldana, Arizona State University - Emeritus, and Paul Mihás, University of North Carolina Chapel Hill

Performance of Self in Collaborative Creative Composition: Braving the Risk of Role-Taking in an Adult Improv Class

Gretchen Dodson, University of South Florida

Performing a Career in Three Acts

Gresilda Anne Tilley-Lubbs, Virginia Tech

Performing a Relationship Divided: An Autoethnography

Collin Bailey Jonkman, Grand Valley State University

Performing Creativity in East Asia

Anne Harris, Royal Melbourne Institute of Technology, School of Education, and Kelly McConville, University of Melbourne

Performing Odium: Performative Photographs and Hansen's Disease (Leprosy) in the Star 1941-1952.

David Terry, Louisiana State

Performing organizational change with performative research methods: A view inside Austrian immigration removal detention centres

Katharina Miko-Schefzig, Vienna University of Economics and Business, Mark Learmonth, Durham University Business School, Cornelia Reiter, Vienna University of Economics and Business, and Karin Sardadvar, Vienna University of Economics and Business

Performing the Lived Experience: A Reflexive Tool for Multicultural Education

Alex J Jean-Charles, Missouri State University

Perils and Possibilities in Illness Self-disclosure

Steve Ryder, University of South Florida

Personal Accounts of Breathing Meditation Experiences

Youngcook Jun, Suncheon National University

Personal Experiences of Crane dancing performance at Art Gallery

Youngcook Jun, Suncheon National University

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Martina Riedler

Perspectiva autoetnográfica: diálogos autor e interlocutor

Marília Cintra, Universidade Estadual de Campinas, Gustavo Antonio Raimondi, Universidade Federal de Uberlândia, and Nelson Filice Filice de Barros, Universidade Estadual de Campinas

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Janice M Victor, University of Lethbridge, and Melissa Shouting, University of Lethbridge

Pharmacy Students' Perspectives Regarding Co-Curricular Activities: Qualitative Findings

Felisha Lynn Younkin, Cedarville University, Michael Firmin, Cedarville University, Brenda Pabl, Cedarville University, Zachary Krauss, Cedarville University, and Alexandra Davidson, Cedarville University

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Meghann Walk, University of Illinois at Urbana-Champaign

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Ann Nielsen, Arizona State University

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Regina L. Garza Mitchell, Western Michigan University

PhotoVoice as Method for Teaching Methods

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David Purnell, Tacoma Community College, Daniel Wade Clarke, The University of Dundee, Brian Howieson, Edinburgh Napier University, Lisa Pia Spinazola, University of South Florida, and Jess Anne-Louise Erb, The University of Edinburgh

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Tina Bly, University of Vermont

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Vanessa Rebecca Ellison, Texas Woman's University

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Poetic inquiry: Engaging with marginalized voices
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Poetics of Instructional Imposterdom: Poetic and Autoethnographic Narratives of a Young Instructor and her Students
Karly Louise Poyner, Ball State University

Poetics of Rage and Creative Subversion: Social Rebellion in Chile 2019
Cesar Cisneros-Puebla, University of Tarapacá

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Raul Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and Walter Castaño, Literacies in Second Languages Project, Universidad Pontificia Bolivariana

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Nicole F. Bromfield, University of Houston Graduate College of Social Work, and Hasan Reza, Indiana University South Bend School of Social Work

Policy that Cares: A Content Analysis of Texas School District Philosophies Across Property Wealth Brackets
Olivia Alexis Johnson, University of Texas at Austin

Political Truth-telling and Worldmaking in Postsecondary Educational Research
Paul William Eaton, Sam Houston University

Politics of Memorialization: Critical Qualitative Reading of the Partition Museum in Amritsar, India. Ritika Popli, Ohio University
Ritika Popli, Ohio University

Positive Behavior Supports and Student with Emotional and Behavioral Disorders
Stacy McGuire, University of Illinois at Urbana-Champaign

Possible Negative Effects from Usage of Cell-phone Technologies on College Students' Health, Well-being, and Academic Achievement
Andrii Zvarych, SUNY, Erie, and Olga Gould, Ph.D., SUNY, Erie

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Alisha M. White, Western Illinois University, and Candance Doerr-Stevens, University of Wisconsin, Milwaukee

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Suzanne Smythe, Simon Fraser University, Kelleen Toohey, Simon Fraser University, and Nathalie Sinclair, Simon Fraser University

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Jerry Lee Rosiek, University of Oregon, Mirka Koro, Arizona State University, and Jennifer Woglemuth, University of South Florida

Posthumanist Empiricisms: A Review of the Applications of Agential Realism to Social Inquiry

Jerry Lee Rosiek, University of Oregon, Scott L Pratt, University of Oregon, and Alexander B. Pratt, University of Oregon

Potatoes and Peril: Qualitative Research and the National School Lunch Program

Michael Dieter, Lewis University, and Alexciana Castaneda-Deir, Lewis University

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Jessica Euna Lee, Indiana University, Odessa Gonzalez Benson, University of Michigan School of Social Work, and Karin Wachter, Arizona State University

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Alia Azmat, Purdue University

Power, Potential, and Participation: Behavioral Responses and AAC Communication of Children Who Do Not Speak

Ramona Marie Schwartz-Johnston, National Louis University

Practicing Discontent through Letters of Grievance during China's Great Leap Forward (1958-62)

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Preparing Educators for Teaching in Culturally Diverse Contexts: Examining Educator Self-Efficacy through Critical Qualitative Inquiry

Candance Doerr-Stevens, University of Wisconsin, Milwaukee, and Kelly R. Allen, University of Wisconsin, Milwaukee

Preparing Future Scholars in Repressive Times

Kathryn Roulston, University of Georgia, and Amy Stich, University of Georgia

Presentación número especial FIELD: Aprender arte y resistencia del Sur

Eva Marxen, School of the Art Institute of Chicago

Preservice Math Teachers' Perceptions of Posing Geometry Problems to Rural High School Students

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Ashley Nicole Prowell, The University of Alabama

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Mariana Ramírez Sánchez, Universidad Pedagógica y Tecnológica de Colombia

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Michelle M. Wooten, The Pennsylvania State University

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Mario Cesar Cesar Silva, University of Sao Paulo

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Susan Naomi Nordstrom, University of Memphis

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Marquis Bernard Holley, University of South Florida

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Chris Krogh, University of Newcastle, Australia

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Johanna Burbano, Pontificia Universidad Javeriana, Bogotá

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John M. Johnson, Arizona State University

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Kyle Miller, illinois state university

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Tamara Harper Shetron, Texas State University

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tara earls larrison, University of Illinois

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Alisha L. Smith, UMASS Amherst

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Monica Ayala-Mira, Universidad Autónoma de Baja California, and Nancy Elizabeth Molina Rodríguez, Universidad de Colima

Tango with Strangers
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Tim C. Wells, Arizona State University

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Muge Olgun Baytas, Pennsylvania State University, and Seyma Toker, Georgetown University

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BONGANI D BANTWINI, Walter Sisulu University

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Larissa Cherie Rector, Tennessee Tech University

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Michael Lee Whalen, University of Washington Tacoma

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Degan Michelle Loren, The University of Memphis

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Dian Walster, Wayne State University

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Patricia Marisol Virella, University of Connecticut, and Sarah Woulfin, University of Connecticut

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Susan Naomi Nordstrom, University of Memphis

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Territory, Body, Blood: an autoethnographic telling of the institutionalisation of my grandmother in Ireland's Catholic nation state.

tara mcguinness, University College Dublin

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Charles Gyan, University of Regina, Saskatchewan, Canada, and Eunice Abbey, Methodist University College of Ghana

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Zihao Lin, University of Chicago, and Andrea Hamm, Weizenbaum Institute for the Networked Society/ Technische Universität Berlin

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Amanda Potter, Rutgers University-New Brunswick

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sarah marie angne alfaro, Ball State University

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Rosemary Norman-Hill, Southern Cross University

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Susan Harper, University of North Texas at Dallas

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Meghan Phadke, University of Minnesota - Twin Cities

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Catherine M Gillotti, Purdue University Northwest

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Eunbyul Park, University of Illinois at Urbana-Champaign

The Circle is always open but never broken

Patrick John Lewis, University of Regina, H. Monty Montgomery, University of Regina, roe bubar, Colorado State University, Margaret Kovach, University of Saskatchewan, and Craig Campbell, Penn State

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Lauren Renee Mark, Arizona State University

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The Counterpoint of Champaign and the therapy room; polyphonic rhythms and rests

Sarah Helps, The Tavistock and Portman

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Karl Ayers Sandin, Denison University

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Cathy Coulter, University of Alaska Anchorage

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Charna Dardenne, UNC Chapel Hill, and Karen Erickson, UNC Chapel Hill

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Crystal D. Howell, Randolph College, Alexandra M. Panos, and Linda Jean Helmick, University of Missouri

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Sophie Tamas, Carleton University, and Britt Amell, Carleton University

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Jenna Michelle LaChenaye, The University of Alabama at Birmingham, and Shannon McCarthy, The University of Alabama at Birmingham

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David Purnell, Tacoma Community College, Lisa Pia Spinazola, University of South Florida, Dawne Fahey, Western Sydney University, Sheryl D. Lidzy, Emporia State University, and Suzanne Crowley, University of Tasmania

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Anindya Sen, Northern Illinois University

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The Ethical Space of Engagement between Indigenous women and girls of a drum circle and white, Settler men of a Police Chorus: Implications for Policing Ideology, Policies, and Practices, Kelly Laurila, Wilfrid Laurier University

Kelly Laurila, Wilfrid Laurier University

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Maria Lydia SANCHEZ GARCIA MOZARDO Sanches Garcia Mozardo, Pontifical Catholic University of Campinas, Antonio Richard Carias, Pontifícia Universidade Católica de Campinas, and Tania Mara Marques Granato, Pontifícia Universidade Católica de Campinas

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Antonio Richard Carias, Pontifícia Universidade Católica de Campinas, Maria

Lydia SANCHEZ GARCLA MOZARDO Sanches Garcia Mozardo, Pontifical Catholic University of Campinas, and Tania Mara Marques Granato, Pontificia Universidade Católica de Campinas

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Elizabeth Ottie Ayisi, Ohio University, Theda Gibbs-Grey, Ohio University, and Lisa Harrison, Ohio University

The Experiences of Living in a Sanctuary City

Angelica Marlen Velazquillo, The University of Chicago

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Ryan Paul Bittinger, The University of Edinburgh

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William M. Sughrua, Universidad Autónoma Benito Juárez de Oaxaca, Mexico

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Charna Dardenne, UNC Chapel Hill, and George Noblit, UNC Chapel Hill

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Robin Salinger, Hendrix College

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Jori Hall, University of Georgia, and Nia Mitchell, University of Georgia

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Sam Herreshoff Peck, University of Minnesota - Twin Cities, Amanda Shopa, University of Minnesota, and Laura Lemanski, University of Minnesota

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sharon martinelli, University of Malta

The Lecture Performance for Comparing Qualitatively Non-Disabled Body with Disabled Body
Satoru Kimura, Japan Women's University

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Anani Maria Vasquez, Arizona State University

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Samuel Stewart Snideman, Ball State University

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Regina Bento, University of Baltimore, Fernanda Filgueiras Sauerbronn, Universidade Federal do Rio de Janeiro, and Joao Felipe Sauerbronn, Unigranrio

The Lived Rural Reality of A Millennial in Higher Education
Jenay Willis, University of Georgia

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Susan Harper, University of North Texas at Dallas

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Matthew Budzyn, University of Illinois at Urbana-Champaign

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Mitchell Allen, Scholarly Roadside Service and UC Berkeley, and Claire Smith, Flinders University

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Candace R. Kuby, University of Missouri, and Rebecca C. Christ, Florida International University

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Marianne Clark, University of New South Wales

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Abreum Ju, University of Illinois Urbana-Champaign, and Jaehwan Ju, Korea University

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Anna V. Gonzalez-Pliss, University of South Florida

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Alecia Beymer, Michigan State University, and Mike McLane, Michigan State University

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Quincy Thomas, Bowling Green State University

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Mariel Belanger, Community Presenter Sqilxw Apna Society, and Margo Tamez, UBCO

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Jess Anne-Louise Erb, The University of Edinburgh

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Billy Gene Huff, University of Illinois & Unit for Institutional Change and Social Justice (South Africa)

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Melanie Lynne Weaver, Arizona State University

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Amanda Garrett, Buffett Early Childhood Institute at the University of Nebraska, and Kate Sutton, Buffett Early Childhood Institute at the University of Nebraska

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Laura Hart, Missouri State University, and Jessica Powell, Missouri State University

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Dalia Rodriguez, Syracuse University

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Pauli Badenhorst, University of Texas Rio Grande Valley

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Ajit Bhattarai, University of Georgia

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Fikriyah Winata, University of Illinois at Urbana-Champaign, and Teresa Ann Ostler, University of Illinois at Urbana-Champaign

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Mia Moore Kirby, Texas Woman's University

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Patricia Akojie, University of Phoenix

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Polina Golováтина-Mora, Universidad Pontificia Bolivariana, and Denisse Roca-Servat, Universidad Pontificia Bolivariana

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Allison Upshaw, Stillman College

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James Salvo, Wayne State University

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Michael Metz, University of Toronto (Ontario Institute for Studies in Education)

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*Peter Hartin, James Cook University, Melanie Birks, James Cook University, and
David Lindsay, James Cook University*

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*Flora Lansburgh, Universitat Pompeu Fabra, Constanza Jacques-Aviñó, Mariona
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son, The University of Alabama*

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Adrianna I. Gonzalez, University of Georgia

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Minnie Bluhm, Eastern Michigan University

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*Chiao-tung Hsiao, University of Taipei, Min-chun Chiang, University of Taipei,
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Ailey Rose Picasso, University of Iowa

Token White Candidate

Ayshia Elizabeth Stephenson, Bunker Hill Community College

Too far out all my life...but not drowning

Suzanne Crowley, University of Tasmania

Too far out all my life...but not drowning

Suzanne Crowley, University of Tasmania

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Ross J. Toedte, University of Illinois at Urbana-Champaign, and Nidia Ruedas-Gracia, University of Illinois at Urbana-Champaign

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Anne Fredrickson, University of New South Wales, Sydney, Australia

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Tania Ka'ai, Auckland University of Technology

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Jessica N. Smorodin Sarber, University of Minnesota - Twin Cities, and Kamala Stack, University of Minnesota - Twin Cities

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Kevin Donley, University of Oregon

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Carolina Martínez, Universidad Autónoma Metropolitana (Xochimilco)

Trabajar en equipo en los servicios de atención médica en México. Misión imposible? Narraciones de médicos en formación.

Carolina Martinez, Universidad Autonoma Metropolitana (Xochimilco)

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Michelle M. Wooten, The Pennsylvania State University, and Scott McDonald, The Pennsylvania State University

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sheila R. dennis, Indiana University School of Social Work, Susan Lynn Glassburn, Indiana University School of Social Work, and Katie McCarthy, Indiana University

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Vachel Miller, Appalachian State University

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Ryan King-White, Towson University, and Matthew Hawzen, Farleigh Dickinson University

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Kerr Kendrick Mesner, Wells College

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Uwe Flick, Freie Universität Berlin, Germany

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Tami SPRY, St. Cloud State University

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Consuelo Chapela, Universidad Autónoma Metropolitana Xochimilco

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Benedict L Adams, Missouri Western State

Transforming Immigrant Family and School Engagement through Critical Participatory Action Research

SUSAN R. ADAMS, College of Education, Butler University, Katie Brooks, Butler University, Cathy Bhatena, Butler University, and Brooke Kandel-Cisco, Butler University

Transitar el arcoíris en el desierto. Relatos sobre el curso de vida de hombres no heterosexuales mayores en Mexicali, Baja California, México

Abraham Nemesio Serrato Guzman, Universidad Autonoma de Baja California

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Kori R. Bloomquist, Winthrop University

Transitions in Early Education: Community, School, & Family Perspectives

Amanda Garrett, Buffett Early Childhood Institute at the University of Nebraska, Molly Colling, Buffett Early Childhood Institute at the University of Nebraska, Dalbia Lloyd, Buffett Early Childhood Institute at the University of Nebraska, and Kristen Cunningham, Buffett Early Childhood Institute at the University of Nebraska

Transnational heritage, local exclusions and areas for free space

Üzeyir Tireli, University College Copenhagen

Trauma and the Body: An Inquiry through Fiction-Based Research

Ava Truman Truman Morgan, The Ohio State University

Travelling with unblinking ears: Running, hunting and thinking

Daniel Wade Clarke, University of Dundee

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Trends in STEM: Content Analysis of International STEM Education Research Journals

Holly Anthony, Tennessee Technological University, Miguel Perez, Tennessee Tech University, Britney Gullett, Tennessee Tech University, and Meghan England, Tennessee Tech University

Troubling Expectations: Dual Role Experiences in the Doctoral Journey
Kerry Ann Wallaert, Georgia State University

TÜRK EDEBİYATINA YANSIYAN ALTERNATİF BİR YAŞLILIK MODELİ
MİNA URGAN'IN BİR DİNOZORUN ANILARI KİTABINDA YAŞLILIK
ALGISI

Hafize - Sahin, Hacettepe University, TOMER

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Aishath Nasbeeda, University Putra Malaysia

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Carol Isaac, Mercer University, and Pam Larde, Mercer

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Geoff Meek, Bowling Green State University, and Nancy E Spencer, Bowling Green State University

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Monica Ayala-Mira, Universidad Autónoma de Baja California, and Guillermina Chávez Torres, Universidad de Colima

Un-settling response-ability in science education (at the hauntological turn)

Marc Higgins, The University of Alberta

Un-settling response-ability in science education (at the hauntological turn)

Hafize sabin, Hacettepe University, TÖMER, and HICLAL DEMIR, HITIT UNIVERSITY

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UNA MIRADA EMPRENDEDORA DESDE LAS ESTUDIANTES DE LA UACH

Evelyn Gonzalez Anaya, UNIVERSIDAD AUTONOMA CHAPINGO, and Martha Hernandez Bautista, UNIVERSIDAD AUTONOMA CHAPINGO

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Mel Kutner, University of Georgia, Department of Educational Theory and Practice

Understanding Parent's Motivation and Acceptability of tracking technology in Family Context

Dennis Wang, University of Illinois at Urbana-Champaign

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Kelly Munly, Penn State Altoona

Understanding severe and enduring anorexia nervosa: The construction of stories through photovoice narrative inquiry

Catherine Laura Broomfield, The University of Sydney, Paul Richard Rhodes, The University of Sydney, Heather Adams, Janet Conti, Western Sydney University, and Stephen Touyz, The University of Sydney

Understanding Stigmatization in Relation to the Persistence of Health Disparities within the Two Spirit, Lesbian, Gay, Bisexual, Transgender, and Queer (2SLGBTQ) Communities Using a Constructivist Grounded Theory Approach
Jennifer Elaine Neilia Lane, Dalhousie University

Understanding Student and Instructor Lived Experiences in the Age of Digital Distraction: A Phenomenological Approach

Abraham E. Flanigan, College of Education, Georgia Southern University, and Wayne A. Babchuk, University of Nebraska - Lincoln

Understanding subjective well-being through inequality intersectionality: Brazilian Immigrants' lived experiences in the Ironbound neighborhood

Hyun Jung Kim, University of Illinois

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Supreet Kaur Bhasin, University of Delhi, and Ishita U. Bharadwaj, University of Delhi

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Veronica Franco, University of California, Santa Barbara, and Melissa Morgan-Consoli, University of California, Santa Barbara

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Nara Kim, University of Georgia

University of Illinois Latina/Latino Alumni Association: A Founding Board Member's View

Heather Ana Hathaway Miranda, Saint Xavier University

Unmanned: Brave New Films' Screen Intervention into America's Drone Wars
Kevin Howley, DePauw University

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Nicole Siffrinn, University of Georgia

Unveiling the Truth about Coerced and Violent Relationships through the Communicative Methodology of Research
Garazi Lopez de Aguilera, University of Wisconsin-Madison, and Esther Oliver Perez, University of Barcelona

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Susan G Goldberg, Fielding Graduate University, Alisa Wiles, Fielding Graduate University, and Brad Landry, Duquesne University

Ushering Quick Response Codes into Art Museums across International Borders
Koon Hwee KAN, KENT STATE UNIVERSITY

Using Body-Ography to Discover Gender Identity and Combat Body Dysmorphia
Ryan Paul Bittinger, The University of Edinburgh

Using Complexity Theory to Analyze a Conversation on Solving a Mathematical Problem
Chunjing Ji, University of Massachusetts Dartmouth

Using Evaluative Thinking Skills to Teach Qualitative Research Methods
Krisanna Machtmes, Ohio University, Ahmad Yahya Aseery, Seema Mahato, Ohio University, Albaraa Basfar, Ohio University, and Mishal Alharbi

Using interactive storytelling to explore rheumatoid arthritis patient experiences of space
Yomei Shaw, Forward, The National Databank for Rheumatic Diseases, Matthew Bradley, Lift1428, Teresa A. Simon, Forward, The National Databank for Rheumatic Diseases, and Kaleb Michaud, University of Nebraska

Using photo-elicitation to understand the relationships between depression and social skills in adolescent's daily lives

Gabriela Trombeta Santos, Federal University of São Carlos

Using Photovoice in Critical Case Study

e alexander, The Ohio State University

Using Photovoice to Investigate Socioecological Resilience among Cambodian and Laotian Refugees along the Alabama Gulf Coast

Chad Newbrough Steacy, University of Georgia, Monysakada Phal, University of Georgia, Desiree M Seponski, University of Georgia, and Denise C Lewis, University of Georgia

Using Poetic Thinking and Poetic Transcriptions to Explore a Parent's Perspective of Intensity in her Gifted Child

Kate H Guthrie, Piedmont College

Using Qualitative Methods to Explore the Careers of Executive Opera Managers of Color in the U. S.

Antonio C Cuyler, Florida State University (FSU)

Using Qualitative Methods to Gain Insight into the Affordances of Virtual Reality and its Impact on the L2 French learners' anxiety

Tricia Thrasher, University of Illinois at Urbana-Champaign

Using Reader Response as a Tool to Build Empathy for Refugee Children

Elizabeth Imperio Isidro, Western Michigan University, and Katherine Ann Suen-der, Western Michigan University

Using semi-structured interview to contextualize and understand a novel introductory physics lab format and pedagogy for undergraduate students

Katie Regelson, University of Illinois at Urbana-Champaign

Using Slow, Fluid, Messy Methodologies to See Education Beyond the Human

Janna Goebel, Arizona State University

Using Testimonios Methodology to Explore Social Justice Contemplative Teaching
Kathryn McIntosh, Oregon State University, Raisa Canete Blazquez, Oregon State University, Marcos Viveros, Oregon State University, Freddy Leon, Oregon State University, Faran Saeed, Oregon State University, and Jane Waite, Oregon State University

Using the Web to Promote Catholic Universities in Latin America: A comparative Content Analysis of Pontifical Institutions Websites
Julissa Altagracia Pichardo, Pontificia Universidad Catolica Madre y Maestra, Dominican Republic

Using writing to navigate the impossible: A post-intentional phenomenological inquiry
Abby Boehm-Turner, University of Minnesota

Uso de técnicas de gamificación en el aula para desarrollar habilidades cognitivas de niños y niñas de 4 a 5 años.
TANIA MERINO MERINO, MIGUEL VALVERDE

Uso de técnicas de gamificación en el aula para desarrollar habilidades cognitivas de niños y niñas de 4 a 5 años.
Luz OCHOA Ochoa, Miguel Valverde

Uso de técnicas de gamificación en el aula para desarrollar habilidades cognitivas de niños y niñas de 4 a 5 años.
PAULINA VERZOSI VERZOSI, ESCUELA DE EDUCACIÓN BÁSICA MIGUEL VALVERDE, SORAYA LOPEZ LÓPEZ, Miguel Valverde, TANIA MERINO MERINO, MIGUEL VALVERDE, Luz OCHOA Ochoa, Miguel Valverde, and VERONICA TOAPANTA TOAPANTA, ESCUELA DE EDUCACIÓN BÁSICA MIGUEL VALVERDE

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VERONICA TOAPANTA TOAPANTA, ESCUELA DE EDUCACIÓN

Valuing Provider Perspectives: Merging Narrative and Numeric Data

Amanda Garrett, Buffett Early Childhood Institute at the University of Nebraska, Alex Daro, Buffett Early Childhood Institute at the University of Nebraska, and Elizabeth Svoboda, Buffett Early Childhood Institute at the University of Nebraska

Veganism as a Lifestyle and the Interplay with Mental Health and Quality of Life

Abbie Rebekah Nelson, Michigan State University

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Tania Carolina Carolina Espinosa Gutiérrez, Universidad Autónoma de Yucatán

Viewing Van Gogh: Achieving Peak Appreciation

James Pepper Kelly, Ohio University

Violations of Academic Freedom: From Academic Bullying, Shaming, Silence and Isolation to Communal Listening, Healing and Political Activism

Carolyne J White, Rutgers University Newark, Leslie Rebecca Bloom, Roosevelt University, M. Francyne Huckaby, Texas Christian University (TCU), and John Johnson, Arizona State University

Violence, repression and injustice through Critical Qualitative Inquiry: different visions from the SIGs

Aitor gomez gonzalez, Universitat Rovira i Virgili

Violence, repression and injustice through Critical Qualitative Inquiry: giving light from Communicative Methodology

Aitor gomez gonzalez, Universitat Rovira i Virgili

Violence, repression and injustice through Critical Qualitative Inquiry: visions from a Day in Korean (Review of Korean Cases regarding Violence related Issues)

Youngcook Jun, Suncheon National University

Violence, repression and injustice through Critical Qualitative Inquiry: visions from a Day in Spanish and Portuguese

Magdalena Suárez-Ortega, Universidad de Sevilla

Violence, repression and injustice through Critical Qualitative Inquiry: visions from Arts-Based Research

Richard Siegesmund, Northern Illinois University

Violence, repression and injustice through Critical Qualitative Inquiry: visions from Indigenous Inquiries

Patrick John Lewis, University of Regina

Violencia en la música escuchada por estudiantes universitarios

Hermila Chávez Loya, Universidad Pedagógica Nacional del Estado de Chihuahua, and José Antonio Avila Quevedo, Universidad Pedagógica Nacional del Estado de Chihuahua

Violencia-institucional y narrativas de resistencias: Metodología cualitativa crítica en las revueltas de Chile Despierto.

krisna tolentino, Sek, Academia de Humanismo Cristiano, and Francisco Varvaró, Jaume I

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Nilanjana Bordoloi, and Ishita U. Bharadwaj, University of Delhi

Vision Bored

Vanessa Rebecca Ellison, Texas Woman's University

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Vaska Dervisovski, Victoria University Melbourne Australia

Vitiligo: Challenging Cultural Assumptions and Shaping Identity

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Tara Cambria Warmerdam, Indiana University, Mary Beth Hines, Indiana University, Janette Metzger, Indiana University, Cathy Raymond, Indiana University, Kaitlin Tiegs, Indiana University, and Trish Kelley-Nazzaro, Indiana University

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Polina Golovátina-Mora, Universidad Pontificia Bolivariana

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Susan G Goldberg, Fielding Graduate University, Mary Ireland, Fielding Graduate University, Natalie Bloodworth, Fielding Graduate University, Donica Harper, Fielding Graduate University, Shania Greenwood, Fielding Graduate University, Oluwaseun Obaro, Fielding Graduate University, Christa Hill, Fielding Graduate University, and Brad Landry, Duquesne University

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NANCI SOARES, UNIVERSIDADE ESTADUAL PAULISTA - UNESP

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Nicole Penak, York University

Walking With/In Blasted Landscapes: Methodological Possibilities for Pedagogies of Place in Early Childhood Education

Cory Jobb, University of Western Ontario

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Christie Byers, George Mason University

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Arja Veerman, HKU University of the Arts

we ain't home yet but we're going places: queer kinship solidarity and the possibility of going beyond resistance

Cristina Maria Dominguez, University of North Carolina at Greensboro

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Paul Richard Rhodes, The University of Sydney, Cynthia Lubin Langtiw, Chicago School of Professional Psychology, Tracie Rogers, University of the Southern Caribbean, and Kathi Azim, University of Buffalo

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Liting Ding, University of Chicago

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Sarah Lucy Helps, Tavistock and Portman NHS Foundation Trust

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Nicole Bowers, Arizona State University

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Minna Maarit Ruolanto, National Defence University Finland

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Cynthia Noury, École des médias, Université du Québec à Montréal, and Louise-Claude Paquin, École des médias, Université du Québec à Montréal

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Pei-Jung Li, Indiana University Bloomington

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Emine ERDEN, Indiana University Bloomington, and Hannah Schertz, Indiana University Bloomington

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Deanna Chappell Belcher, University of Oregon

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Jane Gilgun, University of Minnesota, Twin Cities, USA, and Emmanuel Chima, Michigan State University, East Lansing, USA

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Glenn Allen Phillips, Howard University, and Brandon Brown, Howard University

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Yi-chong Jiang, University of Taipei, and Min-chun Chiang, University of Taipei

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Andrew Mark Gillott, CCRI, The University of Edinburgh

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Kara M Taylor, Indiana University Purdue University Indianapolis

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spirituality and how meaning is made between identities in counseling research
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Anna V. Gonzalez-Pliss, University of South Florida

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Why is Play so Difficult?
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Tatiana Passos Zylberberg, Universidade Federal do Ceará (UFC) - BRASIL

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Carolyn Chipembere, Kamwendo Chipereganyu, Zomba, Malawi, and Vanessa Chipembere, Kamwendo Chipereganyu, Zomba, Malawi

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Audrey Aamodt, University of Regina

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Tim Torrell Williams, Indiana University Purdue University Indianapolis

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Cody M. Clemens, Marietta College

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Robin Boylorn, University of Alabama

Writing into Death

Ronald Pelias, Southern Illinois University

Writing of(f) Family

David Purnell, Tacoma Community College, Lisa Pia Spinazola, University of South Florida, Andrea Berstrom, Coastal Carolina University, Trudi Kae Peterson, Monmouth College, Colin Whitworth, University of South Florida, and Alice Ferguson, University of Louisiana at Lafayette

Writing of(f) Family

David Purnell, Tacoma Community College, Lisa Pia Spinazola, University of South Florida, Daniel Wade Clarke, The University of Dundee, Christine Lewis, Edge Hill University, and Sarah Symonds LeBlanc, Purdue University Fort Wayne

Writing of(f) Family II

Sheryl D. Lidzy, Emporia State University

Writing of(f) Family III: Understanding the cyclical nature of doubts and blooming uncertainties in adult sibling distancing following the death of both parents

Daniel Wade Clarke, University of Dundee

Writing the self into being

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Leyla Bektaş Ata, İstanbul Gelisim University

Y Por Eso, I Don't Speak Spanish
Adrianna I. Gonzalez, University of Georgia

You Can't Be What You Can't See: Using Qualitative Inquiry to Understand the Identity Development of Black Elementary Aged-Girls in Emancipatory Summer Programs
Chanae Palmer, Indiana University Purdue University Indianapolis

You Don't Get It: A Collaborative Duoethnography of Maternal Identity Development and Nesting for Two Foster and Adoptive Moms
Dayna Watson, University of Alabama at Birmingham, and Karin Fields

You May Say I'm a Dreamer, but I'm Not the Only One: Finding Productivity in (Mal)adaptive Daydreaming
Joshua Michael Cruz, Texas Tech University

You're Either With Me or They're My Enemy: A Qualitative Exploration of Religious Organizational Websites and their Self-Positioning Toward Social Action
David W. Ross, University of Illinois at Urbana-Champaign

Young Learners' talk during Art Museum visits: An Discourse Analysis. Sylvia Yang, University of Illinois at Urbana- Champaign
Sylvia Yang, University of Illinois at Urbana- Champaign

Young peoples' spatial becoming and belonging in Urban Street Projects
HELENE FALKENBERG, University College Copenhagen

Youth Engagement and Participation in Research
Olivia Cullen, University of Calgary, and Brooke Allemang, University of Calgary

Youth Inquiry as Resistance
Jamila Lyiscott, University of Massachusetts Amherst, and Thomas Albright, University of Massachusetts Amherst

Youths' Understandings of Risk and Safety in Online Relationships
Olivia Cullen, University of Calgary

Da WANG, Tsinghua University

Lan WEI, Fudan University, China, and Tian Li, Fudan University