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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Association of Qualitative Research – La Trobe University
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Center for Popular Education and Interculturality (CEPINT) – Universidad Nacional del Comahue
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Faculty of Education - University of Plymouth

General information
Florida International University
Georgia Southern University
Grupo De Investigación Aire Libre fundación Universitaria Del Área Andina
Grupo de investigación cualitativa, performatividad y psicología narrativa - Universidad Santo Tomás
Grupo de Investigación e Innovación en Educación - University of A Coruña
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Institute of Applied Social Research - University of Bedfordshire, UK
Institute of Hygiene and Tropical Medicine - Universidade Nova De Lisboa
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International Association of Educators (INASED)
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International Journal of Progressive Education (IJPE)
International Qualitative Research Collaboration - The University of Melbourne
Interpretive and Qualitative Research at Carlow (IQ@ Carlow) - Carlow University
Literacies in Second Languages Project (LSLP) - Universidad Pontificia Bolivariana, Sede Central Medellín
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Salud y Sociedad - Universidad Autonoma Metropolitana-Xochimilco
School for Social and Policy Research - Charles Darwin University

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General information
General information
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


Experimental


2019 Outstanding Qualitative Book Award

Winners:


Honorable mention:


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 Krumener-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  

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

2011
Traditional: Sharalyn Jordan
Honorable Mention: Toni Shorter Smith, Ohio State University
Experimental: Kristia Bruce Amatucci, University of Georgia
Honorable Mention: Tony Adams, University of South Florida

2012
Traditional and Mixed-Methods: Manijeh Badiee, University of Nebraska
Honorable Mention: Mara Casey Tieken, Harvard University
Experimental: Hilary Hughes-Decatur, University of Georgia
Honorable Mention: Susan Naomi Nordstrom, University of Georgia

2013
Traditional: Ellen Block, University of Michigan
 Honorable Mention: Michele K. Donnelly, McMaster University; Randall F. Clemens, University of Southern California Experimental: Rebecca Mercado Thornton, Ohio University
 Honorable Mention: Jennifer Self, University of Washington; Gina Paese, St. John’s University

2014
Traditional: Urmitapa Dutta, University of Illinois at Urbana-Champaign
Honorable Mentions: Brenda McPhail, University of Toronto
Experimental: Geo Takach, University of Calgary
Honorable Mention: Elizabeth Cone, Columbia University

2015

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
Uwe Flick

**Outstanding Qualitative Book Award**

2010


Honorable Mention:


2011

Co-Winners:


Honorable Mention:


2012


Honorable Mention:


2013


Honorable Mention:


2014

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Honorable mention:

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


2015


Honorable Mention:


2016


2017


Honorable Mention:


2018


Honorable mention:


**General information**

2019

Co-Winners:


Honorable mention:


**Outstanding Book in Spanish or Portuguese**

2012


2014


2016


2018


**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 becoming with 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 become with 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.

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General information
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 Sifuentes, 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, Keily 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 Merchaileen 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

Privileging College Student Voices in Research on Inclusion in Higher Education
Margaret Evans, Illinois Wesleyan University, Yesenia Martinez Calderon, Illinois Wesleyan University, and Maxwell Crowninshield, Illinois Wesleyan University

Responsible Qualitative Inquiry. Time for a Re-think in Digitised Times?
Julianne Cheek, Østfold University College, Norway

Rethinking the Alternative Financial Services Phenomenon: A Critical Race Theory Approach
Jessica Macelle Parks, University of Georgia

Senses of border identity, in a jungle without borders
Jeisson Tóbias Rengifo, Corporacion Universitaria Minuto de Dios, and Julian David Castañeda, Corporacion Universitaria Minuto de Dios

Subjectivity and symbolic boundaries in the city
Vibe Larsen, University College of Copenhagen

The Language of Culturally-Based Pedagogy in Teacher Education Research
Leanne M. Evans, University of Wisconsin-Milwaukee, Donna L. Pasternak, University of Wisconsin-Milwaukee, Kelly R. Allen, University of Wisconsin,
Milwaukee, Alanna Malloy, University of Wisconsin-Milwaukee, John M. Knapp, University of Wisconsin-Milwaukee, and Crystasany R. Turner, University of Wisconsin-Milwaukee

The Other Side of #MeToo: Content Analysis and #MeToo Discussion Threads on Reddit
Rachel Hanebutt, Vanderbilt University

The work of the artisan from the Cultural Industry, mediation and changes
Ana Lucía Mesa Franco, Universidad Pontificia Bolivariana

Title: The Ultimate Balancing Act: Facing Graduate Student Struggles and Research
Anna Hommadova, Arizona State University, Callie Graham, Arizona State University, Allison Hawn, Arizona State University, and Sara Skromme

VIOLENCIA DE GÉNERO AL INTERIOR DE LA UNIVERSIDAD AUTÓNOMA CHAPINGO: CAUSAS Y SOLUCIONES DESDE LA INVESTIGACIÓN CUALITATIVA Y LA COOPERACIÓN INTERNACIONAL
Magdalena Suárez-Ortega, Universidad de Sevilla

Wayfinding in Proprietary Information Spaces
Rebecca Noone, University of Toronto

‘Methods’ of speculation at repressive times
Mirka Koro, Arizona State University, Tim C. Wells, Arizona State University, Jorge Sandoval, and Mariia Vitrukh, Arizona State University

‘They don’t exist in a vacuum’. The ‘systemic turn’ in early childhood development, education and care, and a new role for critical qualitative inquiry
Mathias Urban, Dublin City University

‘Un Listening’ while ‘Listening’ to Voices: Insights and Reflections
Ishita U. Bharadwaj, University of Delhi

“A Very Dark Day”: Foster Parents’ Experiences of Adoption Disruption
“Call Me Rambo”: Multiple Consciousness and Identity as Shield Against Oppression for Black Women Living with Mental Illness  
Marya R Sosulski, Michigan State University, Shani Saxon, Michigan State University School of Social Work, and Chey Davis, Michigan State University School of Social Work

“Crummy”: An Autobiographical Performance of Deteriorating Family History  
Charles Timothy Parrott, Kennesaw State University

“Day Zero: Performing the Impacts of Climate Change”  
Danielle McGeough, University of Northern Iowa, and Alex Sojka, University of Northern Iowa

“Did Everyone Feel That?”: Collective Attunement and Coming-to-Know  
Laura Janel Carter-Stone, Vanderbilt University, and Kevin Leander, Vanderbilt University

“Don’t call an ambulance”: Rethinking the meaning of a reaction from the leadership to the emergency in the formal setting class  
Chuan-min Hong, University of Taipei, Min-chun Chiang, University of Taipei, and Hsinhui Chen

“Grow Your Beard. Wear a Tie”: Autoethnographic Explorations of Masculinities and Teaching  
Nicholas R. Weshinsky, Southern Illinois University, School of Medicine

“I am a White Educator”-Unpacking privilege as educators in the social, political and cultural landscape  
Amy Pfeiler-Wunder, Kutztown University

“I haven’t even told my therapist this”: Policy ethnography for building participatory research relationships with individuals with psychiatric disabilities  
“I WILL DRAW ANYTHING WITH ANYONE”, a homage to Steve Lambert
Sam Herreshoff Peck, University of Minnesota - Twin Cities

“My family, they don’t know me”: A Voice-Centered Relational Data Analysis
Exploration of First-Generation Students’ Experiences of Relational Loss
Miranda Joyce Mosier, Portland State University, Portland OR US

“My work belies my mental illness”: Mental health advocacy among individuals
with psychiatric disabilities
Kathleen O’Hara, Office of the Independent Reviewer: O’Toole v. Cuomo (U.S.
District Courts, Eastern District of NY)

“She’s Outside...”: Mothering, Autoethnography, and the Anthropocene
Elissa Foster, DePaul University

“The Power of Emotion”: A Case Study on Emotional Knowledge and Emotional
Action at Anning Preschool Education College
Shaoyi Hao, Anyang Preschool Education College

“We won’t teach you”: The urban teacher shortage
Jennifer Brooks, University of Illinois-Springfield

“A crib that served as a mother”: foster care adolescents’ narratives about care (dis)
placements
Sofia Creato Bonfatti, Pontifícia Universidade Católica de Campinas, Leticia Joia
Ribeiro, Pontifícia Universidade Católica de Campinas, and Tania Mara Marques
Granato, Pontifícia Universidade Católica de Campinas

“Back to the Thrift Store:” Undocumented Young Adults Navigating Shifting
DACA Policies
Daysi Ximena Diaz-Strong, The University of Illinois at Chicago

“Being invisible isn’t a privilege”: Unpacking oppression and marginalization of
asexual college students.
Amanda Lyn Mollet, University of Kansas
“Better be a Drug Dealer than an Entrepreneur Son!”: Entrepreneurial Identities Behind the Glory
Nellie El Enany, The American University in Cairo, and Hani Henry, The American University in Cairo

“Bring a Picture, Song or Poem”: Developing the Expression Session Methodology with School-Going Adolescents
Candice Groenewald, Human Sciences Research Council, and Zaynab Essack, Human Sciences Research Council

“Can You Wear Your Costumes?”: The Weaving of Native Sharing Circles to Interrogate Campus Oppression
Penny A. Pasque, The Ohio State University, Breanna Faris, University of Oklahoma, Corey Still, American Indian Graduate Center, and Monty S. Begaye, University of Oklahoma

“Conscience Mechanism”: A Case Study of Junior Teachers’ Everyday Knowledge
LINYAN RUAN, BEIJING NORMAL UNIVERSITY

“Curriculum is Killing Creativity”: Curriculum Statements of Teacher Candidates
Scott Baker, University of Wisconsin - La Crosse, and Charlotte Roberts, University of Wisconsin-La Crosse

“Did you know Hashimoto’s Thyroiditis Predominantly Occurs in Women?”: An Autoethnography from a Man
Cody M. Clemens, Marietta College

“Everybody Thinks...”: Using Narrative Analysis to Locate Liminality and Alternative Ways of Being
Jonel Thaller, Ball State University, Andrea Cimino, Johns Hopkins University, and Alexis Kennedy, University of Nevada, Las Vegas

“Everything’s ending here”: Dwelling in Chambana’s dissolve.
Andrew Mark Gillott, CCRI, The University of Edinburgh

“I Can’t Do This Anymore”: Parents’ Struggle for Equity in Special Education
Cristina Santamaría Graff, Indiana University Purdue University Indianapolis (IUPUI), and Melissa Ballesteros-Benavides, Indiana University Purdue University
Indianapolis (IUPUI)

“I Feel Like a Ghost, but I am Not Marginalized” A Narrative of a Spouse of International Student  
Eun Hae Cho

“I Feel Sad”: The Cultural Politics of White Emotions in Pre-Service Teachers’ Response to Literature  
Kristin Bauck, Curriculum and Instruction, University of Minnesota

“I Feel Sad”: The Cultural Politics of White Emotions in Pre-Service Teachers’ Response to Literature  
Kristin Bauck, Curriculum and Instruction, University of Minnesota

“I Feel This Enormous Weight”: Tensions of Antiracist Praxis for a White Female Teacher  
Ashley Elizabeth Moore, Michigan State University

“I’m Trying to Fit in”: International Doctoral Students’ Experiences in a Host Culture  
Ayca Karasabinoglu Fackler, University of Georgia

“I’m Not A Traditional Teacher Anymore”: Impact Of US-Based Professional Development on Identity and Efficacy among Five Ecuadoran EFL Teachers  
Corrine Wickens, Northern Illinois University, and Gail Cappeart, DeKalb Community School District #428

“If I say one time, it is like saying hundred times” - Patriarchy, Gendered Roles and Female Empowerment in Sri Lankan Parenting Process  
Jennifer L Murphy, Virginia Commonwealth University, Miriam Kuttikat, Virginia Commonwealth University, and McKenna G Whitmore, Virginia Commonwealth University

“In Some Ways, It Was Really Beautiful”: Clinicians’ Perspectives on Latinx Adolescent Suicidality  
Tatiana Villarreal-Otalora, University of Georgia

General information
“It Should be Reciprocal, Shouldn’t it?” Border Crossing into the Communities Where We Teach and Research
Darolyn “Lyn” Jones, Ball State University

“It’s not about gender but about the arrival of a child in the family: the parental experience of same-sex couples”

“It’s Not Just a Picture When Lives are at Stake: Ethical Considerations and Photovoice Methods with Indigenous Peoples Engaged in Street Lifestyles”
Chelsea Gabel, McMaster University, and Robert Henry, University of Saskatchewan

“Mapping the Margins” of Rural Education: Unpacking Womxn Rural School Teachers’ Identities
Jennifer Jackson Whitley, The University of Georgia

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Salih Zeki GENC, CANAKKALE ONSEKIZ 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
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Liting Ding, University of Chicago

Welcome to In-Service Teacher Dis-Orientation: A Discussion of a Queer Approach to Culturally Relevant Pedagogy
Sara Hajek, Texas Tech University

Well, Actually: Cyber Sexism and Racism and the Enabling Discourse of E-Libertarianism
Faith Ann Agostinone Wilson, Aurora University

What actually happens in a first session at CAMHs? A Reflexive Thematic Analysis
Sarah Lucy Helps, Tavistock and Portman NHS Foundation Trust

What Can (Critical) Ethnography Learn from the Post-Qualitative? Unbounding Critical Ethnography in the Current Moment
Katie Fitzpatrick, University of Auckland, and Stephen May, University of Auckland

What do you believe? Abortion perceptions in a rural Midwest town
Nancy Daley-Moore, Truman State University

What Does Axiology Have to Do with More-Than-Human Inquiry?
Nicole Bowers, Arizona State University

WHAT HAPPENED? Interviewing professionals dealing with emergencies
Minna Maarit Ruolanto, National Defence University Finland

What if Arts-Based Research Was Reconceptualized as Media-Based Research?
Cynthia Noury, École des médias, Université du Québec à Montréal, and Louis-Claude Paquin, École des médias, Université du Québec à Montréal
What is Curriculum? What is Evaluation?  
*Shirley Kessler, Independent Scholar*

What is Taken-For-Granted? Methodological Reflection on Working with International Student of Color  
*Pei-Jung Li, Indiana University Bloomington*

What on Earth Is Whiteness  
*Goyland Williams, University of Massachusetts-Amherst*

What Promotes and What Hinders Social Engagement in Toddlers with Autism?  
*Emine ERDEN, Indiana University Bloomington, and Hannah Schertz, Indiana University Bloomington*

What was, is and ought to be the Midwestern Grassland  
*John Strauser, University of Illinois at Urbana-Champaign*

What will required of us? Can non-Native teacher activists be in solidarity on stolen land?  
*Deanna Chappell Belcher, University of Oregon*

What’s in a law? Exploring 3rd grade reading legislation  
*Darreth R. Rice, Michigan State University*

What’s My/Your/Our Story? Exploring Caregiving Through Autoethnography  
*Maggie T. Ornstein, Sarah Lawrence College*

What’s Going on for Today’s PhD Students: Mentorships, Race and Gender, Dissertations, Publishing, Future Professorships, & More  
*Jane Gilgun, University of Minnesota, Twin Cities, USA, and Emmanuel Chima, Michigan State University, East Lansing, USA*

When a wake is woke: Investigating the nexus of narrative inquiry, critical race theory, and death  
*Glenn Allen Phillips, Howard University, and Brandon Brown, Howard University*
When I broke the wind: an Autoethnography to a runner in an athletics arena
Yi-chong Jiang, University of Taipei, and Min-chun Chiang, University of Taipei

When the body will not remain silent, what does it hear?
Andrew Mark Gillott, CCRI, The University of Edinburgh

When the Music Changes, so does the Dance: Critical Racial Events as Told Through a Narrative Inquiry Beat
Kara M Taylor, Indiana University Purdue University Indianapolis

Where are we now?
Patrick John Lewis, University of Regina

Where the Spirit Meets the Skin: Using arts-based methods to materialize LGBTQ spirituality and how meaning is made between identities in counseling research
Courtney A. Potts, The University Alabama

Where’s Qua(l/n)do? A Student Methodologist’s Education Research Field Chase: An Illustrated Literature Review.
Anna V. Gonzalez-Pliss, University of South Florida

Whistling on the campus while wearing a red velvet coat: The whimsical Serendipiter
Esther Fitzpatrick, The University of Auckland

Who am I to refuse? An autoethnographic exploration of speaking back to psychopharmacology
Michelle Walter, University of Melbourne

Why Humanities for Community College Students?
Sujung Kim, Graduate Center, City University of New York

Why is Play so Difficult?
Jolyn Blank, University of South Florida
Women and skeins: endometriosis change my feminine history
*Tatiana Passos Zylberberg, Universidade Federal do Ceará (UFC) - BRASIL*

Women Healers and Natural Medicine/mind, body, spirit connection
*Debra Askelson, Midwest University of Naturopathic Medicine*

Women of color in the academy: Why we have taken on intergroup dialogue in higher education?
*Rani Varghese, Adelphi University, School of Social Work, Milagros Castillo-Montoya, University of Connecticut, School of Education, Bridget Turner - Kelly, University of Maryland, College of Education, and Ximena Zúñiga, University of Massachusetts - Amherst, College of Education*

Women’s Faith Practices as a Coping Strategy for Financial Hardship in Matchado Village, Malawi
*Carolyn Chipembere, Kamwendo Chipereganyu, Zomba, Malawi, and Vanessa Chipembere, Kamwendo Chipereganyu, Zomba, Malawi*

Woolgathering life writings for transcollaborations
*Audrey Aamodt, University of Regina*

Word is Bond: An Examination of Social Conditioning and Poetic Prophecy relative to Hip Hop Culture
*Tim Torrell Williams, Indiana University Purdue University Indianapolis*

*Lasana D. Kazembe, IUPUI*

Working Class Academic Anxiety
*Nathan Lee Hodges, Coe College*

Working to Rebind the Unraveled: Seeking Justice for Adolescents in State Foster Care Custody
*Sue Frantz Micetic, Arizona State University*

Workplace Woes: To Display or Not To Display Hashimoto’s Thyroiditis at Work?
Cody M. Clemens, Marietta College

Writing for Yourself in a Publish or Perish World
Jessica Gullion, Texas Woman’s University

Writing in Black and Blue(s): Reflections on Blackgirl Autoethnography
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
Joanne Yoo, University of Technology Sydney

Writing the Story of a Neighborhood: Opportunities of (Auto)Ethnographic Fieldwork
Leyla Bektaş Ata, Istanbul Gelisim University

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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

General information
Da WANG, Tsinghua University

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