

SEVENTEENTH

Congress
of
Qualitative
Inquiry

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

NOTE:

QI2021 will be held virtually only. The times listed below are in US central time. Please note that we have tried our best to accommodate the differences of international time zones.

We have not yet received the finalized schedules for some of the SIGS. If your paper was submitted to one of these SIGS, it will appear as accepted, but unscheduled. All Social Work SIG submissions will be scheduled for Thursday.

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

Send correction requests by 1 April to:

salvo3000@gmail.com

**Be sure to include the Panel Number in
the subject line of the email.**

**Don't forget to register at the address
below:**

<http://icqi.org/>

1344 Poster Session 1

7:00-8:30

Thursday

Teacher agency and three pillars in a resource-deprived context: a case study of an EFL teacher's professional development in an application-oriented university, *Linyan Ruan, BEIJING UNION UNIVERSITY, and HUIZHEN WU, Shanghai Business School*

The Role of Reflection in the Implementation of the Teaching Practice Program in the ENDY, *Paulina Bautista Cupul, UNIVERSIDAD DE ORIENTE, and Aida María Borges Jiménez, Escuela Normal de Dzidzantún*

Early Childhood Educator Workforce Well-Being: A Phenomenological Exploration of Workplace Stress, Workplace Support and Well-being from a Leadership Perspective. *Jamlick Bosire, University of Nebraska - Lincoln, Jamlick P. O. Bosire, University of Nebraska Lincoln, and Amanda Garrett, University of Nebraska*

Access to Inclusion During Mealtime at School: A Qualitative Multiple Case Study, *Sarah Ballard, Illinois State University, Yun-Ching Chung, Illinois State University, and Alicia Pence, Middle Tennessee State University*

Teacher's Strategies for and the Benefits of Social and Emotional Learning, *Felisha Lynn Younkin, Cedarville University, Corinne Brion, University of Dayton, Alison Bachowski, Cedarville University, Tanner Gillis, Cedarville University, and Ozichukwu Ojukwu, Cedarville University*

Lesson Planning for the Pre-K Classroom, *anita nigam, North Central College*

1367 Poster Session 5

9:00-10:30

Thursday

Stakeholder Perspectives of Older Adulthood in Prison: A Grounded Theory Analysis, *Allison M. Kacmar, University of Louisville, and Stephanie Grace Prost, University of Louisville*

The Sociopolitical Effects of Immigration on Haitian Immigrants with HIV/AIDS in the Dominican Republic, *Stephanie Jhizelt Garcia, Michigan State University, and Pilar Horner, Michigan State University*

My Survival Story: The Positive Value of Sharing Personal Experiences with Cancer. A Co-creative Citizen Science Project, *Claudia Canella, Inst. for Social Medicine, Epidemiology, and Health Economics, Charité – Universitätsmedizin Berlin, Martin Inderbitzin, My Survival Story, Zurich, Switzerland, and Jürgen Barth, Inst. for Complementary and Integrative Medicine, University Hospital Zurich & University of Zurich*

Vitiligo: Challenging Cultural Assumptions and Shaping Identity, *Hamma Khuld*

Living in the 'new normal'? A qualitative study on the community perspectives on Covid-19, *Tubina Rastogi, King George's Medical University, Lucknow*

The German version of the Promotion- and Prevention-oriented Workaholism Scale (PPWS), *Sunjin Pak, Slippery Rock University of Pennsylvania, and Florian Leunhagen, Slippery Rock University of Pennsylvania*

1394 Poster Session 2

9:00-10:30

Thursday

Decolonizing Educational Curricula, Pedagogy and Mindsets, *Andii Layton, Pennsylvania State University*

Understanding Minority Identity Formation in an Undergraduate Drawing and Painting Program: An Arts-Based Phenomenological Approach, *Julie Thi Do, University of North Texas*

The elements of the successful mentoring matching , *Abreum Ju, University of Illinois Urbana-Champaign*

Impostor phenomenon: The story of my life, *Cheryl A. Kennedy, University of Georgia*

Engaged Student's Perspectives: Stability as the Key Factor in Family Planning, *Felisha Lynn Younkin, Cedarville University, Michael Firmin, Cedarville University, Taylor Zurlinden, Cedarville University, Madison Ensign, Cedarville University, Megan Maccariella, Cedarville University, Alison Bachowski, Cedarville University, McKenzie Henry, Cedarville University, and Mya Taylor, Cedarville University*

Making Strong Home School Connections for Preschoolers, *anita nigam, North Central College*

1417 Poster Session 6

11:00-12:30

Thursday

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

Literary narrative workshops and Health Promotion: a connection between ABR and Health in Rio de Janeiro during the COVID-19 pandemic, *Marcio Luiz Mello, IOC-Fiocruz, Roberto Silva, IOC-Fiocruz, Adrielle Silva, IOC-Fiocruz, Cristiane Moreira, IOC-Fiocruz, Thaise Bezerra, UNESC/IOC-Fiocruz, and Ana Aleksandrowicz, 4F/IOC-Fiocruz*

SYMBOLIC CAPITALS OF NUTRITION EDUCATION: COMPARATIVE STUDY IN TWO METROPOLIS OF SOUTH AMERICA, *Alexandra Pava-Cárdenas, Pontificia Universidad Javeriana Cali-Colombia, Teresita Alzate-Yepes, School of Nutrition, University of Antioquia, and Ana Maria Cervato-Mancuso, School of Public Health, University of São Paulo*

The experience of accompanied childbirth from the perspective of postpartum women and partners, *MARIA LYDIA SANCHEZ GARCIA MOZARDO MOZARDO, Pontifical Catholic University of Campinas, and Antonio Richard Carias, Pontifical Catholic University of Campinas*

Hear Them, See Them: Sharing Experiences from Patients with Hashimoto's Thyroiditis, *Cody M. Clemens, Marietta College*

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. Alvarez Martínez, Universidad de Puerto Rico Recinto de Río Piedras, Merchaileen Cirilo Parrilla, Universidad de Puerto Rico Recinto de Río Piedras, and Kisha N. Seriuex Ortíz, Universidad de Puerto Rico Recinto de Río Piedras*

Paisagens do Ser, *Luis R. dos Santos dos Santos, Universidade de São Paulo, and Marília Velardi, University of São Paulo*

1444 Poster Session 3

11:00-12:30

Thursday

The Possibilities for Sense-Making in Qualitative Research through Arts Based Engagements, *Elizabeth Laura Yomantas, Pepperdine University*

Health Promotion and Arts-based Research: a case in Rio de Janeiro (Brazil) in repressive times, *Marcio Luiz Mello, IOC-Fiocruz, Victor Ramos Strattner, IOC-Fiocruz, Adrielle Silva, IOC-Fiocruz, Julia Ferreira, IOC-Fiocruz/UERJ, Ana Acioli, IOC-Fiocruz, Nathalia Perrone, IOC-Fiocruz/UNIRIO, Nureane Menezes, IOC-Fiocruz, Maria Marta Moraes, IOC-Fiocruz, Raquel Gomes, IOC-Fiocruz/IESP, and Leoni Moreira, IOC-Fiocruz/UFSJ*

A study on certificate program using Massive Open Online Courses (MOOCs) , *Abreum Ju, University of Illinois Urbana-Champaign*

Countertransference in Counseling Supervisees' Therapy Sessions, *Allyson Graham, North Carolina A&T State University*

Study of Examination of freshmen preservice teacher's perception of emergency remote learning, *Felisha Lynn Younkin, Cedarville University, Ruth Sylvester, Cedarville University, Lynn Roper, Cedarville University, Tianhong Zhang, Cedarville University, Alison Bachowski, Cedarville University, Adam Vastor, Cedarville University, and Tori Lowe, Cedarville University*

Bringing Culturally Responsive Practices to Rural Schools , *anita nigam, North Central College*

1467 Poster Session 7

13:00-14:30

Thursday

Individuals with Substance Use Disorder and Counseling Service before and During COVID-19, *Kacie Rebe Dentlegrand, North Carolina A&T State University*

Creating collaborative spaces in the era of COVID-19 through flexibility and empathy, *Dorota Silber-Furman, Tennessee Tech University, and Andrea Arce-Trigatti, Tallahassee Community College*

Student Voice and Civic Learning in a Virtual World: Storying the School Participatory Budgeting Experience, *Tara Bartlett, Arizona State University*

Life in the Age of COVID-19: Using Autophotography to explore what it means to be Latino/a/x during a Global Pandemic, *Jackie Pedota, University of Texas at Austin, and Gabriel Rodriguez Lemus, The University of Texas at Austin*

What Does Equitable Education Look Like? Photovoice and COVID-19, *Maureen Ebben, University of Southern Maine*

Social Butterfly: Using Dramaturgy to Tell the Social World Experiences of Young Adults with Disabilities , *Karen M. Ingram, George Mason University*

1494 Poster Session 4

13:00-14:30

Thursday

Land as Agency in Indigenous Research of Land, Self, and Spirit, *Robin Throne, University of the Cumberlands*

The lived experiences of Grief Counselors Providing Counseling to Black Family Members Experiencing Disenfranchised Grief After the Death of a Mentally Ill Family Member due to Police Encounter, *Olivia Diana ealsey, North Carolina Agricultural and Technical State University*

Synchronous and asynchronous online discussion: a qualitative study, *Boreum Ju, Slippery Rock University of Pennsylvania*

Credibility and Trustworthiness in Qualitative Research on Inclusive Education, *Sarah Ballard, Illinois State University, Yun-Ching Chung, Illinois State University, and Alicia Pence, Middle Tennessee State University*

Pharmacy Students' Perspectives Regarding Co-Curricular Activities: Qualitative Findings, *Felisha Lynn Younkin, Cedarville University, Michael Firmin, Cedarville University, Brenda Pahl, Cedarville University, Zachary Krauss, Cedarville University, and Alex Davidson, Cedarville University*

Developing Social Equity Literacy Practices Among Preservice Teachers , *anita nigam, North Central College*

1517 Poster Session 8

15:00-16:30

Thursday

The Lived Experiences of Graduate Counseling Students Impacted by Critical Incidents During Supervision, *Porshia Daniels, North Carolina Agricultural and Technical State University*

Perceived Drawbacks of a Fit to Be Tied Premarital Program: Qualitative Perspectives, *Felisha Lynn Younkin, Cedarville University, Michael Firmin, Cedarville University, Madelyn Fawcett, Cedarville University, Alex McMurray, Cedarville University, and Chad Clark, Cedarville University*

“It’s not about gender but about the arrival of a child in the family: the parental experience of same-sex couples”, *Leticia Joia Ribeiro, Pontificia Universidade Católica de Campinas, Sofia Creato Bonfatti, Pontificia Universidade Católica de Campinas, and Tania Mara Marques Granato, Pontificia Universidade Católica de Campinas*

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

The Application of Simulation-Based Learning in School Social Work: Developing Competencies in an Engaging and Experiential Approach, *Jeanna Marie Campbell, School of Social Work at University of Illinois Urbana-Champaign, Kevin Tan, School of Social Work at University of Illinois at Urbana-Champaign, and Brenda Lindsey, School of Social Work at University of Illinois at Urbana-Champaign*

Where are the Recovery Narratives?: Analyzing Representations of Substance Abuse Treatment and Recovery in Comic Books and Graphic Novels, *Alisha M. White, Western Illinois University*

1604 Spanish Language Autoethnographies

7:00-8:30

Friday

Chair: Luis Alexander Lovera-Montilla, Universidad del Valle

Recuperando la libertad: los primeros momentos allí, *Luis Alexander Lovera-Montilla, Universidad del Valle*

Currere en Investigación Educativa y Migración: Reflexiones de una Investigadora Novel, *Loreto Mora-Olate, Grupo de Investigación “Literatura y Escuela”, Universidad Autónoma de Chile. Chile*

El ritual de muerte como acto subversivo en tiempos pandémicos , *Odette Fajardo*

1617 LA IC EN LA ENCRUCIJADA IBEROAMERICANA

7:00-8:30

Friday

La IC en la Encrucijada Iberoamericana I, *Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco*

La IC en la Encrucijada Iberoamericana I, *Daniel F. Johnson Mardones, University of Chile*

La Investigacion Cualitativa en Mexico: Hoy mas Necesaria que Nunca, *Carolina Martinez-Salgado, Universidad Autonoma Metropolitana (Xochimilco)*

La migración como derecho humano. El derecho a inmigrar en tiempos de pandemia en la frontera norte de Chile. , *Pamela Zapata-Sepúlveda, Universidad de Tarapaca, Chile*

LA IC EN LA ENCRUCIJADA IBEROAMERICANA I, *MAGDALENA SUAREZ-ORTEGA, Universidad de Sevilla*

It is possible for a single leader to make a difference to institute a cultural environment in a confined university set-up. This qualitative phenomenological study explored 10 university faculty leaders' perceptions of culturally responsive leadership. The results revealed that an unresponsive and

1648

7:00-8:30

Friday

“Talk the walk and walk the talk”: Gearing towards a culturally responsive leadership approach, *Dianbing Chen, Zhejiang Normal University, and Xinxiao Yang, Zhejiang Normal University*

1652 Student Experiences in Higher Education, II

9:00-10:30

Friday

Chair: Ming Yi, University of Missouri-Saint Louis

Uncovering Perceptions towards Physical Chemistry: An Exploratory Phenomenographic Research Study in a Small Island Developing Country Within the Caribbean, *Zhané Bridgeman-Maxwell, University of the West Indies, Cave Hill Campus, Leah Desiree Garner-O'Neale, University of the West Indies, Cave Hill Campus, and William Hunter, Illinois State University*

ADULT LEARNERS' MOTIVATION TOWARDS ONLINE LEARNING IN NEPALESE CONTEXT, *Lina Gurung, School of Education, Kathmandu University*

Collaborative intellectual meaning-making: Translanguaging practices of Chinese doctoral students, *Ming Yi, University of Missouri-Saint Louis, and Jingxin Cheng, University of Missouri-St.Louis*

Psychoeducation of Music Therapy: The Importance of Advocacy Skills for Students, *Raquel Ravaglioli, Marietta College*

Research on the Learning Adaptation Process of Pedagogy Masters Who Majored in Science or Engineering during Undergraduate, *Beijing Normal University*

Youth, Ethnography, Climate Justice and the Arts: Advancing an Imaginative, Ethical and Impactful Socio-Ecological Justice Inquiry with Youth through Drama-Based Research

1653

9:00-10:30

Friday

1654 Critical Pedagogy

9:00-10:30

Friday

Chair: Kevin Donley, University of Oregon

Enacting Translanguaging as a Critical Literacy Pedagogy in Elementary Dual Language Immersion Education, *Kevin Donley, University of Oregon*

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

Analysis of the Novikoff Story: And a Transformative Vision of Leadership for Social Change , *Tina Bly, University of Vermont*

‘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*

Reading And Valuing Rural Communities by Exploring Community Based Pedagogy., *Sandra Sandra Lastra, Universidad del Tolima*

Challenges in Conducting Qualitative Inquiry: Theory, Methodology, Analysis and Ethics

1655

9:00-10:30

Friday

Beyond Coding and Thematizing Data: Thinking Data and Theory Through Each Other, *Muneeb Ul Lateef Bandy, Goa Institute of Management, and Anukriti Dixit, Indian Institute of Management Ahmedabad*

The Argumentations Within: Fighting Rejections while Acknowledging Privilege in Researcher Subjecthood, *Anukriti Dixit, Indian Institute of Management Ahmedabad*

Biases in Capturing Causality through Qualitative Study of Climate Adaptation Interventions, *Anar Bhatt, Indian Institute of Management Ahmedabad*

Making Self Subject of One’s Data Collection Protocol: Reflections on Ethical Data Collection, *Ayushi Tandon, Indian Institute of Management Ahmedabad India*

INTERROGATING THE PROCESS OF REFLEXIVITY, *Rajeshwari C, Indian Institute of Management, Kozhikode, Advaita Rajendra, Indian Institute of Management Ahmedabad, Ankur Sarin, Indian Institute of Management Ahmedabad, and George Kandathil, Indian Institute of Management Ahmedabad*

1656 Relationality in Critical Qualitative Research

9:00-10:30

Friday

Chair: Mariia Vitrukh, Arizona State University

Embodied educational experiences of students from displaced universities during forced migration, *Mariia Vitrukh, Arizona State University*

Using feminist ethnographic approach in migration research, *Laxmi No Dhungel, Kathmandu University, School of Arts*

“With You It’s Not Like That”: A Narrative Inquiry into Relational Coaching, *Morgan Ana Mendieta, The University of Georgia*

The Researcher/Translator Role in Multilingual Feminist Data Analysis, *Tanja Burkhard, Washington State University, and Su Jin Park, Indiana University*

Empowerment in an ecovillage: unveiling the role of power relations in social practices, *Luiz Guilherme Masfe Ferreira Masfe Ferreira Duarte, PUC - Minas, João Leite Ferreira Neto, PUC - Minas, and Marlyne Sahakian, University of Geneva*

1657 Autoethnography and Anti-Racism

9:00-10:30

Friday

Chair: Frank Gause, University of South Carolina

“Do You See Me?” A Black Student’s Experiences in Gifted K-12 Classes, *Frank Gause, University of South Carolina*

International Students and Inequality: A Critical autoethnography to Understanding Double-faced American Higher Education (2015-2020), *Jing Yu, University of California, Santa Barbara*

The In-Betweenness of a Globalized Identity: Where Fluidity Meets Stability, *Nellie El Enany, The American University in Cairo*

Nuestra Historia: First-Generation Doctoral Life During a Global Pandemic, *Jackie Pedota, University of Texas at Austin, Gabriel Rodriguez Lemus, The University of Texas at Austin, Diana Cervantes, The University of Texas at Austin, and Reyna Flores, University of Texas at Austin*

Being a Conduit and Culprit of White Language Supremacy: A Duo Autohistoria-teoría, *Altheria Caldera, Unaffiliated, and Ale Babino, Texas A&M University-Commerce*

1658 Caregivers and Healthcare Providers

9:00-10:30

Friday

Chair: Fan Li, University of Missouri-St. Louis

Experiences of Health Care Providers Who Volunteered to Work in Hubei Province to Fight COVID-19 , *Fan Li, University of Missouri-St. Louis, Chunyun Gu, Yanqun Hu, Roxanne Vandermause, Anne Fish, Zehui Zhou, Xiaodan Yuan, Qianqian Zhou, Junya Zhu, and Qingqing Lou*

Mental Health Nurses and their Patients : How Do They Think of, Talk about and Work with Them?, *Delphine Kallai, UCLouvain, Jan De Mol, UCLouvain, and Philippe de Timary, UCLouvain*

Male Caregivers of Stroke Survivors: A Qualitative Inquiry, *Alexia Alexia Williams, Univ. of TN Health Science Center, and Joyce Carolyn Graff, The University of Tennessee Health Science Center*

A Phenomenological Exploration of Registered Nurses Political Acumen and Health Policy Involvement, *Carol Ann Amann, Gannon University*

Home is Where the Heart is: the Connection between Home and the Transplant Journey, *Heather Marie Lannon, Royal Roads*

1659 Teaching Children

9:00-10:30

Friday

Chair: COREEN JASMINE LEACOCK, The University of the West Indies

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

Fostering Critical Thinking across Primary School's Curriculum in the European School System., *Loredana Lombardi, Vrije Universiteit Brussel (Belgium), Free De Backer, Vrije Universiteit Brussel, and Koen Lombaerts, Vrije Universiteit Brussel*

Diaper Pins, "Do your best!" and Destiny: Childhoods as Currere , *Julia Persky, Texas A&M University - Commerce*

Why Is Play So Difficult? , *Jolyn Blank, University of South Florida*

1660 Roundtable: 30 Essential Skills for the Qualitative Researcher

9:00-10:30

Friday

Chair: Johanna Creswell Baez, Columbia University School of Social Work

30 Essential Skills for the Qualitative Researcher, *Johanna Creswell Baez, Columbia University School of Social Work, and John Ward Creswell, University of Michigan*

1661 Considerations in Arts-Based Research

9:00-10:30

Friday

Chair: Thalia Mulvihill, Department of Educational Leadership, Ball State University

Art as a Unique Source of Data in Qualitative Research, *Dafna Moriya, The Center for Art-Based Research and Change*

Influence and Mitigation of Influence in Arts-Based Research Editing Processes, *Trace Taylor, University of South Florida*

Allying Arts-Based and Indigenist Approaches for Environmental Protection and Social Justice, *Geo Takach, Royal Roads University*

Interrogating the Visual: Photographic Arts and Qualitative Inquiry, *Thalia Mulvihill, Department of Educational Leadership, Ball State University, and Raji Swaminathan, University of Wisconsin-Milwaukee*

1663 Grounded Theory, I

9:00-10:30

Friday

Chair: Ke Ma, University of Georgia

Exploring Job Expectations and Concerns of Generation Z for Future Careers, *Ke Ma, University of Georgia, and Bo Fang, University of Minnesota*

What Motivates Undergraduates to learn and Be Recommended for Graduate Study? A Case Study Based on A Professional University in China, *Shuchen Zhou, Beijing Normal University*

COVID-19 QUARANTINE AS A CONTEXT OF INDIVIDUAL PERSONAL SECURITY, *Valentyna Ivanovna Podshyvalkina, Odessa I.I. Mechnikov National University*

General information

15

Symbiosis of Researcher and Research Participants in Radical Constructivist Grounded Theory (RCGT), *Shashidhar Belbase, Department of Curriculum and Instruction, United Arab Emirates University, Bed Raj Acharya, Central Department of Education, Tribhuvan University, Mukunda Prakash Kshetree, Mahendra Ratna Campus Tabachal, Tribhuvan University, Bishnu Khanal, bkhanal1974@gmail.com, and Ram Krishna Panthi, panthirk@yahoo.com*

1664 Critical Autoethnography in Education

9:00-10:30

Friday

Chair: Janice B Fournillier, Georgia State University

The Road to Freedom: Teaching and Learning the Writing of Qualitative Research in a Mourning Ground , *Janice B Fournillier, Georgia State University, and Natasha McClendon, Georgia State University*

Fostering Critical Consciousness Praxis in Preservice Elementary Teachers through Supervisor-Led Virtual Critical Peer Groups, *Charlene L. Cornwell, University of Minnesota - Twin Cities, and Jana Lo Bello Miller, University of Minnesota-Twin Cities*

Duoethnographic Co-Teaching: Revisiting classroom instruction as Co-Creationn, *Raúl A. Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and Polina Golovatina-Mora, Universidad Pontificia Bolivariana*

Weaving the threads between: Collaborative auto-ethnographic reflections on experiences of migrant learning and teaching in Australia , *Jinjin Lu, China University of Geosciences (Wuhan), and Paul Throssell, University of Tasmania*

1665 Fugitive Futures and Knowledge Brokering; Adding Value, Habits and Trust

9:00-10:30

Friday

Fugitive Futures and Knowledge Brokering; Adding Value, Habits and Trust, *Anne B. Reinertsen, Østfold University College, Norway, Camilla Eline Eline Andersen, Inn University College, Norway, Ann-Sofi Larsen, Østfold University College, Norway, Bente Ulla, Østfold University College, Norway, Anna R. Moxnes, South-East University, Norway, Teresa K. Aslanian, South-East University, Norway, Kirsten E. Stien, Arctic University of Norway, UiT, and Rebekka Brox Liabo, Arctic University of Norway, UiT*

1666 (Re)Thinking the mask: Materialization(s) of early childhood within the Capitalocene

9:00-10:30

Friday

From Multispecies Tangles and Anthropocene Muddles: What can Lichen Teach Us About Precarity and Indeterminacy in Early Childhood?, *Jayne Osgood, Middlesex University*

1667 Informing disabilities studies in theory, methods, and practice

9:00-10:30

Friday

Workplace Success of Faculty who are Deaf and Hard of Hearing, *Ann Christine Jones, University of Illinois, Urbana-Champaign*

Aging in Place with Mobility Disability: Challenges and Response Strategies in the Everyday Life, *Widya Ramadhani, University of Illinois, Urbana-Champaign*

Roadblocks ahead: A qualitative pilot study of the barriers facing students with psychiatric disabilities in higher education, *Allison Kushner, University of Illinois, Urbana-Champaign*

Home Based Businesses for Individuals with Intellectual Disability, *Emily Malouf, University of Illinois, Urbana-Champaign*

1668 Qualitative Health Research, I

9:00-10:30

Friday

Chair: Lisa Ann Hillman, University Of Minnesota, College of Pharmacy, USA

The Application of Black Feminism Theory to the Exploration of the Medication Experience, *Lisa Ann Hillman, University Of Minnesota, College of Pharmacy, USA, and Djenane Ramalho-de-Oliveira, College of Pharmacy, Universidade Federal de Minas Gerais (UFMG), Belo Horizonte, Braz*

Maternal health understandings and experiences of Bhutanese refugee women pre- and post-settlement: A Qualitative Case Study, *Kunga Denzongpa, University of North Carolina Greensboro, and Tracy Nichols, University of North Carolina Greensboro*

A Constant Battle: Negotiating Identity and Living with Hashimoto's Thyroiditis, *Cody M. Clemens, Marietta College*

Covid-19 and a Health Care System in Transition: a Look from the Battlefield in Mexico, *Carolina Martinez-Salgado, Universidad Autonoma Metropolitana (Xochimilco)*

Self-Compassion in Nursing Education: A Critical Reflection, *Jennifer Waite, Queen's University*

1669 Subjectivity, Introspection, and Becomings

9:00-10:30

Friday

Chair: Jiyea Park, University of Georgia

Why Would They Leave? A Qualitative Approach to the Causal Model of Turnover for Overqualified Korean Millennials. *Jiyea Park, University of Georgia, Jiyea Park, University of Georgia*

The subject behind the scholar: introspective transparency as quality criterion in (psychological) research., *Johanna Lisa Degen, European University Flensburg, Germany, martin wieser, paul richard rhodes, university of sydney, and Andrea Kleeberg-Niepage, European University Flensburg, Germany*

Toward a 'Nomadic lithography' of Research: International Student-Becoming, *Milad Mohebal, Higher Education and Student Affairs Program, University of Iowa*

In Exploring My Different Roles: Engaging in Critical Reflexivity in My Doctorial Journey. , *Nisreen Alameddine, Brock University*

1670 The Poetic Voice in Social Justice Research

9:00-10:30

Friday

Response, *Sandra L FAULKNER, Bowling Green State University*

1671 Preparing for Analysis and Interpretation: After the Interview

9:00-10:30

Friday

Preparing for Analysis and Interpretation, *Charles Vanover, University of South Florida*

After Someone Else's Interview, *Sheryl Chatfield, Kent State University*

Preparing for Analysis and Interpretation: After the Interview, *Charles Vanover, University of South Florida, Paul Mibas, University of North Carolina at Chapel Hill, Michelle Rocha, University of South Florida, and Trace Taylor, University of South Florida*

Data that Matters, *Charles Vanover, University of South Florida*

1673 STEM Education

9:00-10:30

Friday

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

Children's Conceptions About Science: The Moon and Shadows, *Robert D Louisell, St Cloud State University, and Abel Hernandez-Ulloa, Universidad de Guanajuato*

Being a Math Teacher in an Upside-Down World, *Karie Christine Brown-Tess, University of Illinois at Urbana Champaign*

Teachers' confidence in teaching the prescribed science education concepts in grade 3: A case of one large province in South Africa, *Bongani D Bantwini, Walter Sisulu University*

Don't they know I cannot think and write at the same time? - Learning Disabilities and STEM teaching and learning practices in Higher Education, *Leah Desiree Garner-O'Neale, University of the West Indies, Cave Hill Campus, Colin Depradine, The University of the West Indies - Cave Hill campus, Felicity Crawford, Boston University, and Chesterfield Browne*

Recruiting STEM Majors into the Teaching Profession, *Holly Anthony, Tennessee Tech University, and Stephen Robinson, Tennessee Tech University*

1674 Student Experiences in Higher Education, I

9:00-10:30

Friday

Chair: Kirk S. Robinson, Brown University Graduate School

Shaping the Teacher, the Researcher, and the Person: A Graduate Teaching Assistant's Autoethnographic Account of Navigating the Neoliberal University, *Kirk S. Robinson, Brown University Graduate School*

Exploring Resilience and Culture of First Year Medical Student, Understanding an Interdisciplinary Collaboration, *Caitlin Deis, University of Houston, and Elsa Gonzalez, University of Houston*

Transformation through Metaphors: The Role of Imaginative Metaphor Elicitation in Constructing New Understandings, *Luciana Nardon, Carleton University, and Amrita Hari, Carleton University*

1676 Teacher Preparation and Professional Development

9:00-10:30

Friday

Chair: Rachel Ranschaert, University of Georgia

English as a Second Language Course Requirements for General Education Teacher Candidates in Tennessee: A Qualitative Study of 3 General Educators in the Tennessee Public Schools System, *Marlana Smith, Tennessee Technological University*

Pre-Service EFL Teachers' Digital Literacy Practices. Facing Challenges During Pandemic Times., *Michelle A. Espinoza Lobos, Universidad Arturo Prat*

Teachers as Autonomous, Moral Superheroes: Considering the Limits of Neoliberal Ethical Frameworks, *Rachel Ranschaert, University of Georgia, Ajay Sharma, University of Georgia, and Ruth Harman, University of Georgia*

Qualitative Analysis of Narrative Writing in Teacher's Education: Promoting Awareness of Educators for Their Significant Role, *Yaara Hermelin Fine, Oranim College of Education, Israel, and Dikla Wizman Man, Oranim College of Education, Israel*

1679 Critical Writing Methodologies

9:00-10:30

Friday

Chair: Sarah T. Travis, University of Illinois at Urbana-Champaign

Letter Writing as Critical Duoethnography, *Sarah T. Travis, University of Illinois at Urbana-Champaign, and Emily Jean Hood, Appalachian State University*

Found Poetry as Coding and Triangulation: Giving Voice to Scientists in a North-South Collaboration, *Anne Namatsi Lutomia, Michigan State University*

Accepting Failures and Vulnerabilities: How can I Improve my Practices as an Educational Leader Working in an Education Initiative that Works on Emotional Intelligence in Nepal?, *Bhawana Shrestha, Kathmandu University School of Education*

Writing from Struggle Artifacts: Provoking Anti-racist Identities in Teacher Education, *Anna Schick, University of Minnesota, and Jana Lo Bello Miller, University of Minnesota-Twin Cities*

1680 Teaching and Learning Qualitative Research

9:00-10:30

Friday

Chair: Andrea Arce-Trigatti, Tallahassee Community College

Theories to Multiple Realities in Educational Research, *Anna Gonzalez, University of South Florida*

Teacher students and their subjective “relationship to knowledge”. Work on signifiers in interview-research., *Jean-Marie Weber, Luxembourg*

Teaching Qualitative Data Analysis: Introducing a Teaching Technique, *Hayuta Yinon, Oranim Academic College of Education*

Rethinking Data Analysis through Artistic Inquiry in the Research Classroom: Collective Perspectives from the Educator, Student, and Scholar. *Rhia Moreno, College of Education, Augusta University; Kate H. Guthrie, School of Education, Piedmont College; Katie Strickland, Augusta University, Rhia Moreno, Augusta University, Kate H. Guthrie, Piedmont College, and Katie Strickland, Augusta University*

Beyond the Individual: Deploying the Sociological Imagination as a Research Method in the Neoliberal University, *Andrea Arce-Trigatti, Tallahassee Community College, Jacob Kelley, Auburn University, and Ada Haynes, Tennessee Technological University*

General information

21

1681 Critical Studies in Education, I

9:00-10:30

Friday

Chair: Matthew James Graziano, Seton Hall University

A Black Colombian Young Male's Literacies: Affect, Body, and Ontologies of the Possible, *Beatriz Eugenia Guerrero-Arias, Universidad del Valle, and Arlette Ingram Willis, University of Illinois at Urbana-Champaign*

"I Only Gang Bang on the Weekends": The Racial Imaginings of Asian American Gang Affiliated Youth in a Schooling Context, *Annie Le, University of California, Los Angeles*

What Happens When Black Males Matriculate to a Large Land-Grant PWI in the Mid-West During Dual Pandemics with the Support of an African-American Male Success Coach? A Counternarrative on Black Male Students' Persistence and Resilience, *Alexander G-J Pittman, The Ohio State University*

North and South, Non-Starters, and the Gyre of White Supremacy, *Allison Daniel Anders, University of South Carolina, and James M. DeVita, University of North Carolina, Wilmington*

Resignation and Resilience; Bridging Effective Teaching to the Impacts of a Complex and Layered School Culture, *Matthew James Graziano, Seton Hall University, and Mary Afra Garofalo, Seton Hall University*

1698 Critical Race Theory, I

9:00-10:30

Friday

Chair: Ricardo Montelongo, Sam Houston State University

Here We Go Again: Three Narratives of Struggle to Disrupt Racial Dominance in Education Spaces, *Rae Charles Harge, University of Minnesota, Twin Cities, Thong Vang, University of Minnesota, Twin Cities, and Asha Omar, University of Minnesota, Twin Cities*

Atting Kuwento/Nuestro Testimonio: Storytelling as Knowledge Creation, Collective Consciousness, and Cultural Empowerment for Researchers from Diverse Backgrounds, *Ricardo Montelongo, Sam Houston State University, and Pat Lindsay Catalla, Independent Researcher*

Methodological ‘Readiness’ to Address Anti-Black Racism within the Critical Qualitative Health Research Community: Exploring the Power of Critical Race Theories within the Current Moment, *Tola Mbulaheni, University of Toronto*

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

Professional Aesthetics: A Critical Race Analysis of Black Hair and Legal Discrimination, *Britney Pitts, Virginia Commonwealth University*

1699 Just Futures

9:00-10:30

Friday

Chair: Daniel F. Johnson Mardones, University of Chile

Mystory with History: Lived Experience, Educational Imagination, and Historical Consciousness, *Daniel F. Johnson Mardones, University of Chile*

‘Once I know myself’: A heuristic beginning on Black women teachers’ identity and K-12 school experiences , *Asia Symone Thomas, Georgia State University*

Reimagining Education for Liberatory Social Movement Building, *Briana M Bivens, University of Georgia*

A Snapshot of Latinos in Michigan: Moving from a Minority to a Majority Community, *Ken Saldanha, Eastern Michigan University*

Archiving School Memories and Pedagogies of the Past: An Experiment , *Asilia Franklin-Phipps, SUNY New Paltz, and Maya Pindyck, Moore College of Art and Design*

1703 Roundtable: Lived Experiences

11:00-12:30

Friday

Chair: Madiba Mohsin Syeda, Miami University Ohio

The use of Autoethnography to Foster Open-mindedness in Higher Education, *Madiba Mohsin Syeda, Miami University Ohio*

Interlogues: Co-creating the Qualitative Research Classroom, *Cynthia Lubin Langtiu, The Chicago School for Professional Psychology*

My journey to debt freedom , *Stacey Jonell Fisher, East Tennessee State University*

What does it mean to care? Rural educators' experiences with immigrant students ,
Stephanie Oudghiri, Purdue University

1704 Thought in Motion: Erin Manning's Imperatives for Educational Research and Qualitative Inquiry (Panel 2)

11:00-12:30

Friday

Editors' Introduction to Special Issue and Panel, *Susan Ophelia Cannon, Mercer University, and Maureen Alice Flint, University of Georgia*

The Value of the Useless: Erin Manning, Impact, Higher Education, Progress,
Laura Smithers, Old Dominion University

Voice/Silence: An Event in the Making, *Scottie Basham, University of South Florida*

Tentacular Movings-with: Artful Thought-in-Motion, *Carlson Coogler, The University of Alabama, and Kelly W. Guyotte, The University of Alabama*

Writing toward Intimating: p(art)icipation and in:tuition, *Fiona Alana Murray, University of Edinburgh, and Ken Gale, University of Plymouth*

1705 Transnational Narratives

11:00-12:30

Friday

Chair: Julie-Ann Scott-Pollock, University of North Carolina Wilmington

Research Memories and Hauntings: Re-Membering, Revisiting, and Reinvisioning Relationships in the Field, *Jennifer Sink McCloud, Roanoke College*

Personal Narratives of Transnational Adoption: Navigating Family, Belonging, and Transcultural Connection, *Julie-Ann Scott-Pollock, University of North Carolina Wilmington, and Felicia Helmlinger, University of North Carolina Wilmington*

Privilege, precarity and Palestine, *Mark Justin Bendall, Chester*

Blood and Soil: Listening to Narratives of the Self, *Mary Patrice Erdmans, Case Western Reserve University*

Ethics of the Queer Archive: Minoritized Languages, Queer Time, & Archival Activism, *Robin S Turner, University of Illinois at Urbana-Champaign*

1706 Co-creating a bohemian rhapsody of collaborative practices

11:00-12:30

Friday

Our theoretical, methodological, action-based rhapsodies , *Karin Hannes, KU Leuven, Theresa Bengough, KU Leuven, Chloe Dierckx, KU Leuven, Lynn Hendricks, University of Stellenbosch / KU Leuven, Syeda Sidra Idrees, University of Edinburgh / KU Leuven, Leandro Tolmos, University of Edinburgh / KU Leuven, Priscilla Van Even, KU Leuven, Hanne Vrebos, KU Leuven, and Marisa de Andrada, University of Edinburgh*

1707 Scholar Activism in Neoliberal Times: Collective Autoethnographic Narratives Across Contexts, Positionalities and Educational Settings

11:00-12:30

Friday

“No More Extractivism!”: When Resource and Knowledge Extraction Meet , *Denisse Roca-Servat Roca-Servat, Universidad Pontificia Bolivariana*

Local to Global Justice, convivial research and scholar activism , *Beth Blue Swadener, Arizona State University*

Extracting Labor, Eliding Accountability: Structural Barriers to Scholar-Activism in the Neoliberal Academy , *Jennifer Richter, Arizona State University*

Activism Interrupted: Navigating Hegemonies of Public Education, *Kimberly A Eversman*

1708 Student Success in Education

11:00-12:30

Friday

Chair: Heather L. Reichmuth, Department of Teacher Education, Michigan State University

A Master can Perform in the Dark: The Explicit and Implicit Cultural Logic of Education, *Heather L. Reichmuth, Department of Teacher Education, Michigan State University, and Taeyeon Kim, University of Nebraska-Lincoln*

Initiating and Maintaining Student-Instructor Rapport in Face-to-Face Classes, *Abraham E. Flanigan, College of Education, Georgia Southern University, Emily Ray, College of Education, Georgia Southern University, Scott Titsworth, Scripps College of Communication, Ohio University, Angela M. Hosek, School of Communication Studies, Ohio University, and Jackie H. Kim, College of Education, Georgia Southern University*

Promoting Student Use of Feedback through Assessment Literacy and Goal-Setting and Self-Regulation, *Andy Accettola, Loyola Chicago University, and Leanne Kallemeyn, Loyola Chicago*

Bakhtinian Analysis of Discourses on Academic Success Presented in the Korean TV Series “SKY Castle”, *Jonga Lee, Department of Educational Theory and Practice, University of Georgia*

Dropping out of school as symptom and as act Work on signifiers and jouissance in interview-research , *Jean-Marie Weber, Luxembourg*

BUILDING SOLIDARITY FOR TEACHER LEARNING, *Karie Christine Brown-Tess, University of Illinois at Urbana Champaign*

1709 Health Education

11:00-12:30

Friday

Chair: Brynn Adamson, University of Colorado Colorado Springs

“Those Who Decline to Make the Sacrifices Required”: Individuals and Communities in Health Messaging in Neoliberal Times , *Brynn Adamson, University of Colorado Colorado Springs, and Matthew Adamson, University of Illinois at Urbana-Champaign*

The Processes of Health Educ-Action in a Multi-Professional Health Residency in Brazil, *Laura Iumi Nobre Ota, University of São Paulo, and Yara Maria de Carvalho, University of São Paulo*

A Narrative Approach to Understanding the Experience of Becoming and Being a Nurse: Professional Identity Formation Among New Nurses, *Kathryn Halverson, Lakehead University, and Deborah Tregunno, Queen's University*

Choose Your Own Adventure Case Studies: Pharmacy Student Experiences, *Devin Scott, University of Tennessee Health Science Center, Tyler Marie Kiles, University of Tennessee Health Science Center, and Alina Cernasev, University of Tennessee Health Science Center*

First Steps towards Patient-Led Education: The Case of a Post-Graduate Model at a Danish University, *Bente Hoek, University of Southern Denmark, and Astrid Janssens, University of Southern Denmark*

1710 Qualitative Health Research, III

11:00-12:30

Friday

Chair: Nikita Bhagat, University of Delhi

Unveiling the Emerging Facets of Intimacy: A Study of Marital Relationship during COVID-19 in India, *Nikita Bhagat, University of Delhi, and Ishita Upadhyay Bharadwaj, University of Delhi*

The “Ground Zero” of Mental Illness: Women’s Lived Experiences with Bipolar Disorders, *Stacey McHenry, University of Saskatchewan*

What’s Gender Got to Do With It?: Discussing the Relationship Between Hashimoto’s Thyroiditis and Gender, *Cody M. Clemens, Marietta College*

Knowledge, Perceptions, and Readiness to Prescribe Pre-exposure prophylaxis among Ghanaian Physicians., *victory Osezua, University of Louisville, Nana Ama Bullock, University of Louisville, Heather Amoako, Howard University, and Jelani C Kerr, University of Louisville*

Parent’s Perspectives on the Community Support they Have for Feeding their Preschool Children from Public Primary Healthcare Centers and Early Education Centers, *Marcela Cecilia Vizcarra, Universidad del Desarrollo, Paulina Alejandra Molina, Universidad de Chile, Maria Jose Coloma, Bern University of Applied Sciences, Andiana Schwingel, University of Illinois at Urbana-Champaign, Patricia Galvez, Universidad de Chile, and Maria Stecher, Junta Nacional de Jardines Infantiles*

1711 Reflective Practice in Education, II

11:00-12:30

Friday

Chair: Alessia Bevilacqua, University of Verona

High School Teachers' Best Practices for the Use of Formative Assessment Strategies, *Leria Joy McKenzie, Walden University*

A CLIL Curriculum for Future Professionals of Administración Turística y Hotelera (ATH) Academic Program at a Public University, *Gladys Marta Elena González, Universidad Pedagógica y Tecnológica de Colombia, and Diana Raquel Diaz, Universidad Pedagógica y Tecnológica de Colombia*

TEACHERS' PROFESSIONAL DEVELOPMENT PRACTICES IN AN INSTITUTIONAL SCHOOL OF KATHMANDU: A NARRATIVE INQUIRY, *Subash shrestha, Kathmandu University*

"It Feels Like a Waste of Time": An Examination of Teachers' Perceptions of Professional Development Focused on Culturally Responsive Practices, *Leanne M. Evans, University of Wisconsin-Milwaukee, Kelly R. Allen, University of Wisconsin-Milwaukee, Crystasany R. Turner, University of Wisconsin-Milwaukee, Alanna Malloy, University of Wisconsin-Milwaukee, and John Knapp, University of Wisconsin-Milwaukee*

Does It Really Work? Qualitative Research Tools for Evaluating the Effectiveness of Teaching Innovation, *Alessia Bevilacqua, University of Verona, Luigina Mortari, University of Verona, and Roberta Silva, University of Verona*

Semi-Workshop: Team Integration and Collaboration with NVivo

1712

11:00-12:30

Friday

Chair: Stacy Penna, QSR International

Semi-Workshop: Team Integration and Collaboration with NVivo, *Stacy Penna, QSR International*

Chair: Jennifer Jewiss, University of Vermont

Reflections on a Pilot Site Visit as a Communication Platform for a Collective Case Study Embedded in a Large, National, Pragmatic Trial, *Jennifer Jewiss, University of Vermont, Kelly Cark Keefe, University of Vermont, Lisa Watts Natkin, University of Vermont, and Abigail Crocker, University of Vermont*

In the Eye of the Beholder: Perspectives of the Audiological Rehabilitation Process, *Tali Bar-Moshe, Department of Health Systems Management, Ben-Gurion University of the Negev, Paula Feder-Bubis, Department of Health Systems Management, Ben-Gurion University of the Negev, and Dan Greenberg, Department of Health Systems Management, Ben-Gurion University of the Negev*

Social determinants of health (SDH) and HIV prevention: Secondary data analysis of health providers' experiences with pre-exposure prophylaxis (PrEP) in Colombia, *Pilar Camargo-Plazas, School of Nursing, Queen's University, Kingston-ON, Canada, Maria del Pilar Peralta Ardila, Luwing Maximilian Universität, Hector Fabio Mueses, Corporación de Lucha Contra el Sida, Beatriz Alvarado, Queen's University, Marcela Arrivillagaa, Pontificia Universidad Javeriana Cali, Colombia, Sheila Andrea Gomez Peñaloza, Pontificia Universidad Javeriana Cali, Colombia, Lina Rocio Hurtado, Pontificia Universidad Javeriana Cali, Colombia, Jorge Martinez-Cajas, Queen's University, Ernesto Martinez Buitrago, and Ximena Galindo*

"It was Only a Tiny Hole": Understanding the Reasons why Patients Delay Seeking Treatment at the Onset of a Diabetic Foot Ulcer, *Idevania G. Costa, School of Nursing, Lakehead University, Thunder Bay-ON, Canada, Pilar Camargo-Plazas, School of Nursing, Queen's University, Kingston-ON, Canada, and Deborah Tregunno, Queen's University*

Sense of Life Change: The Impact of Diabetic Foot Ulcer on Patients' Quality of life, *Idevania G. Costa, School of Nursing, Lakehead University, Thunder Bay-ON, Canada, Pilar Camargo-Plazas, School of Nursing, Queen's University, Kingston-ON, Canada, and Deborah Tregunno, Queen's University*

1715 Autoethnographic Lifeworlds

11:00-12:30

Friday

Chair: Cristina Maria Dominguez, University of North Carolina at Greensboro

Meeting on the Other Side: Making a Way through Queer Chosen Family and Community , *Cristina Maria Dominguez, University of North Carolina at Greensboro*

Cycling into collaborative health and well-being: an autoethnography of becoming a collaborative cyclist in my front room, *Sarah Helps, The Tavistock and Portman*

Bridging Academic and Non-Academic Lifeworlds for Envisioning a Transformative STEAM Education in Nepal: An Autoethnographic Inquiry, *Netra Kumar Manandhar, Kathmandu University, and Bal Chandra Chandra Luitel, Kathmandu University School of Education, Department of STEAM Education*

Exploring Maritime Inscriptions in a Residential Housing Without the Sea. Colective Autoethnography Performance in Covid Era, *Ana Cristina Aguirre Calleja, Universidad de las Américas Puebla, and Roxana Xaman Mc Gregor, Universidad de las Américas Puebla*

Moving Online: Holding, opening, connecting and being in digital space , *Melissa Dunlop, University of Edinburgh, UK*

1716 Indigenous Storywork and Visual Sovereignty in Higher Education: Engaging Land-Based Pedagogies of Disruption

11:00-12:30

Friday

Indigenous Storywork and Visual Sovereignty in Higher Education: Engaging Land-Based Pedagogies of Disruption, *Jeannie Kerr, The University of Winnipeg*

Theorizing Land-Based Pedagogical Research in Higher Education, *Kau i Keliipio, Simon Fraser University*

Critical Understandings of Land, Water: Unsettling Place at Simon Fraser University, *Amy M Parent, University of British Columbia*

Gathering on Tahltan's Land, *Lilach Marom, Kwantlen Polytechnic University*

Restoring Indigenous Territory in Urban Winnipeg, *Jeannie Kerr, The University of Winnipeg*

1717 “Still Hanging: Using Performance Texts to Deconstruct Racism a Writing Collaboration

11:00-12:30

Friday

“Still Hanging: Using Performance Texts to Deconstruct Racism a Writing Collaboration, *Bryant Keith Alexander, Loyola Marymount University*

1718 Performing with the Archive

11:00-12:30

Friday

Weaving with the Past: Incorporating the Archive , *Colin Whitworth, University of South Florida*

Revisiting the Archive: Marjorie Hillis’ Live Alone and Like It as a Performance of Single Womanhood, *Nicole Costantini, Savannah College of Art and Design*

The Archive, Preceding: Visiting the Archive as an Emergent Tool during COVID-19, *Alex Davenport, Saint Cloud State University*

Reproduction: A Kleinau Theatre Archive Project, *Shelby Swafford, Southern Illinois University, Carbondale*

1719 Radical Attunements

11:00-12:30

Friday

Chair: Dalia Rodriguez, Syracuse University

Your Imminent Death/ My Imminent Death/ Our Imminent Death: Nosotridad to Live and to Survive. Records of a Qualitative Researcher. Consuelo Chapela. Universidad Autonoma Metropolitana Xochimilco., *Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco, and Alejandro Cerda, Universidad Autónoma METropolitana-Xochimilco*

The Problem With America: A Conceptualization of Current Events, *Alisa Wiles, Fielding Graduate University*

Radical Humanism, Social Justice, and the Art of Ethnography, *Timothy Black, Case Western Reserve University*

Apathetic affect as pandemic attunement , *Mirka Koro, Arizona State University, Timothy C. Wells, Arizona State University, Jorge Sandoval, Anani M. Vasquez, Arizona State University, and Minna Maarit Ruolanto, National Defence University Finland*

Mothering Ourselves/Mothering Each Other: Women of Color Graduate Students' Testimonios in Graduate School., *Dalia Rodriguez, Syracuse University*

1720 Disruptive Interventions

11:00-12:30

Friday

Chair: Kerry Ann Kenner, Georgia State University

Troubling Expectations: Dual Role Experiences in the Doctoral Journey, *Kerry Ann Kenner, Georgia State University, and Denise Ocasio Thomas, Georgia State University*

No More Business as Usual: Working with Students to Eliminate School-Specific Slow Violence Once and For All , *Kala C. Jones, Department of Teaching and Learning, Florida International University*

Cyborg Cyborg Entropies: (Slave) Children Cyborgs and Black Radical Imagination, *S. Posey, University of Illinois*

Mas' camp pedagogy: The process of be-coming during a qualitative writing retreat, *Kerry Ann Kenner, Georgia State University, and Janice B Fournillier, Georgia State University*

1721 Sonic Methodologies for a More-Than-Human World

11:00-12:30

Friday

Voices and memories of things?, *Polina Golovatina-Mora, Universidad Pontificia Bolivariana*

Acoustic assemblages: From dynamics to dynamic with soundtracking, *Maria Patrice Rybicki-Newman, George Mason University*

Sounding Beyond the Anthropocene: What the Sonic Can Teach New Materialisms about Research, *Walter S Gershon, Rowan University*

Voice and Song, Beaches, City Rhythms, and the Deep Beat Sonic Sphere; A Soundwork Performance Autoethnography, *Desiree Rachel Yomtoob, Independent Scholar*

Voices from the path, *Bridget Sheridan, Toulouse 2 Jean Jaurès*

1725 Asking Questions and Doing Interpretation: After the Interview

11:00-12:30

Friday

Asking Questions and Doing Interpretation, *Charles Vanover, University of South Florida, Paul Mihás, University of North Carolina at Chapel Hill, Michelle Rocha, University of South Florida, and Trace Taylor, University of South Florida*

1727 Digital Tools

11:00-12:30

Friday

Chair: Matt Gadbury, University of Illinois at Urbana-Champaign

Summer Play within a Virtual Sandbox: Using Qualitative Human Computer Interaction Research to Understand How Researchers Make Sense of Learner Engagement in a Virtual Learning Environment, *Matt Gadbury, University of Illinois at Urbana-Champaign, Sherry Yi, University of Illinois at Urbana-Champaign, and H Chad Lane, University of Illinois at Urbana-Champaign*

Online Interviewing: A Method for Times of Social Distancing or a Valid Alternative for Qualitative Researchers?, *Ayelet Prior, School of Social Work, Tel Aviv University, Israel*

The Virtual Chautauqua: Experimental Course Design and Non-Sequential Navigation. *Jennifer Baker, David S. Noffs, Northwestern University, David S Noffs, Northwestern University, and Jennifer Baker, Northwestern University*

Kenyan Bloggers of a Scientific Program as a Virtual Community of Practice during COVID 19, *Anne Namatsi Lutomia, Michigan State University, Julia Bello-Bravo, Michigan State University, John Medendorp, Purdue University, Job Mwaura, Abasha Media Research Consultant, Kenya, and Barry Pittendrigh, Purdue University*

1730 Critical Ethnography

11:00-12:30

Friday

Chair: Margaret Smith-Peterson, University of Minnesota

Methodological Reciprocity in Developing Histories of the Present: Surfing the Dialogic between Critical Approaches to Ethnography and Historical Research, *Margaret Smith-Peterson, University of Minnesota*

Critical Incidents on a Critical Ethnographic Journey with a 10-year-old Soweto Boy , *Shafika Isaacs, University of Johannesburg, and Elizabeth Henning, University of Johannesburg*

Revisiting The Need (and Nature) of Fieldwork as an Issue of Equity and Access in Graduate-Level Educational Research - Lessons After One Year of Massive Recalibration Efforts, *Raúl A. Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Ethnography at the edge of risk, *César Cisneros-Puebla, University of Tarapacá, and Vanessa Jara-Labarthe, University of Tarapacá*

1731 Reflective Practice in Education, I

11:00-12:30

Friday

Chair: Sam Prough, University of Wisconsin-Madison

Me, Myself, and I Will: How Initial Preservice Teachers see Themselves, *Scott Baker, University of Wisconsin - La Crosse*

Reflective Teaching for Teacher Education, *Ramesh Khatri, John Dewey High School*

TEACHERS' PROFESSIONAL DEVELOPMENT PRACTICES IN AN INSTITUTIONAL SCHOOL OF KATHMANDU: A NARRATIVE INQUIRY, *Subash Shrestha, Kathmandu university*

Quantitative versus qualitative perceptions of the institutional context: a study from a southern Mexican university, *Edith Juliana Cisneros, Universidad Autónoma de Yucatán, and José Gabriel Domínguez-Castillo, Universidad Autónoma de Yucatán*

Making Sense of Teacher Sensemaking: Unpacking a Kaleidoscope of Data to Place Teacher Learning in Context, *Sam Prough, University of Wisconsin-Madison, Eric Cordero-Siy, University of Wisconsin-Madison, Burcu Alapala, University of Wisconsin-Madison, and Hala Ghousseini, University of Wisconsin-Madison*

1732 Critical Studies in Education, II

11:00-12:30

Friday

Chair: Tamara Harper Shetron, Independent Researcher

Constructing Beliefs about College Students with Intellectual Disabilities: "The Power is in the Student!", *Tamara Harper Shetron, Independent Researcher*

An Ethnographic Study of Children's Enactment of Civic Engagement through School Values: A Comparative Ethnography of Progressive School Classrooms, *Muge Olgun Baytas, Pennsylvania State University*

Examining Students' Discourses of Masculinity in Multicultural Education, *Marcos Viveros, Oregon State University, and Kathryn Esther McIntosh, Oregon State University*

Striving to be Excellent in STEM: Insights from Underrepresented Graduate Students, *Yao Yang, Purdue University at West Lafayette*

STUDENT- TEACHER RATIO IN MATHEMATICS CLASS IN PRIVATE SCHOOLS: A NARRATIVE INQUIRY., *Sagar Dabal, Kathmandu University School of Education, and Bashu Prasad Subedi, Kathmandu University School of Education*

1748 **MotherScholar and COVID-19: Examining Emotional Labor through Autoethnographic Means**

11:00-12:30

Friday

Impossible expectations: The collision of academia, mothering, and a global pandemic, *Chrissy J Cross, Stephen F. Austin State University*

Balancing the Emotion of Students, Children, and Self: COVID-19, MotherScholar Negotiation, and Emotional Labor, *Sarah Symonds LeBlanc, Purdue University Fort Wayne*

Laboring Professor: Being and Becoming Trauma-Informed and Healing Centered
Elizabeth Spradley, Ph.D., Elizabeth Spradley, Stephen F. Austin State University

1749 Autoethnography and Interdisciplinarity

11:00-12:30

Friday

Chair: Laura Sweeney, Southern Illinois University

On Being a Poet-Scholar: Why I Use Poetry in the Composition 101 Classroom,
Laura Sweeney, Southern Illinois University

Dancing our Ways through Autoethnography as a Transformative Education
Research Methodology , *Indra Mani Mani Shrestha, Kathmandu University , Bal
Chandra Chandra Luitel, Kathmandu University School of Education, Department
of STEAM Education, and Binod Prasad Prasad Pant, Kathmandu University School
of Education, Department of STEAM Education*

Envisioning A Transformative STEAM-Based Mathematics Education in Nepal:
An Auto/Ethnographic Inquiry, *Niroj Dahal, Kathmandu University , Bal
Chandra Chandra Luitel, Kathmandu University School of Education, Department
of STEAM Education, and Binod Prasad Prasad Pant, Kathmandu University School
of Education, Department of STEAM Education*

In Search of Self: An Autoethnography of an Adoptee's Search Process, *Amy
Elizabeth Sellers, University of Kansas*

An Autoethnography of Grief and Hope Through Theory: Using Deleuze to
Remember my Father, *Boden Robertson, The University of Alabama*

1752 20 years fighting against gender violence applying communicative methodology of research

13:00-14:30

Friday

20 years fighting against gender violence applying communicative methodology of
research, *Aitor Gomez, Universitat Rovira i Virgili*

20 years fighting against gender violence applying communicative methodology of
research, *Adriana Aubert, University of Barcelona*

20 years fighting against gender violence applying communicative methodology of
research, *Garazi López de Aguilera, University of Wisconsin-Madison*

20 years fighting against gender violence applying communicative methodology of
research, *Elisabeth Torras-Gómez, University of Barcelona*

**1753 Unsettling Settler Colonialism as Methodology for
Liberation**

13:00-14:30

Friday

Indigenous Methodologies in Decolonization Efforts in Conservation , *Caridad Souza, Colorado State University*

Indigenizing Digital Spaces: Native Women's Stories Disrupt Settler Colonial Narratives, *Jennifer J. Folsom, Colorado State University*

Settler Colonialism and Place Based Trauma: Erasure of Indigenous Overdose Deaths , *Erica A LaFehr, Colorado State University*

1754 Diversity and Inclusion in Higher Education

13:00-14:30

Friday

Chair: Andrea Gossett Zakrajsek, Eastern Michigan University

Weaving Age into the Fabric of Diversity and inclusion in Higher Education Institutions: Exploring the Lived Experiences of Older Learners, *Andrea Gossett Zakrajsek, Eastern Michigan University*

Was it a Dream or a Nightmare? A Narrative Inquiry of the Experiences of Adult Refugee Learner in U.S. Community Colleges, *Patricia J. Higgins, Pellissippi State Community College, and Mitsunori Misawa, University of Tennessee Knoxville*

Addressing Cultural Diversity: The Languacultural Landscape Approach, *Olessya Akimenko, Faculty of Education, Simon Fraser University*

Culture: A Hidden Obstacle to Dismantling Racism , *Caitlin Howlett, DePauw University, and D'Angelo McDade, DePauw University*

The Importance of Habitus in Literacy Studies: Social Justice for Classism, *Larissa Cherie Rector, Tennessee Tech University*

1755 Collaborative Autoethnography and Parent Activism

13:00-14:30

Friday

Experiences and Taboos of Agency for the Trans-Affirming Mother-Parent, *Jennifer Hope Dyer, Memorial University Newfoundland*

Experiences and Taboos of Agency for the Trans-Affirming Mother-Parent, *Sarah Pickett, Memorial University of Newfoundland, and Jennifer Hope Dyer, Memorial University Newfoundland*

Arts-Based Collective Auto-Ethnography, Photovoice, and Understanding Parental Protection of Trans and Gender Diverse Children and Youth , *Julie James, Ryerson University, and Jennifer Davis, Lethbridge College*

Parent advocacy, activism and resistance, *Annie Pullen Sansfacon, Université de Montréal, and Kimberley Ens Ens Manning, Concordia University*

Collaborative Autoethnography as a Feminist Methodology: Reflections from Parents and Allies of Trans Children and Youth, *Jennifer Hope Dyer, Memorial University Newfoundland, and Sarah Pickett, Memorial University of Newfoundland*

1756 Reimagining Research as Play: Unbearable Lightness of Being a Researcher

13:00-14:30

Friday

Research as Play and Play as Research, *Saliha Bava, Mercy College, Lynn Fels, Simon Fraser University, and Annina Engelbrecht, Simon Fraser University*

Research as Play and Play as Research?, *Annina Engelbrecht, SFU*

Behind Bars: Play of Perspective, *Lynn Fels, Simon Fraser University*

Play of Disruptions: Virtual Chase, *Saliha Bava, Mercy College*

1757 Feminist Qualitative Research, I

13:00-14:30

Friday

Chair: Anna Schick, University of Minnesota

Ahmed and Addams: Mutual Regard For The Relationality of Emotions, *Becky M Atkinson, University of Alabama*

Mother/Scholar Contradictions in Collective Memory Work, *Anna Schick, University of Minnesota, Elise Toedt, University of Minnesota, and Abby Boehm-Turner, University of Minnesota*

“My family, they don’t know me”: A VCRDA exploration of first-generation students’ experiences of relational loss, *Miranda Joyce Mosier, Portland State University, Portland OR US*

El desarrollo profesional en la academia: Un análisis a varias voces desde la investigación feminista, *MAGDALENA SUAREZ-ORTEGA, Universidad de Sevilla, and Pamela Zapata-Sepúlveda, Universidad de Tarapaca, Chile*

Unlearning from Crises: Collective Memory Work and First Year Teachers, *Anna Schick, University of Minnesota*

1758 Encounters

13:00-14:30

Friday

Chair: Ashley Elizabeth Cureton, Johns Hopkins University, School of Education

Actors and Networks in Educational Television Programming, *jorge sandoval, Arizona State University, and Sherman Dorn, Arizona State University*

Reflection of the Elf: Performing a Character Within Dungeons & Dragons, *Jules Marcel Patalita, Bowling Green State University*

Preventing and Countering Alterophobic Prejudice amongst Young People, *Stephen James Minton, University of Plymouth*

Interruptions and unfamiliar encounters: Opening up interpretative and dialogic spaces in research with minoritized young children, *Cristina Valencia Mazzanti, and Elif Karsli-Calamak, University of South Carolina*

Strangers in the School: Facilitators and Barriers Regarding Muslim Refugee Parental Involvement, *Ashley Elizabeth Cureton, Johns Hopkins University, School of Education*

1759 Grounded Theory, II

13:00-14:30

Friday

Chair: Eva X. Nyerges, University of Louisville

Practical Strategies for Designing and Conducting Grounded Theory Dissertations: Student and Faculty Perspectives, *Eileen Boswell, University of Nebraska-Lincoln, and Wayne Babchuk, University of Nebraska-Lincoln*

Establishing Quality Standards in Grounded Theory Research: Practical Considerations for Assessment and Evaluation, *Analay Perez, University of Nebraska-Lincoln, and Wayne Babchuk, University of Nebraska-Lincoln*

Bounding Versus Binding: Defining the Grounded Theory Study, *James W. Jones, Ball State University*

A Situational Analysis Exploring the Positions Taken within the Balance: Interpreters' Experiences Working with Refugee Newcomers, *Eva X. Nyerges, University of Louisville, Mona A. Dajani, University of Louisville, Allison M. Kacmar, University of Louisville, Walakulu A. Gunathilake, University of Louisville, and Lesley M. Harris, University of Louisville*

1760 Autoethnographic Case Studies

13:00-14:30

Friday

Chair: Miriam Hahn Thomas, Wofford College

Layers in the Dust: Locating Identity on Borrowed Ground, *Miriam Hahn Thomas, Wofford College*

The Yusuf's Blanket: A Case Study for the Analysis of the Psychosocial Dimension of Memorialization and Mourning, *Ciro De Vincenzo, University of Padua, Simone Barbagallo, University of Padua, and Adriano Zamperini, University of Padua*

Does Poverty Negatively Affect American College Students?: Qualitative Case Study as a Look from Inside, *Dr. Olga Gould, ENMU, and Leice Kabwende, SUNY*

When Participants and Researchers Don't See Eye to Eye: Practicing Uncomfortable Reflexivities in Qualitative Research, *Michelle M. Falter, North Carolina State University, and Nina R. Schoonover, North Carolina State University*

1761 Qualitative Disability Research

13:00-14:30

Friday

Chair: Ramona Marie Schwartz-Johnston, National Louis University

Power, Potential, and Participation: AAC Communication, Behavioral Responses, and Children Who Do Not Speak, *Ramona Marie Schwartz-Johnston, National Louis University*

Ludonarrative Dissonance: Playful Embodiment, Compulsory Able-Bodiedness, and Exercise Promotion in Multiple Sclerosis, *Matthew Adamson, University of Illinois at Urbana-Champaign, and Brynn Adamson, University of Colorado Colorado Springs*

Creative Responses in Stimulus Recall Interviews: Universal Design for Interview Methods, *Alisha M. White, Western Illinois University*

ASL Interpreters' Embodied Experiences: Challenges and Collaborations, *Taylor L Woodall-Greene, Oklahoma State University, and Lucy E Bailey, Oklahoma State University*

The Taken for Granted to Center Stage: Children with Motor Disabilities Talk About Their Physical Therapy, *nilly waiserberg, Department of Health Systems Management, Ben-Gurion University of the Negev, and Paula Feder-Bubis, Department of Health Systems Management, Ben-Gurion University of the Negev*

1763 Autoethnographic Reflections in Education

13:00-14:30

Friday

Chair: Dolana Mogadime, Brock University

Autoethnographic Reflections on Teaching Youth to Use UNESCO Materials to Combat Fake News, *Dolana Mogadime, Brock University*

A Postcolonial Rendition of Mathematics Teacher Education of Nepal: An Auto/ethnographic Inquiry, *Basanta Raj Lamichhane, Kathmandu University, and Bal Chandra Chandra Luitel, Kathmandu University School of Education, Department of STEAM Education*

Teachers' autonomy: An Autoethnographic Study, *Irina Aryal, Kathmandu University*

Using Autoethnography as Pedagogy for Teacher Education Courses at the University, *Binod Prasad Prasad Pant, Kathmandu University, Bal Chandra Chandra Luitel, Kathmandu University School of Education, Department of STEAM Education, Indra Mani Shrestha, Kathmandu University School of Education, and Niroj Dabal, Kathmandu University School of Education, Department of STEAM Education*

1764 Roundtable: Qualitative Inquiry in the African Diaspora

13:00-14:30

Friday

Chair: Cynthia Lubin Langtiw, The Chicago School for Professional Psychology

Qualitative Inquiry in the African Diaspora, *Cynthia Lubin Langtiw, The Chicago School for Professional Psychology, and Tracie Rogers, University of the West Indies, Mona, Jamaica*

1765 Dramatizing and Workshopping the Data: Applied Theatre as Dialogic Research

13:00-14:30

Friday

Three Complimentary Styles of Dramatizing the Data: The Personal, the Representational, and the Responsive, *Michael Martin Metz, University of Toronto, Joe Norris, Brock University, Kevin Hobbs, and Nadia Ganesh, Brock University*

The Interplay of Psychology and Drama: Reflections on the Experiences of a Combined Major in the Playbuilding Process, *Nadia Ganesh, Brock University*

Playbuilding as Dialogic Research: The Role of the Director, *Kevin Hobbs*

Participatory Theatre as Dialogic Data Dissemination: The Role of the Facilitator/Joker, *Joe Norris, Brock University*

1766 Digital Tools for Qualitative Research, I

13:00-14:30

Friday

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

Creating virtual research communities as our next collaborative frontier, or how we moved an entire Legion to Discord, *Raúl A. Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Carlos Andrés Sánchez, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and Mónica López-Ladino, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Revolutionizing Focus Group Data Collection via Zoom: Lessons from a State-Wide Study on Mental Health, *Juliana Svistova, Kutztown University of Pennsylvania, Christopher Harris, Kutztown University of Pennsylvania, and Christina Kulp, Kutztown University of Pennsylvania*

The Role of Analytic Adeptness in Computer-Assisted Qualitative Data Analysis: Graduate Students' Perceptions, *Amir Michalovich, University of British Columbia*

Posthuman poetry: Composing with AI and becoming with machines., *William Terrell Wright, The University of Georgia*

1768 Photos, Poetry, and Zombies: Innovating Qualitative Methods through Higher Education Research

13:00-14:30

Friday

Reflections on Conducting Focused Ethnographic Research Online, *Saralyn McKinnon-Crowley, The University of Texas at Austin*

1769 Postqualitative Research, I

13:00-14:30

Friday

Chair: Kristin Bauck, University of Minnesota

Signs and Sliding Glass Doors: Exploring the Role of Affect in the Vygotskian Transformation of Books from Tools to Signs, *Kristin Bauck, University of Minnesota*

Home Alone: Acting out the Black Hole - Ways of Expressing Void in Qualitative Interviews, *Liron Ben-ezra, Tel-Aviv University*

General information

43

Michel Foucault's agonistic ontology and the post-qualitative turn: Implications for educational research, *David Lee Carlson, Arizona State University, and Mariia Vitrukh, Arizona State University*

Exploring the External Relations at the Intersection of Rural Populations and Art Museums through Post-Qualitative Inquiry, *Mallory Lind Lind, Art Education, University of Georgia*

Fieldwork in Textures, *Marcelina Piotrowski, Concordia University*

1770 Speculative Theorypractice(s): (Re)etymologizing Qualitative Inquiry

13:00-14:30

Friday

Speculative Theorypractice(s): (Re)etymologizing Qualitative Inquiry, *Rebecca C. Christ, Florida International University, and Candace R. Kuby, University of Missouri*

1771 The Emotional Geographies of Academic Writing

13:00-14:30

Friday

A table, a walk, and a second walk: Where writing happens in 2021, *Jonathan Gunning Wyatt, University of Edinburgh, UK*

Writing into self partnership, *Fiona Alana Murray, University of Edinburgh*

Writing Collaboratively as a Method of Survival, *Katarina Georgaras, Carleton University*

The Emotional Geographies of learning Emotional Geography, *Oliver Debney, Carleton University, Jupiter Bavington, Carleton University, Wylla Caveen, Carleton University, and Holly Smith, Carleton University*

Autoethnographic reparative pedagogies and academic healing, *Sophie Tamas, Carleton University*

1774 Embodied Autoethnography

13:00-14:30

Friday

Chair: R. Tyler Spradley, Stephen F. Austin State University

Performing Invisible Illness in a Pandemic: An Autoethnography of Health Identity with Colleagues , *R. Tyler Spradley, Stephen F. Austin State University*

The Embodied Information Behavior of People with Diabetes, *Clair Ellyn Irwin, University of Illinois, Urbana-Champaign*

Cycling into collaborative health and well-being: an autoethnography of becoming a collaborative cyclist in my front room , *Sarah Helps, The Tavistock and Portman*

Ethics of Performing Personal Narratives of Disability, *Julie-Ann Scott-Pollock, University of North Carolina Wilmington*

The philosophical practice of yoga as a possibility to expand borders, *Veridiana Noronha Vaccarelli, Universidade Estadual de Campinas, Gustavo Antonio Raimondi, Universidade Federal de Uberlândia, and Nelson Filice de Barros, Universidade Estadual de Campinas*

1776 Qualitative Social Work

13:00-14:30

Friday

Chair: Jean Zelenko, University of Louisville

The Power of Knowledge: The Process of Mental Health Literacy for Those with Mental Health Conditions, *Jean Zelenko, University of Louisville, Jean Zelenko, University of Louisville*

Exploring the Impact of Institutional Betrayal on Youth Who Have Experienced Domestic Minor Sex Trafficking, *Jamie Kynn, Michigan State University, and Pilar Horner, Michigan State University*

On Navigating Fear and Conflict Through Vulnerability , *Hagit Sinai-Glazer, McGill University*

How do transitional programs effectively and equitably serve the homeless population?, *Francisco Alatorre, Bridgewater State University*

1779 Critical Race Theory, II

13:00-14:30

Friday

Chair: Jason K. Wallace, The University of Southern Mississippi

Racial Secrets in Family Memoirs: Reflexivity, Critique, and Revision , *Lucy E Bailey, Oklahoma State University*

“We are the Small Axe”: An Exploration of Two Pandemics and Race within Black America, *Winsome Nisbett, University of South Florida*

My Family’s Genealogy Story: How Race Interplays with Family History, *Joy Marie Anderson, Arizona State University/ Tempe Elementary School District*

Reflections on Ethnography in Law: Attorneys and the Racialized Struggle for Equality, *Inbar Peled, Osgoode Hall Law School, York University*

Nevertheless, We Persist: Exploring Cultural Capital of Black First-Generation Doctoral Recipients at Non-Black Serving Institutions, *Jason K. Wallace, The University of Southern Mississippi*

1780 Arts-Based Research in Education

13:00-14:30

Friday

Chair: Javiera Sandoval Limari, Institute of Education, University College London

“I Didn’t Sign Up for This!”: Poetic Reflections on White Privilege, White Fragility, and White-Hot Rage, *Julia Persky, Texas A&M University - Commerce*

Moving Language: The Role of Classroom Bodies and Space in Negotiating Collaborative Conversations, *Kaitlin Glause, Department of English, Millikin University*

Students and the Pandemic: Changed Bodies, Space, and Time, *Ulrich Teucher, University of Saskatchewan, Jessica Reimer, University of Saskatchewan, Shannah Dutrisac, University of Saskatchewan, Stacey McHenry, University of Saskatchewan, Meagan Hong, University of Saskatchewan, Khursbid Valijah, University of Saskatchewan, Eftymia Kosmas, University of Saskatchewan, Alicja Rutkowski, University of Saskatchewan, and Zaria Silveira, University of Saskatchewan*

The Blanket: Using Art to Connect Autoethnographic and Ethnographic Stories, *Javiera Sandoval Limari, Institute of Education, University College London*

1781 “Are you okay? What do you need?”: Teacher and researcher collaboration during COVID-19

13:00-14:30

Friday

Collaboration when time feels short: Future time perspective in research collaboration with teachers, *Nichollette Marie DeRosia, University of Oregon*

Teachers collaborating to support mental health during COVID-19, *Mary R. Adkins-Cartee, University of Oregon, and Dana Cohen Lissman, University of Oregon*

Collaborating to Accommodate: Teacher innovation and collaboration to provide SPED and EL services during the COVID-19 pandemic, *Kevin Donley, University of Oregon*

Supporting Caregivers as Teachers: Special education teachers' experiences collaborating with families during remote learning, *Stacy Leanne Arbuckle, University of Oregon*

1798 Future Directions in Qualitative Data Analysis: Liberating Meaning Making in Repressive Times

13:00-14:30

Friday

Intersectional Analysis as a Method to Analyze Popular Culture: Clarity in the Matrix, *Erica B Edwards, Wayne State University, and Jennifer Esposito, Georgia State University*

1799 Autoethnography and the Arts

13:00-14:30

Friday

Chair: Peter Joseph Glociczki, Coker University

Braiding Wendell Berry into Mediated Autoethnography, *Peter Joseph Glociczki, Coker University*

California Superbloom, *Timothy Matthew Lee Sutton*

The Sensation of Cobalt Blue: An Illuminative Autoethnography of Colouring Sensations in Classrooms and Schools, *James Gerard Deegan, Mary Immaculate College, University of Limerick*

General information

47

1803 Writing of(f) Family 3

15:00-16:30

Friday

My mum is a dreamer, *Fiona Alana Murray, University of Edinburgh*

1804 Indigenous Epistemologies

15:00-16:30

Friday

Chair: Manuel Perez, University of Illinois at Urbana-Champaign

A Dusty Old Piano, a Cross Upon the Wall, *Tina Bly, University of Vermont*

The Signs of Belonging: Doing Research on Indigenous Rights and Policies in Latin America., *Katherine Becerra Valdivia, Católica del Norte*

Designing Indigenous and Culturally Responsive Qualitative Design: Lesson Learned from the First Year of Research in the SEAS Islands Alliance Project, *Manuel Perez, University of Illinois at Urbana-Champaign, Rodney Hopson, University of Illinois at Urbana-Champaign, Jonathan Boxerman, Wested, Sharon Nelson-Barber, Wested, Kimberly Nguyen, Wested, Ursula Aragunde, Universidad Ana G. Mendez, and Jarvon Stout, University Virgin Islands*

The Circle of Metacognition, *Tina Bly, University of Vermont*

1805 Collaborative Engagement with Conscientization in a Critical Perspectives Course

15:00-16:30

Friday

Who benefits from a feeling? Critical Consciousness and Empathy, *Rebecca Brusseau, George Mason University, and Jeff Vormund, George Mason University*

Critical Race Theory as Ornamental Versus Foundational, *Neesa Sarah Ndiaye, George Mason University*

Critical Consciousness and Language: Why Words Matter, *Johanna Margaret Hermanson, George Mason University*

Moving Towards the Human Ethic Through the Examination of Risk and Responsibility, *Kayla Angelosante, George Mason University*

Critical Conscientization in History Education Practice and Research, *Jeffery Keller, George Mason University*

Critical Perspective of Multicultural Approach, *Xiaolu Zhang, George Mason University*

1806 Roundtable Discussion: The Poetic Voice in Social Justice Research

15:00-16:30

Friday

Poetry and Reproductive Justice, *Shelby Swafford, Southern Illinois University, Carbondale*

Poetic Inquiry & Environmental Memorialization, *Alex Davenport, Saint Cloud State University*

Poetry and Black Lives Matter, *Charlie Hope Dorsey, Southern Illinois University, Carbondale*

Poetry and LGBTQ+ Identity, *Colin Whitworth, University of South Florida*

1807 Feminist Qualitative Research, II

15:00-16:30

Friday

Chair: Cathy Raymond, Indiana University

“My Earphones Protect Me”: Exploring one Afghan Woman’s Creative Multiliteracies, *Cathy Raymond, Indiana University*

The Salutogenic Perspective on the Negative Traditional Practices Affecting the Well-being of Women in Siniensi Village of Northern Ghana., *Charles Gyan, McGill University, and Eunice Abbey, University of Ghana*

Unveiling the Truth about Coerced and Violent Relationships through the Communicative Methodology of Research. Elisabeth Torras-Gómez, Department of Sociology, University of Barcelona; Garazi López de Aguilera, Department of Curriculum & Instruction, University of Wisconsin-Madison, *Garazi López de Aguilera, University of Wisconsin-Madison, and Elisabeth Torras-Gómez, University of Barcelona*

“Call Me Rambo”: Multiple Consciousness and Identity as Shields Against Oppression for Black Women Living with Mental Illness, *Marya R Sosulski, Michigan State University, Shani Saxon, Wayne State University & Michigan State University, and Chey Davis, Michigan State University*

Pasta, Pavlova, and Paradigms: Shared Creative Work Experiences (SCrWE) as a Recipe for Meaningful Co-Production, *Libba Willcox, Indiana University Purdue University Indianapolis, and Crystal Howell, Randolph College*

1808 The Future of Narrative Research in Public Health and Social Work

15:00-16:30

Friday

The Future of Narrative Research in Public Health and Social Work (panel requested), *Sabrina T. Cherry, UNC Wilmington, Nancy Daley-Moore, Truman State University, and Yarnecia Dyson, UNC Greensboro*

1810 Innovations in Critical Curriculum

15:00-16:30

Friday

Chair: Giovanni Dazzo, George Mason University

TEACHERS' DECISION-MAKING AND RISK IN ADDRESSING SOCIAL JUSTICE, *Karie Christine Brown-Tess, University of Illinois at Urbana Champaign*

Sound Lab Project, *Ilayda Altuntas, Penn State*

Differentiating and Studying Joy, Pleasure, and Happiness in Curriculum Theory, *Kyle Lee Chong, Michigan State University*

Transcorporeal currents as sympoietic pedagogy, *Cala Coats, Arizona State University*

Restorative Validity: Exploring How Inquiry Can Promote Peace, Justice, and Healing, *Giovanni Dazzo, George Mason University*

1811 Digital Tools for Qualitative Research, II

15:00-16:30

Friday

Chair: Jacqueline M. Knapke, Department of Family & Community Medicine, University of Cincinnati

Use of Machine Learning to Guide Qualitative Data Analysis of Medical School Admissions Data, *Jacqueline M. Knapke, Department of Family & Community Medicine, University of Cincinnati, Barbara Tobias, Department of Family & Community Medicine, University of Cincinnati, Erin E. McCabe, Digital Scholarship Center, University of Cincinnati, Hillary R. Mount, Department of Family & Community Medicine, University of Cincinnati, and Saundra L. Regan, Department of Family & Community Medicine, University of Cincinnati*

Google JamBoard: A Useful Tool for Collaborative Qualitative Analysis, *Rachel L. Burrage, University of Hawaii i at Mānoa*

Automating Transcription: Implications for the Analysis Process, *Silvana di Gregorio, QSR International*

Use of Visual Abstracts for Research Dissemination: An Integrative Review, *Susana Verdinelli, Walden University, and NORMA I. I. SCAGNOLI, Northeastern University*

Enacting Culturally Sustaining Pedagogies: Self-Studies on Teaching-Learning Relationships in a School of Education

1815

15:00-16:30

Friday

Locating Institutional Change at the Grassroots: Enacting Agency through Collaborative Faculty Leadership, *Connie Kendall Theado, University of Cincinnati, Mary Brydon-Miller, University of Louisville, Susan Watts-Taffe, University of Cincinnati, Stephen Douglas Kroeger, University of Cincinnati, Miriam Raider-Roth, University of Cincinnati, and Mark Sulzer, University of Cincinnati*

Enacting Culturally Sustaining Pedagogies: Self-Studies on Teaching-Learning Relationships in a School of Education, *Stephen Douglas Kroeger, University of Cincinnati*

General information

51

Relational Awareness and Culturally Sustaining Pedagogy: Praxis and Possibility, *Miriam Raider-Roth, University of Cincinnati*

Reading the Self in Relation to Youth through Young Adult Literature: Risks, Rewards, and Reflections, *Mark Sulzer, University of Cincinnati*

Creating Relational Space to Support Explorations of Culturally Sustaining Pedagogy with Prospective Teachers, *Susan Watts-Taffe, University of Cincinnati*

Autoethnography about relationships/sexuality/gender/power dynamics/phd students at the university of south carolina: Heterosexual gender and marriage expectations in Cameroon versus in America. Narratives of self and the impact of those on all fronts of relationships.

1816

15:00-16:30

Friday

The Connection of Survival: An Autoethnography on Narratives and the Navigation of Relationships, *Sara Pound, University of South Carolina*

Intrinsic and extrinsic coping strategies of African refugee youth attaining post-secondary education.

1817

15:00-16:30

Friday

Intrinsic and extrinsic coping strategies of African refugee youth attaining post-secondary education., *victory Osezua, University of Louisville, Lesley M. Harris, University of Louisville, and Sato Doroty, University of Louisville*

1818 QI in the Iberoamerican Crossroads II

15:00-16:30

Friday

QI in the Iberoamerican Crossroads II, *Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco*

Learning from People through Qualitative Inquiry in a Country Searching for a Better Future, *Carolina Martinez-Salgado, Universidad Autonoma Metropolitana (Xochimilco)*

Migration as a Human Right. The right to immigrate in times of pandemic on the northern border of Chile., *Pamela Zapata-Sepúlveda, Universidad de Tarapaca, Chile*

QI in the Iberoamerican crossroads II, *MAGDALENA SUAREZ-ORTEGA, Universidad de Sevilla*

1819 Postqualitative Research, II

15:00-16:30

Friday

Chair: Justin Hendricks, University of Florida

Navel-Gazing Gestures, *Justin Hendricks, University of Florida, Teija Rantala, University of Turku, and Mirka Koro, Arizona State University*

“You’re the Only One Who Asks How We Are”: Productions and Provocations of Care in Higher Education During COVID-19, *Kristin Bauck, University of Minnesota*

Bracketing the bracketing process of qualitative social work research, *Jessica Euna Lee, Indiana University, and Jillian Graves, Eastern Michigan University*

1820 Stories from the Land

15:00-16:30

Friday

The tension of the land, *Patrick John Lewis, University of Regina*

kikawinaw askiy wiscakasa - Mother Earth’s Hair, *Joseph A Naytowhow, University of Regina*

1821 The Power of Positionality: A Journey into Reflexivity for Critical Praxis

15:00-16:30

Friday

Deconstructing the native: A reflexive account on conducting fieldwork in Morocco , *Nada Berrada, Virginia Tech*

Bridging power and participation in international development through critical reflexivity, *Lia Kelinsky-Jones, Virginia Tech*

More Than A Curtain Speech: Land Acknowledgment, Reflexivity, and Institutional Change, *Jon Catherwood-Ginn, Virginia Tech*

Food Systems Praxis and Reflexivity through Narrative Inquiry: A Critical Pedagogy Perspective , *Kim L. Niewolny, Virginia Tech*

Food Systems Praxis and Reflexivity through Narrative Inquiry: A Critical Pedagogy Perspective , *Kim L. Niewolny, Virginia Tech*

1826 Teaching and Learning Qualitative and Mixed-Methods Research

15:00-16:30

Friday

Chair: Silas Schaeffer, University of Kansas

Uniformity and Rigor: Examining the Criticisms of Qualitative Research in the Field of Education, *Silas Schaeffer, University of Kansas*

Qualitative Coding as a Tool for Student Empowerment in Teacher Education , *Lesley Nora Siegel, West Chester University of Pennsylvania, and Kristina M Valtierra, Colorado College*

Encouraging New Graduate Students to Pursue Mixed Methods Research: Some Suggestions, *Anindya Sen, Northern Illinois University*

Teaching and learning of qualitative research in times of covid19, *Edith Juliana Cisneros, Universidad Autónoma de Yucatán, and Roger J. Gonzalez-Gonzalez, Universidad Autónoma de Yucatán*

1829 Navigating COVID-19 Through Art

15:00-16:30

Friday

Chair: Beixi Li, University of Georgia

When What Matters Doesn't Seem to Mean: Navigating Gaps in Expression,
Carlson Coogler, The University of Alabama

Sensible Displacements: Researching with Collective Projects in the Arts and Health Interface during the Pandemic, *Elizabeth Araujo Lima, University of São Paulo, Brazil, Erika Alvarez Inforsato, University of São Paulo, Brazil, Eliane Dias de Castro, São Paulo University (USP), Renata Monteiro Buelau, University of São Paulo, Brazil, Isabela Umbuzeiro Valent, University of São Paulo, Brazil, Juliana Araujo Silva, University of São Paulo, Brazil, Caroline Lucas Moraes, University of São Paulo, Brazil, Luciana Kanashiro Ishimitsu, University of São Paulo, Brazil, Ana Carolina Lins, University of São Paulo, Brazil, and Giovanna Pereira Ederli, University of São Paulo, Brazil*

Stepping Beyond our Words: Walking for Place, Community and Self, *Candance Doerr-Stevens, University of Wisconsin-Milwaukee, Alisha M. White, Western Illinois University, Sunshine Sullivan, Houghton College, and Nicole Damico, University of Central Florida*

A Collage Inquiry into Data Collection During the Pandemic, *Beixi Li, University of Georgia*

Stories as Bridges: How Women in a Sudanese Refugee Family Recreate Home, Make Sense of Displacement, and Find Collective Meaning Through Storytelling.

1831 Bridget Kearney, University of Louisville.

15:00-16:30

Friday

STORIES AS BRIDGES: How Women in a Sudanese Refugee Family Recreate Home, Make Sense of Displacement, and Find Collective Meaning Through Storytelling, *Bridget Virginia Kearney, University of Louisville- College of Education*

1848 Engaging and Nurturing Student's Voice Through Inquiry

15:00-16:30

Friday

Lived Experience as a Starting Point for Inquiry, *Sara Martucci, Mercy College, and Saliba Bava, Mercy College*

Project-Based Inquiry Lab: Engaging in Critical Praxis, *Saliba Bava, Mercy College, and Roua Eltayeib, Mercy College*

The Use of Interpretive Phenomenological Analysis for Exploring Student Inquiry, *Sarah Jane Hahn, Mercy College*

The Curious question, *maria luisa molina, Kanankil Institute, and Rocio Chaveste, Kanankil Institute*

“Research as Daily Practice” as a Teaching Pedagogy: Amplifying Students’ Voices, *Monica Sesma-Vazquez, University of Calgary*

Conceiving of K-Feminism through the narratives of Korean Female International Graduate Students: Based on the interdisciplinary study of video-ethnography, visual journal collage, critical theory, and feminism
1849 Bokyoung Jo, and Jiyea Park, University of Georgia

15:00-16:30

Friday

Conceiving of K-Feminism through the narratives of Korean Female International Graduate Students: Based on the interdisciplinary study of video-ethnography, visual journal collage, critical theory, and feminism Devin Jo, Art Education, University of Georgia, and Jiyea Park, Department of Learning, Leadership, and Organization Development, University of Georgia, *Bokyoung Jo, University of Georgia, and Jiyea Park, University of Georgia*

1853 Technology applications, analytics, and performance in sports and education

18:00-19:30

Friday

Analytics in Professional Sports: Applications of Analytics in Tennis , *Kevin Huang, University of Illinois, Urbana-Champaign*

Understanding Student Experiences in Online Collaborative Groupwork , *Morgan Fong, University of Illinois, Urbana-Champaign*

The feasibility of high intensity interval training as an effective training mode for individuals who use wheelchairs , *Kady Dandereu, University of Illinois, Urbana-Champaign*

1854 Residential Schooling: Indigenous agency in truth, reclamation and processing the experience

18:00-19:30

Friday

Residential Schools and Indigenous Peoples: Reflections on a Recent Collaboration, *Stephen James Minton, University of Plymouth*

Towards Indigenous Agency Reclamation Through Language Revitalisation and a Māori World-view, *Tania Ka'ai, AUT*

The Beginning of the Stolen Generations of Australia, *Rosemary Ann Norman-Hill, Southern Cross University*

Colliding Heartwork: Processing the Complexity of Intergenerational Cultural Trauma of the Residential School Experience, *Natabnee Winder, Simon Fraser University*

1855 Collaboratively (Re)Imagining the “Good Enough Teacher” in the After that is to Come

18:00-19:30

Friday

(Re)Imagining what Counts as “Good Enough” in Teaching for Ethically-Oriented Work and Lives, *Elizabeth Ann Wurzburg, University of Georgia*

General information

57

Classroom Beauty Practices and the “Good Enough Woman Teacher”: Moving Beyond the “Pinterest-Perfect” Classroom, *Christina Hyer Gillespie, University of Georgia*

Belonging as a form of resistance: Working against the “good-enough” woman teacher, *Kali Thompson, University of Georgia*

Materializing the Good Enough Woman Social Studies Teacher: A Zine Project, *Amelia H. Wheeler, University of Georgia*

1856 Rethinking Approaches to Education with Deleuze

18:00-19:30

Friday

Positioning Deleuze within education OR repositioning education with Deleuze, *Joshua Michael Cruz, Texas Tech University*

A Citation Conversation: Examining academic approaches to citation through flash fiction, *Chelsea Kindred, Texas Tech University*

An Encounter of Deleuze and Tao during Covid-19 Pandemic, *Yanhong Guo, Texas Tech University*

Rethinking Approaches to Education with Deleuze, *Chrissy Eubank, Texas Tech University, Jessica Webb, Texas Tech University, and Stephanie Welch, Texas Tech University*

A Deleuzian Approach to Reading, *Emily Hill Ottinger, Texas Tech University, and Zach Urquhart, Texas Tech University*

1857 Trends in Education

18:00-19:30

Friday

Chair: Seung-Yun Lee, Hanshin Universeity

Bearing Witness and Community Psychiatry: Building a Co-Production Community, *paul richard rhodes, university of sydney*

Examining the Experiences of Undergraduate Students Who Participate Students-Centered Extracurricular Program Evaluations, *Seung-Yun Lee, Hanshin Universeity*

What are you going to do about it? Using autoethnography sociologically for analysis of the phenomenon of workplace bullying in Australia and Aotearoa New Zealand, *Stephanie M Kelly, WelTec Institute of Technology, New Zealand*

Enacting Pluralism in Educational Research for Sustainable Futures, *Nalini Chitanand, Durban University of Technology*

Humboldt, Romantic Science and Ecocide: a Walk in the Woods, *paul richard rhodes, university of sydney, Johanna Lisa Degen, European University Flensburg, Germany, and Rosanne Quinnell, University of Sydney*

1858 Posthumanism, I

18:00-19:30

Friday

Chair: Dory Ann Lightfoot, IISSE

Creating equality with unequal discourse, *Dory Ann Lightfoot, IISSE, and Michael J. Tucker, IISSE*

Translanguaging as Creative Resistance - Exploring the Methodological Implications of Posthumanism for Translanguaging Inquiry, *Kevin Donley, University of Oregon*

Embracing Tensions in Post-Humanist (Post-)Qualitative Research Inquiry for Collaborative Presents: An Example of a Response-Able More-Than-Human(ist) Case Study Approach , *Maria Ejlersen, The University of Queensland*

Focusing on the Now: Rethinking Literacy and Learning with Posthumanism , *Amber Spears, Tennessee Tech University, and Janet Kesterson Isbell, Tennessee Tech University*

1859 The Onto-Epistemology of Sketching as Methodology: Problematicizing the Articulation of Qualitative Inquiry.

18:00-19:30

Friday

Sketching as academic work: towards multiplicity in qualitative inquiry, *Esther Pretti, Arizona State University*

Sketchbooking as Biogrammatic Methodology: Elicited, Intersensory and Involuntarily Translogical, *Anani M. Vasquez, Arizona State University*

Seeing through sketchbooks: Writing up research differently , *Marina Basu, Arizona State University*

The History of Sketching and its Onto-epistemological Implications, *David Lee Carlson, Arizona State University*

1860 Storytelling, Narratives, and Counternarratives

18:00-19:30

Friday

Chair: Jacqueline Barreiro, Simon Fraser University

Storytelling with Theory in the High Andes: The Colonizer Within, *Jacqueline Barreiro, Simon Fraser University*

Using Counter-Storytelling to Amplify the Voices of Multilingual and Multicultural Students in the U.S. University Spanish Classroom , *Raisa Canete Blazquez, Oregon State University*

“Teen moms, we all have a story, of course”: Embodied visibility as acts of disruption and healing, *Jana Lo Bello Miller, University of Minnesota-Twin Cities*

Of Madness, Masquerades, and Monsters in the Capitalocene, *Julia Persky, Texas A&M University - Commerce*

1861 Keywords in Physical Cultural Studies: Figuring the Illinois School

18:00-19:30

Friday

1863 Creative Materialities

18:00-19:30

Friday

Chair: Debra Askelson,

Becoming Attentive to the Road: A Psychogeographic and New Materialist (Ad) Venture, *Frans Kruger, University of the Free State, South Africa*

Permaculture in practice , *Debra Askelson*

Knowledge Making with Barad's Diffraction and Objectivity, *Susan Ophelia Cannon, Mercer University*

Digital Sartoriography: Encloded Audiovisual Auto-Narrative, *Anne Ciecko, University of Massachusetts-Amherst*

1864 Ethnographic Conversations

18:00-19:30

Friday

Chair: Craig Wood, Queensland Teachers' Union

Conversations with myself: An emic/etic autoethnographic zoom, *Craig Wood, Queensland Teachers' Union*

Unfinalizabilty of living stories: An approach to understand a child's identities formation, *Hoa Minh Pham, The Marie Clay Research Centre, University of Auckland, and Janet S. Gaffney, The Marie Clay Research Centre, University of Auckland*

It Just happened After the Graduation Trip: An Autoethnography about the Bullying Experiences, *Ching-Hui Hsu, University of Taipei, and min-chun chiang, University of Taipei*

Four voices, Four Minutes: Quad-Ethnography and a Collective Disruption of Voice and Sustainability of Qualitative Inquiry, *Anna CohenMiller, Nazarbayerov University, Michal Mahat-Shamir, Ariel University, Shani Pitcho-Prelorentzos, Ariel University, and Chaya Possick, Ariel University*

1865 Disrupting Deficit Narratives with Unruly Literacy Pedagogies: From the Classroom to the Culture

18:00-19:30

Friday

Rethinking Reading Intervention Instruction: A Funds of Knowledge Approach, *Kaitlin T. Larson, Indiana University - Bloomington*

Rethinking Reading Intervention Instruction: A Funds of Knowledge Approach, *Mary Beth Hines, Indiana University*

Expanding Pathways for Meaning and Knowing in Language Arts Education through Sound, Art, Poetry, and Digital Media, *Jennifer Parker Monger, Indiana University, and Mary Beth Hines, Indiana University*

General information

61

The Spaces are Now Subaltern: Public Pedagogies of Citizenship and Resistance in the Chilean Estadillo Social, *Lisa J. Wirsig, Indiana University Bloomington*

Listening to Students: Art, Literacy, and Voice, *Tara Cambria Warmerdam, Indiana University*

1866 Approach with Care: Disrupting Oppressive Research Practice through a Caring Paradigm

18:00-19:30

Friday

Why Don't you Dance? Exploring Anishinaabe Concepts of Caring as a Decolonial Strategy, *Lana Ray, Lakehead University*

Commitment Leads to Action: A Community Health Centres' Effort to Improve Health Outcomes for Black Women and their Communities, *Notisha Massaquoi, University of Toronto*

"We do it because we are compassionate: Narratives of Black healthcare practitioners working during Covid", *Karen Flynn*

Problematic Application of Caring Theory to the Health Behaviours of First Nations Mothers, *Miranda Lesperance, University of Toronto*

1867 Interpretation and Writing Strategies: After the Interview

18:00-19:30

Friday

Interpretation and Writing Strategies, *Charles Vanover, University of South Florida, Paul Mihás, University of North Carolina at Chapel Hill, Michelle Rocha, University of South Florida, Trace Taylor, University of South Florida, and JOHNNY SALDANA, Independent Artist-Scholar*

Memo Writing Strategies: Analyzing the Parts and the Whole, *Paul Mihás, University of North Carolina at Chapel Hill*

Listening Deeply: An Alternative to Approach to the Analysis of Focus Group Conversations, *Jaime Leigh Fiddler, University of Calgary*

Making Claims Using Qualitative Data, *Tim Paul Huffman, Saint Louis University*

Organizational responses to human mobility, natural disasters, and the COVID-19 pandemic: Role of front-line workers and teachers

1868

18:00-19:30

Friday

Humanitarian aid, refugee settlement, integration, social network, belonging, refugees residential units , *Angelina Tsoukala, University of Illinois, Urbana-Champaign*

The Impact of COVID-19 on Teaching and Learning in the Classrooms of First-Year Teachers , *Lynn Burdick, University of Illinois, Urbana-Champaign*

Chinese International Students sense of belonging to their school and the United States: A qualitative Study , *Shiyu Sun, University of Illinois at Urbana-Champaign*

1869 Affective Intensities and Post-Inquiry

18:00-19:30

Friday

Chair: Charnell Peters, University of Utah

Rhizomatic Talk and Storying the Academy: A Performative Perspective. Linda L. Lowry, Isenberg School of Management, University of Massachusetts at Amherst , *Linda L. Lowry, University of Massachusetts - Amherst*

A Post Qualitative Stance to Inquiry: Disrupting and Making Space in Education Research and Practise., *Magali Forte, Simon Fraser University*

Asexuality, Affect Aliens, and Digital Affect Cultures: Relationality with the Happy Objects of Sexual and Romantic Relationships, *Charnell Peters, University of Utah*

1870 Supportive Love in Teaching

18:00-19:30

Friday

The Role of Love, Communication, and Discipline Creating a Healthy High School Classroom, *Jamie Michelle Covey, Texas Woman's University*

Radical joy and the academic woo-girl, *Maria Dabboussy, Carleton University, Sophie Tamas, Carleton University, and Kata Georgaras, Carleton University*

A glossary of feminist scholarly love, *Katarina Georgaras, Carleton University*

When Your Students Go to War, *Jessica Gullion, Texas Woman's University*

Learning with love, *Sophie Tamas, Carleton University, Katarina Georgaras, Carleton University, and Maria Dabboussy, Carleton University*

1871 Arctic terns writing and art-making our way through the pandemic

7:00-8:30

Friday

(interactive panel - not separate papers), *Susanne Gannon, Western Sydney University, Bronwyn Davies, University of Melbourne and Western Sydney University, Sheridan Linnell, Western Sydney University, Jane Speedy, University of Bristol, Carol Laidler, University of Bristol, and Davina Kirkpatrick, University of Plymouth*

1874 Critical Qualitative Arts-Based Research

18:00-19:30

Friday

Chair: Xuan Thuy Nguyen, Carleton University

Participatory Visual Methodologies in research with women and girls with disabilities in the Global South: A critical reflection, *Xuan Thuy Nguyen, Carleton University*

A Shared Communicative Repertoire: Using Improvisation to Create an Inclusive Environment Between Local and Syrian Refugee Children, *Muge Olgun Baytas, Pennsylvania State University*

1876 Innovations in Research

18:00-19:30

Friday

Chair: Johanna Irene Rhodes, Southern Institute of Technology

A proposed rubric for describing positionality in qualitative research reporting, *Roehl Sybing, Doshisha University*

The Practice and Value of a Community-Based Art Education Programme in a Guangdong Rural Primary School, *NING Luna LUO, The Education University of Hong Kong*

Educators Assuming Simulated Patient Roles: A Grounded Theory Study, *Johanna Irene Rhodes, Southern Institute of Technology*

Becoming-Complicit: Micropolitical Allyship in Mental Health, *Tim Barlott, The University of Queensland, Lynda Shevellar, The University of Queensland, Merrill Turpin, The University of Queensland, and Jenny Setchell, The University of Queensland*

Collaborative dissent as a scholarly adventure toward collectivizing public knowledge work: a narrative against the authoritarianism of the corporatized university, *Stephen Heimans, University of Queensland, Deborah Heck, University of the Sunshine Coast, Shelley Davidow, University of the Sunshine Coast, Brendon Munge, University of the Sunshine Coast, Catherine L Thiele, University of the Sunshine Coast, Vicki Schriever, University of the Sunshine Coast, Ali Black, University of the Sunshine Coast, Rachel Dwyer, University of the Sunshine Coast, and Catherine Manathunga, University of the Sunshine Coast*

1879 Autoethnographies of Belonging, I

18:00-19:30

Friday

Chair: Kerr Mesner, Wells College

Trans-ing autoethnography: a shared dialogue about increasing transgender visibility within autoethnography , *Kerr Mesner, Wells College*

Dear Lou, *Billy Gene Huff, University of Illinois*

The case for being gay and Catholic: Negotiating the dialectical tensions between religious and sexual identity, *Catherine M Gillotti, Purdue University Northwest*

Velo-onto-epistemology: Becoming(s)-with Bicycles, Gender, Education and Research, *Nina R. Ginsberg, School of Education and Professional Studies, Griffith University*

1880 AsianCrit and Autoethnography

18:00-19:30

Friday

Chair: Eun Young Yeom, University of Georgia

Sliding Glass Doors and Invisible Walls: A Korean International Doctoral Student's Navigation of Racialized Experiences in the U.S., *Eun Young Yeom, University of Georgia*

An AsianCrit Analysis of Children's Literature and Implications for the Social Studies Curriculum, *Kyle Lee Chong, Michigan State University*

AsianCrit and Autoethnography: A Future-Focussed Fugue of Critical Collaborative Inquiry, *Aaron Teo, The University of Queensland, Australia*

A critical qualitative inquiry of a collaborative Black women's reading and healing literature circle during a dual pandemic

1881

18:00-19:30

Friday

Sistering, daughtering, and mothering in crises: How a Black woman's literature circle helped me recover from academic burnout and survive global pandemics, *Amber Pabon, Kutztown University, Venus Evans-Winters, and Janice Baines*

S.T.E.M for Cultural Sustainability: A Pedagogy of Activism, *Theresa Y. Robinson, Elmhurst University*

1898 Discourses on the Visual Journal

18:00-19:30

Friday

Collaborative dialogues through the visual journal breaking ownership, *Samuel Herreshoff Peck, University of Minnesota, and David R. Modler, Shepherd University*

1899 Revisiting Traditional Methods

18:00-19:30

Friday

Chair: Amy E. Stich, University of Georgia

My Mother's Marks: Understanding Changing Narration and Meaning-Making through my Mother's Diaries and Personal Interviews, a 20-Year Gap, *Kayla Nell Stansbury, Louisiana State University*

Philosophical and Qualitative Phenomenological Research Methods, *Heath Williams, Sun Yat-sen University*

Trauma-Informed Focus Groups: Developing Protocols and Learning from/with Participants, *Angela M. Wiseman, North Carolina State University, and Aaron Arenas, North Carolina State University*

Negotiating Ourselves: Navigating Paradigmatic Conflict and Diverse Identities in Collaborative Qualitative Research, *Amy E. Stich, University of Georgia, Collin Case, University of Georgia, Elizabeth Ndika, University of Georgia, and Kanler Cumbass, University of Georgia*

Member Check Interviews in Qualitative Research: Ethics, Procedures, and Practices, *Eileen Boswell, University of Nebraska-Lincoln, and Analay Perez, University of Nebraska-Lincoln*

**VIOLENCIA DE GÉNERO AL INTERIOR DE LA
UNIVERSIDAD AUTÓNOMA CHAPINGO: CAUSAS Y
SOLUCIONES DESDE LA INVESTIGACIÓN CUALITATIVA Y
LA COOPERACIÓN INTERNACIONAL**

1903

7:00-8:30

Saturday

La riqueza cultural en la Universidad Autónoma Chapingo vs la cultura de la violencia, *Fabiola García, Universidad Autónoma Chapingo*

Apego psicológico y violencia escolar entre el estudiantado adolescente de la Universidad Autónoma Chapingo: Revisión y reflexión teórica., *Gabriela Larraguivel Sosa, Universidad Autónoma Chapingo*

Hablar de emprendedurismo femenino en México , *Evelyn Maribel Anaya, UNIVERSIDAD AUTONOMA CHAPINGO*

VIOLENCIA DE GÉNERO AL INTERIOR DE LA UNIVERSIDAD AUTÓNOMA CHAPINGO: CAUSAS Y SOLUCIONES DESDE LA INVESTIGACIÓN CUALITATIVA Y LA COOPERACIÓN INTERNACIONAL , *MAGDALENA SUAREZ-ORTEGA, Universidad de Sevilla*

1914 Narrative Wanderings/Wondering across a Pandemic Landscape

7:00-8:30

Saturday

Storytelling Research through a Pandemic, *Patrick John Lewis, University of Regina*

Narratives from the borderlands of a pandemic landscape, *Julie Milroy Parsons*

Food sharing and food shortage before, during and beyond Covid-19 lockdown: a personal narrative , *Gayle Letherby, Plymouth*

When Boris Announced Lockdown, *Kitrina Douglas, University of West London & Leeds Beckett University, and David Carless, University of the West of Scotland*

While My Children Dance, *David Carless, University of the West of Scotland, and Kitrina Douglas, University of West London*

**1918 Repensar la Salud: Pensamiento Crítico e Investigación
Cualitativa**

7:00-8:30

Saturday

Terapia de la Afasia y Encuentros Comunicativos, *Beatriz Eugenia Guerrero-Arias, Universidad del Valle, Yajaira Vanessa Acosta-Calle, Universidad del Valle, and Maria Camila Vásquez-Narváez, Universidad del Valle*

Agencia en jóvenes: práctica teatral comunitaria y performance en Cali, Colombia, *Edgar Jhonny Muñoz-Morales, Universidad del Valle*

El modelo social de Discapacidad, biopolítica y rehabilitación, *Marisol Moreno-Angarita, Universidad Nacional de Colombia*

ENFOQUES NARRATIVOS DE INVESTIGACIÓN-INTERVENCIÓN Y ECOLOGÍA DE SABERES, *Nora Aneth Pava-Ripoll, Universidad del Valle, and Nora Lucía Gómez-Victoria, Universidad del Valle*

Una Vivencia: Una Enseñanza de Vida, *Luis Alexander Lovera-Montilla, Universidad del Valle*

**1921 Trauma Healthcare Practices: Comparative Lived
Experiences and Way Forward**

7:00-8:30

Saturday

Violence Prevention and Nursing Practices: A Comparative Study of Nigeria, Ghana and US Nurses, *Oluchi Nancy Nwaobia, Federal Medical Center, Umuabia, Nigeria, Ugochi Florence Chigbu, Adventist Hospital and Motherless Babies Home, Aba, Nigeria, and Kingsley Chigbu, University of St Thomas*

1952 Scholarly Becomings

9:00-10:30

Saturday

Chair: Freyca Calderon, Penn State University

“Porque vale la pena”: Latina women’s scholarly work, *Freyca Calderon, Penn State University, Miryam Espinosa-Dulanto, University of Texas, Rio Grande Valley, and Karla O’Donald, Texas Christian University*

Embodying Philosophy in the Process of Scholarly Becoming, *Priya C. Kumar, College of Information Studies, University of Maryland, College Park*

How Educating for Interculturalism Can Promote A Better Future for Our World, *Esther ZHOU, Beijing Normal University*

Dwelling With Wildflowers: Qualitative Inquiry as Life-Living and Life-Giving, *Frans Kruger, University of the Free State, South Africa*

The Evolution and Characteristics of Knowledge Economy in Higher Education: From Scarcity to Abundance, *Esther ZHOU, Beijing Normal University*

1953 Strategies for Coding and Categorizing Data: After the Interview

9:00-10:30

Saturday

Strategies for Coding and Categorizing Data, *Charles Vanover, University of South Florida, Paul Mihás, University of North Carolina at Chapel Hill, Michelle Rocha, University of South Florida, and Trace Taylor, University of South Florida*

Coding System Design and Management for Remote Collaboration, *Daniel Turner, Quirkos*

Deductive and Inductive Approaches to Qualitative Data Analysis, *Andrea Bingham, University of Colorado Colorado Springs, and Patricia Witkowsky, University of Colorado Colorado Springs*

4. Analyzing and Coding Interviews and Focus Groups Considering Cross-Cultural and Cross-Language Data, *Elsa Gonzalez, University of Houston, and Yvonna S. Lincoln, Texas A&M University*

1954 Responses to COVID-19

9:00-10:30

Saturday

Chair: Ciro De Vincenzo, University of Padua

“Viral Epistolary”: an On-line Project of Letter-Writing and Sharing During the Pandemic, *Ciro De Vincenzo, University of Padua, Anita Franceschi, University of Padua, Caterina Benelli, University of Messina, Monica Massari, University of Milan “La Statale”, and Flavia Serio, University of Padua*

Social Responsibility During Coinciding Crises: Voices from Northern Minnesota and Wisconsin, *B R. Balmer, Vanderbilt University*

Extractivism Studies during Covid-19 pandemic: Virtual Ethnography and Collaborative Research at Fredonia (Colombia) , *Erika Lucía Meneses, Universidad Pontificia Bolivariana*

Voces of a Pandemic: Using Oral History to Understand how COVID-19 has Shaped Latino/a/x Experiences within Higher Education , *Jackie Pedota, University of Texas at Austin*

COVID-19 – The Impact on Qualitative Researchers and their Research, *Silvana di Gregorio, QSR International*

COVID-19 Pandemic and Violent Attitudes in Hospital Settings

1955

9:00-10:30

Saturday

Staying Strong Amidst the COVID-19 Pandemic: The Hidden Violence and Experiences of Nurses in the Emergency Rooms, *Oluchi Nancy Nwaobia, Federal Medical Center, Umuahia, Nigeria, Ugochi Florence Chigbu, Adventist Hospital and Motherless Babies Home, Aba, Nigeria, and Kingsley Chigbu, University of St Thomas*

1956 Sentido de pertenencia. Visiones autoetnográficas 1

9:00-10:30

Saturday

Sentido de pertenencia. Visiones autoetnograficas., *silvia Marcela benard, Universidad Autonoma de Aguascalientes*

Historia y dominación. Un recorrido autoetnográfico de la práctica pedagógica en contextos indígenas., *Jorge Luis Luis Cruz Hernandez, Universidad Pedagógica Nacional*

Las Aguas de la Memoria: Una Autoetnografia. , *Betiana Elizabeth Billiardi, Universidad Autónoma de Aguascalientes*

Weird Female, *Andrea Itzel Padilla, Universidad Iberoamericana*

Buscando encontrar algún sentido de pertenencia: un viaje lleno de secretos familiares, *Estefania Diaz, Autonomous University of Aguascalientes, and Silvia Benard, Autonomous University of Aguascalientes*

La pertenencia en tensión: autorretrato en un columpio, *Blanca Berenice Cortés Campos, Universidad Autonoma de Aguascalientes*

1957 Writing, Language, and Literacy in Education

9:00-10:30

Saturday

Chair: Stacey Bliss, University of Regina

“How Can I Approach That?": Vulnerability in an After-School Writing Club with Undergraduates and Fifth Graders, *Bryan Walker, University of Memphis, and Laurie MacGillivray, University of Memphis*

The Cross-cultural Learning in Global Read Aloud, *Xiaoying Wang, UMSL, and Ming Yi, University of Missouri-Saint Louis*

Bridging the Theory to Practice Gap in Secondary Reading Instruction: An Action Research Study with Two High School Students, *Whitney Sommers Butler, University of Cincinnati*

A Phenomenological Study on Culturally and Linguistically Diverse (CLD) Teachers' Experience in Teaching in the U.S., *Seda Ozbek-Damar, Arizona State University*

Toward a Sound Pedagogy of 'Resonant Literacy': A Sonic Ethnographic Study with Gong Master-Teachers, *Stacey Bliss, University of Regina*

1958 Transnational Education

9:00-10:30

Saturday

Chair: Mahlapablapan. Mahalapablapan Themane, University of Limpopo

Perspectives of Zimbabwean College Lecturers on the Vulnerability of Left-Behind Learners: Implications for Teacher Education for Inclusive Education, *Mahlapablapan. Mahalapablapan Themane, University of Limpopo*

TRANSFORMATIVE INTERNATIONALIZATION THROUGH KINDNESS: THE EXPERIENCES OF CHINESE UNDERGRADUATE STUDENTS AND THEIR INSTRUCTORS AT A U.S. HIGHER EDUCATION INSTITUTION, *Karolina Achirri, Divine Word College*

Laboring for the Motherland: Exploring the Work of State-Sponsored Transnational Teachers through Mother Studies, *Rebekah R. Gordon, Michigan State University*

Being and Becoming American: Narratives of Belonging from Second-Generation American Teachers of Color , *MEGHAN PHADKE, University of Minnesota - Twin Cities*

Education and Immigration in the Chilean Context: A Concrete Study, *Manuel Perez, University of Illinois at Urbana-Champaign*

1959 Education Across Content Areas

9:00-10:30

Saturday

Chair: Samara Dawn Madrid Akpovo, The University of Tennessee Knoxville

“Bill Nye isn’t a real scientist”: Narrative Inquiry of Misogyny in a Social Studies Classroom, *Morgan Paige Tate, University of Georgia*

Developing Collaborative Futures in Physical Activity for Children with Special Education Needs: A Collective Case Study of Four Adapted Physical Educators, *Geoffrey Meek, Bowling Green State University*

An ethic and pedagogy of discomfort: Preschool teachers’ unknowing, uncertainty, and emotional vulnerability, *Samara Dawn Madrid Akpovo, The University of Tennessee Knoxville, Sarah Neessen, East Tennessee State University., Lydiah Nganga, The University of Wyoming, and Cassie Sorrells, The University of Tennessee*

Research on the Competency Model of the Head Teachers in Technical Colleges, *, Beijing Normal University*

1960 Educational Justice and Accountability

9:00-10:30

Saturday

Chair: Qui Dorian Alexander, University of Minnesota--Twin Cities

Fostering Anti-Oppressive Pedagogies in Elementary Preservice Teachers: The Role of the University Supervisor , *Megan Deutschman, University of Minnesota - Twin Cities, Charlene L. Cornwell, University of Minnesota - Twin Cities, and Scott Sundstrom, University of Minnesota - Twin Cities*

Caught between educational accountability reforms, compliancy and political interference: A case of schools in a province in South Africa, *Bongani D Bantwini, Walter Sisulu University, and Pontso C Moorosi, University of Warwick, UK*

Exploring Discursive Tensions around Justice through Elicitation Vignettes, *Rachel Ranschaert, University of Georgia*

Using Post-Intentional Phenomenology to Study Abolitionist Praxis, *Qui Dorian Alexander, University of Minnesota--Twin Cities*

1961 New Materialism and Sociomateriality

9:00-10:30

Saturday

Chair: Rina Kundu Little, Texas Tech University

The Call and Response Museum Program: Art, Collaboration, Materiality, and Emplacement, *Rina Kundu Little, Texas Tech University*

Recognition, creative-relationality, writing, and the excess of inquiry, *Jonathan Gunning Wyatt, University of Edinburgh, UK*

Waterworld: H2O as Constituent of Social Research , *Pauli Badenhorst, The University of Texas Rio Grande Valley, and Laura M Jewett, The University of Texas Rio Grande Valley*

Mess & Intuition: (Re)considering Sociomaterial Research Practice, *Emily Jean Hood, Appalachian State University*

Education for Research Incubation. Reflective Musings on how Transdisciplinary Classes Transform Students

1963 Mode of Thinking and Acting

9:00-10:30

Saturday

1964 Autoethnography and Classroom Pedagogy

9:00-10:30

Saturday

Chair: Andrew Louis Kipp, Kansas State University

Teaching to Blank Screens: A Duoethnographic Approach to Understanding Teacher Agency during COVID-19, *Andrew Louis Kipp, Kansas State University, Kent Douglas Muyskens, n/a, and J. Spencer Clark, Kansas State University*

Critical Reflection on Compartmentalized Pedagogy and Envisioning Ahead through STEAM Sensation in Mathematics Education: An Auto/Ethnographic Inquiry, *Madan Rijal, Kathmandu University, and Bal Chandra Chandra Luitel, Kathmandu University School of Education, Department of STEAM Education*

Incorporation of Arts and Technology in the Subject Matter : A Collaborative Inquiry, *Roshani Rajbanshi, Kathmandu University, and Parbati Dhungana, Kathmandu University School of Education*

Soaring to New Heights: An Autoethnographic Account of Transformation in Higher Education, *Jacob K. Kelley, Auburn University, and Ashley N. Watson, University of Minnesota, Twin Cities*

Using Decolonizing Autoethnography Methodology to Explore Navigating the Traditional Research Process, *Faran Saeed, Oregon State University, Freddy Leon, Oregon State University, and Sara Caldwell-Kan, Oregon State University*

1965 In-Depth Analysis of Social Context in Emancipatory Research: Voice Centered Listening

9:00-10:30

Saturday

Reflecting on stereotypes and privileges in international volunteering – Making the complexity of identity negotiations visible through VCL, *Mechthild Kiegelmann, University of Education Karlsruhe - Germany, and Franziska Müller, University of Education Karlsruhe, Germany*

The Role of Gender in the Subjective Experience of a Diverse Sample of Persons Recovered from Eating Disorders, *Marie-Luise Springmann, Karlsruhe University of Education, and Mechthild Kiegelmann, Karlsruhe University of Education*

Reflecting on stereotypes and privileges in international volunteering - Making the complexity of identity negotiations visible through VCL, *Franziska Müller, University of Education Karlsruhe, Germany, and Mechthild Kiegelmann, Karlsruhe University of Education*

General information

75

Theatre in dementia health care - secondary analysis from the perspective of theatre pedagogy, *Jessica Hoehn, Karlsruhe university of education and HS Osnabrück, and Stefanie Seeling, Osnabrück University of Applied Sciences (Germany)*

Emotional Self-Concept of Refugee Children: VCL as a Supplement for Understanding Non-Verbal Signs and Ambivalence, *Sasmitha Rosari, University of Education Karlsruhe - Germany, Christoph de Oliveira Käppler, TU Dortmund University - Germany, and Mechthild Kiegelmann, University of Education Karlsruhe - Germany*

Introduction of panel by the Chair, *Mechthild Kiegelmann, University of Education Karlsruhe - Germany, Franziska Müller, University of Education Karlsruhe, Germany, Marie-Luise Springmann, Karlsruhe University of Education, Jessica Hoehn, Karlsruhe university of education and HS Osnabrück, and Sasmitha Rosari, University of Education Karlsruhe - Germany*

Discussant, *CAROL GILLIGAN, New York University*

Celebrando el centenario de Paulo Freire (1921-2021): diálogo, conciencia y amorosidad como fundamentos de las utopías.
1966

9:00-10:30

Saturday

Celebrando el centenario de Paulo Freire (1921-2021): diálogo, conciencia y amorosidad como fundamentos de las utopías., *Marília Velardi, University of São Paulo*

Dialogando sobre la investigación participativa: incertidumbres y reflexiones al construir conocimiento con maestros y maestras, *Elisabete dos Santos Freire, São Judas Tadeu University*

PREMISAS FREIRIANAS DE LO SER EDUCADORA E INVESTIGADORA: NARRATIVAS DE UNA PRAXIS, *Eliana de Toledo, Universidade Estadual de Campinas - UNICAMP*

La extensión universitaria y los procesos de Diálogo, Comunicación y Conciencia: la praxis en el acto de conocerse a uno mismo., *Bruna Gabriela Marques, Universidade São Judas, and Maria Luiza de Jesus Miranda, Universidade São Judas*

Conciencia para el movimiento: diálogos entre las propuestas de Paulo Freire y Augusto Boal, *Renata Matsuo, University of São Paulo - School of Arts, Sciences and Humanities, and Marília Velardi, University of São Paulo*

1967 Education During Multiple Pandemics

9:00-10:30

Saturday

Chair: Candance Doerr-Stevens, University of Wisconsin-Milwaukee

Responding to Multiple Pandemics: Collaboration in a School District/University/Arts Nonprofits, *Candance Doerr-Stevens, University of Wisconsin-Milwaukee, Jenny Brownson, University of Wisconsin-Milwaukee, Anna Grosch, Lynden Sculpture Gardens, Natalie Hahn, University of Wisconsin-Milwaukee, Steven Vande Zande, Milwaukee Public Schools, and Joëlle Worm, University of Wisconsin-Milwaukee*

Overworked, Undervalued, and Unappreciated: Teachers' Voices During COVID-19, *Alexis L. Jones, Eastern Illinois University, and Meghan A. Kessler, University of Illinois at Springfield*

Chilean EFL teachers and Emergency Remote Teaching. The other Front Line. , *Michelle A. Espinoza Lobos, Universidad Arturo Prat*

Teaching during Transition: Supporting Pre-Service Teachers in Virtual and Hybrid Field Placements, *Samantha M. Meister, University of Wisconsin-Green Bay*

Educational Disruptions and COVID-19: Leveraging Research to Support Communities through Reflective Interviewing and Creative Inquiry. *Kate H. Guthrie, Piedmont College, Benjamin D. Andrews, Piedmont College, Kate H. Guthrie, Piedmont College, and Benjamin D Andrews, Piedmont College*

1968 Remembering Sue. Mourning and friendship as sustaining collaborative practices

9:00-10:30

Saturday

Remembering Sue. Mourning and friendship as sustaining collaborative practices. , *Jane Speedy, University of Bristol, Jonathan Gunning Wyatt, University of Edinburgh, UK, Davina Kirkpatrick, University of Plymouth, Carol Laidler, University of Bristol, Alys Mendus, Melbourne Graduate School of Education, Tessa Wyatt, Independent scholar and artist, Mike Gallant, University of Edinburgh, UK, Melissa Dunlop, University of Edinburgh, UK, and Artemi Sakellariadis, University of Bristol.ac.uk*

1969 Ethics

9:00-10:30

Saturday

Chair: Anya Hommadova, Arizona State University

Navigating the Tensions of Ethics, Power and Duty to the Community, *Anya Hommadova, Arizona State University*

Ethics and Inclusive Research with Communities Labeled/with Intellectual Disability, *Erin L. Kuri, McMaster University, and Ann Fudge Schormans, McMaster University*

Roles of Culture on Casino Gambling among Laotian Immigrants in the U.S., *Xingxing Wu, University of Illinois at Urbana-Champaign, Kimberly Shineu, University of Illinois at Urbana-Champaign, and Laura Payne, University of Illinois at Urbana-Champaign*

Conducting Trustworthy and Reliable Narrative Research with Refugees, *Alia Hadid, University of Rhode Island*

1970 Roundtable: Access, Equity, and Inclusion

9:00-10:30

Saturday

Chair: Johanna Creswell Baez, Columbia University School of Social Work

(Un)safe Identities: School as an Epicenter of Racialization, Surveillance and Disciplining of Refugee Youth, *Emina Buzinkic, PhD student*

Preparing Culturally Responsive Teacher Candidates for English Learners, *Samaneh Jafari, Southern Illinois University Carbondale, Susan Foster, Southern Illinois University Edwardsville, and Barbara Martin, Southern Illinois University Edwardsville*

Diversity, Equity, and Inclusivity in a Time of Crises: A Reflection on Educators' Perspectives of Critical Theory and Social Justice Issues, *Araba A. Z. Osei-Tutu, Purdue University, Stephanie Oudghiri, Purdue University, Alankrita Chbhikara, Purdue University, Razak Kwame Dwomoh, Purdue University, Lili Zhou, Purdue University, and Troy Bell, Purdue University*

Mindfulness Practices to Improve Student Mental Health, Discipline, and Academic Achievement: A Collaborative Effort, *Cheryl L. Burleigh, Brandman University*

Examining the Current Access, Use, and Provision of Physical and Mental Health Services for Unaccompanied Immigrant Minors in Houston, Texas: A Qualitative Study, *Johanna Creswell Baez, Columbia University School of Social Work, and Padma Swamy, Baylor College of Medicine*

1974 Theories and Practices of Research

9:00-10:30

Saturday

Chair: Serge Frederick Hein, Virginia Tech

Pragmatism: Worldview, epistemology or neither, *Carol Isaac, Mercer University*

The Autonomous Self: Subjectivity and Society in Contemporary Psychology, *Simone Barbagallo, University of Padua, Ciro De Vincenzo, University of Padua, and Adriano Zamperini, University of Padua*

Delinquent Inquiry under Repressive Apparatus, *Joseph David Sweet, University of North Carolina at Pembroke, Susan Ophelia Cannon, Mercer University, and Zachary S. Laminack, University of North Carolina at Pembroke*

R3 – Radically Rethinking wRiting: Searching for Inspiration in a Graduate Writing Retreat, *Kerry Ann Kenner, Georgia State University*

The Completion of Immanence: Achieving Fully Immanent Inquiry, *Serge Frederick Hein, Virginia Tech*

1976 Issues in Higher Education

9:00-10:30

Saturday

Chair: Darolyn “Lyn” Jones, Ball State University

The Interpretive Interactionist Challenge: Sensemaking in Tension with the Tenets of Appreciative Inquiry, *Dan W Royer, Ball State University*

Power, Politics, Foucault, and Community College Leadership, *Jill Channing, Clemmer College, East Tennessee State University*

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

Causes and Measures of “Bird Course” in Higher Education Public Elective Courses, *Xinshan LYU, Beijing Normal University*

1979 Higher Education and COVID-19

9:00-10:30

Saturday

Chair: yabin tang, University of Georgia

How can you mend a broken heart?, *Juan Carlos Silas-Casillas, ITESO, and Sylvia Vazquez, ITESO*

Understanding Graduate Student Preferences Using Free Virtual Resources in an Asynchronous Research Methods Course , *Phillip D. Grant, University of West Georgia, and Elizabeth Pope, University of West Georgia*

Covid 19 led to Pedagogical Transformation: Virtual Teaching Experiences in Higher Education , *Yadu Prasad Gyawali, Mid-western University, Surkhet, Nepal*

Higher Education Students Experience Through Forced Change in Learning Models. The Case of the Shift to Emergency Remote Learning Due to Covid-19 in a Private Institution in Mexico., *Sylvia Vazquez, ITESO, and Juan Carlos Silas-Casillas, ITESO*

Chinese International Doctoral Students' Experiences in the United States during COVID-19 Pandemic , *yabin tang, University of Georgia*

1980 Qualitative Research Design, II

9:00-10:30

Saturday

Chair: Layane Thomas Mabasa, University of Limpopo

Using Robert Stake's Responsive Evaluation Approach to Empower Students to Take Part in the Decision-Making Process, *Layane Thomas Mabasa, University of Limpopo*

Text Analysis: What Exactly Is the Subject of the Investigation? A Phenomenological Hermeneutic Study of 'Consciousness Thinking' (CT) Writings, *liat zucker, University of Haifa, Israel, Ofra Mayselless, University of Haifa, and Marianna Ruah-Midbar Shapiro, Zefat Academic College*

A systems approach: Effective qualitative case study research design, *Jessica Rose Daniels, Bethel University, and Ben Thomas, Northwest University*

"If Qualitative Research Isn't Generalizable, What is the Point?": Revisiting John Elliott's Concept of Universalizable Research, *James Sheldon, University of Arizona, and Kai Rands, National Coalition of Independent Scholars*

Scaling in qualitative inquiry, *Mirka Koro, Arizona State University, Mariia Vitrukh, Arizona State University, Marina Basu, Arizona State University, Jorge Sandoval, and Anani Vasquez*

1981 “We are Stories, Not Labels” Lessons from the Aanikoobijigan

9:00-10:30

Saturday

“We are Stories, Not Labels” Lessons from the Aanikoobijigan, *Miranda Lesperance, University of Toronto*

1998 Human resources development (HRD) at local and international levels and sectors

9:00-10:30

Saturday

How to motivate youth in rural Illinois to attend workforce development programs and colleges , *Jung Sun Sung, University of Illinois, Urbana-Champaign*

Outcomes of Management Development and its Implication for Human Resource Development Research , *Shoptorshi Rahman, University of Illinois, Urbana-Champaign*

Emergent recruiting technology. A case study of GIES virtual career fairs , *Ning Zulauf, University of Illinois, Urbana-Champaign*

1999 Anti-Racism and Poetic Inquiry

9:00-10:30

Saturday

Chair: Youmna NA Deiri, Independent Scholar

Educational Weapons: Poetic inquiry as a Site of Theory Building and Emergence. , *Youmna NA Deiri, Independent Scholar*

Poetic Narratives as Textural Descriptions of Experiences Among Division I Black Female College Athletes, *Beau Houston, Independent*

The Poetics of Loss, Uncertainty, and Violence: Reflecting on Violent Ruptures and Loss in the Qualitative Research Process, *Younna NA Deiri, Independent Scholar, and Tanja Burkhard, Washington State University*

2002 Crime of Passion: What to do for African Immigrants in the US

11:00-12:30

Saturday

Crime of Passion among African Immigrants in the US: Direct Lessons from Male Perpetrators, *Ugochi Florence Chigbu, Adventist Hospital and Motherless Babies Home, Aba, Nigeria, Oluchi Nancy Nwaobia, Federal Medical Center, Umuahia, Nigeria, and Kingsley Chigbu, University of St Thomas*

2003 Higher Education and Multiple Pandemics

11:00-12:30

Saturday

Chair: Shiyu Sun, University of Illinois at Urbana-Champaign

The Culprit and the Redeemer. A Non-Intentional Qualitative Inquiry about Becoming the Infectious Other through Syndemic Power Dispositifs. *Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco., Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco*

Performing my My Pandemic Impact Statement (PISS in short): Answering Inhumane Invitation, *gonen dori-hacohen, University of Massachusetts, Amherst*

Cultivating a collaborative scholarly personal narrative: Creating qualitative space in the midst of multi-pandemics, *Chelsea Gilbert, The Ohio State University, Lisa Combs, The Ohio State University, Maretha Dellarosa, The Ohio State University, Myung-Jin Kim, The Ohio State University, Alexander G-J Pittman, The Ohio State University, Spencer Smith, The Ohio State University, Tessa Smith, The Ohio State University, Shay Valley, The Ohio State University, and Penny A. Pasque, The Ohio State University*

Chinese International Students' Sense of Belonging to School and the United States During the Pandemic: A Qualitative Study. *Shiyu Sun, University of Illinois at Urbana-Champaign, Shiyu Sun, University of Illinois at Urbana-Champaign*

2004 Educational Autography, I

11:00-12:30

Saturday

Chair: Mick B. Brewer, Lincoln University

Mentoring to Transgress: An Intersectional-Dialectical Approach to Mentorships, *Mick B. Brewer, Lincoln University*

Autoethnographic Poetry about the Classroom Experience: The Struggles to be Visible and Make Authentic Connections, *Jonga Lee, Department of Educational Theory and Practice, University of Georgia*

Making Curriculum, Composing Lives - Engaging in Collaborative Curriculum Development as Complicated Conversations in a Graduate Class, *Xia Ji, University of Regina*

Expanding Adult Learning Research: A Collaborative Autoethnography of Three Foreign-Born Adult Learning Scholars, *Anne Namatsi Lutomia, Michigan State University, Jeremy W Bobonos, Texas State University, Austin, Texas, and Phenious Chuma, Texas State University, Austin, Texas*

2005 Coomunicative methodology: working with vulnerbale groups and social impact

11:00-12:30

Saturday

Coomunicative methodology: working with vulnerbale groups and social impact, *Liviu Catalin Mara, Universidad de Extremadura*

Coomunicative methodology: working with vulnerbale groups and social impact, *Sandra Girbés-Peco, University of Barcelona*

Coomunicative methodology: working with vulnerbale groups and social impact, *TERESA MORLA FOLCH, Universitat Rovira i Virgili, Liviu Catalin Mara, Universidad de Extremadura, Tepora Pukepuka, The Auckland of University, and Sandra Girbés-Peco, University of Barcelona*

2006 Paperology: Interdisciplinary inquiries of materiality and mattering (Panel 2)

11:00-12:30

Saturday

Introduction to Paperology , *Alysse Verona Kushinski, Université de Montréal*

Surface and Surfacing: Paper and Ideation, *Charmaine G. Cadeau, High Point University*

Personal Processing: An Archivist Collects Herself, *Jenifer J Monger, Rensselaer Polytechnic Institute*

A Commonplace Book for Uncommon Times: Creative Documentation of the Paperology Research Collaboration, *Rebecca Rouse, University of Skövde*

2007 Listenings

11:00-12:30

Saturday

Chair: Yosepha Tabib-Calif, Hebrew University/Academic College of Education

Un-Listening' while 'Listening' to Voices: Insights and Reflections, *Ishita Upadhyay Bharadwaj, University of Delhi*

Listening Out Loud with Young Participants: Conducting Virtual Interviews with Young Children During COVID-19, *Jue Wang, The Pennsylvania State University, University Park*

Ethnographic Biography: Tracing Paths across Multiple Times and Spaces , *Yosepha Tabib-Calif, Hebrew University/Academic College of Education*

Development of knowledge and subjectivity by analysis of teacher-movies, *Jean-Marie Weber, Luxembourg*

2008 Critical Reflections on Interviewing, II

11:00-12:30

Saturday

Chair: Hayuta Yinon, Oranim Academic College of Education

Has Social Media Made People More or Less Connected?: A Qualitative Case Study with College Students, *Dr. Olga Gould, ENMU, and Malika Sultonova, SUNY*

A Case Study of Middle School Leadership Behavior under the COVID-19 In China, *Shuchen Zhou, Beijing Normal University*

Knowledge Management Practices in Judiciary: Day to Day Practices by the Justices of Nepalese Judiciary, *Krishna Prasad Prasad Paudel, Kathmandu University*

Career Decision Making Processes among Teachers: The Evolution of a Qualitative Research Design, *Hayuta Yinon, Oranim Academic College of Education*

2009 Urban Education

11:00-12:30

Saturday

Chair: Jim Scheurich, Indiana University - Indianapolis

COALITION-BASED GRASSROOTS ACTIVIST RESEARCH IN RESISTANCE TO NEOLIBERALISM WITH SOCIAL MEDIA USE FOR LOCAL DISSEMINATION, *Jim Scheurich, Indiana University - Indianapolis, and Robert Foote, Indiana University - Indianapolis (IUPUI)*

Qualitative Inquiry: Unraveling Ideology in Progressive Education, *marie rinck de boer, NHL Stenden University of Applied Sciences*

Transformative Constructivist Teachers in Action in an Urban Multicultural Classroom: A Critical Qualitative Case Study, *Benedict Lazarus Adams, Missouri Western State University*

Translanguaging pedagogy in practice in an urban classroom: A critical ethnographic inquiry, *Benedict Lazarus Adams, Missouri Western State University*

We'll Save Them, Not Teach Them: Urban Students are America's Untouchable Class, *Jennifer N. Brooks, University of Illinois Urbana Champaign, and Jennifer L. Martin, University of Illinois Springfield*

2010 Performance Autoethnographies and Videos

11:00-12:30

Saturday

Chair: Nicoletta Ferri, Department of Human Sciences for Education, University of Milan-Bicocca, Italy

Reflecting through Pandemic: the Importance of Body in Teaching and Learning Processes. A Performative Research with Primary School Teachers, *Nicoletta Ferri, Department of Human Sciences for Education, University of Milan-Bicocca, Italy*

The Price of Blue Skies: Power and Powerlessness in the Inpatient Psychiatric Unit, *Mike Alvarez, University of New Hampshire*

Family and Loss, The Virtual Gathering Together: A Performance Autoethnography, *Desiree Rachel Yomtoob, Independent Scholar*

2011 Media Studies

11:00-12:30

Saturday

Chair: Yiran Gao, University of Illinois at Urbana - Champaign

Gender and Stand-Up Humor: a Controversy in Chinese Internet, *Yiran Gao, University of Illinois at Urbana - Champaign*

From Critical Media Engagement to Reflexive Media Awareness—Fostering Empathy in a Popular Media Pedagogy, *Christopher Jeansonne, Rensselaer Polytechnic Institute*

How the Godzilla Franchise Has Maintained Its Core Motifs Over 67 Years, *Jules Marcel Patalita, Bowling Green State University*

2013 New Directions in Interviewing

11:00-12:30

Saturday

Ten Years of Objects: Following the Trajectories of Object-Interviews, *susan nordstrom, University of Memphis*

Ma(r)king maps: Methodological Modulations of Theoretical and Material Mapping in Qualitative Interviews, *Maureen Alice Flint, University of Georgia*

(Purposeful?) Entanglements in Focus Group Interviews, *Travis Marn, Southern Connecticut State University, and Jennifer Wolgemuth, University of South Florida*

2014 Visual Studies

11:00-12:30

Saturday

Chair: Jenna Michelle LaChenaye, The University of Alabama at Birmingham

Environment as Living Text: Documenting Environmental Displays of Local Epistemology in the Louisiana Wetlands, *Jenna Michelle LaChenaye, The University of Alabama at Birmingham*

A Picture Is Worth a Thousand Words: Incorporating Instagram Images and Captions into Small Story Analysis, *Stormy C Sweitzer, Case Western Reserve University*

Judge me on my Picture: A Serial Reconstructive Picture Analysis of Tinder Profiles, *Andrea Kleeberg-Niepage, European University Flensburg, Germany, and Johanna Lisa Degen, European University Flensburg, Germany*

Hashtags, Images, and Identity: An Interdisciplinary Qualitative Approach to Analyzing Transgender Latinas' Use of Instagram, *Luis R. Alvarez-Hernandez, School of Social Work, University of Georgia, Kyser Lough, Grady College of Journalism and Mass Communication, University of Georgia, and Rebekah Ingram Estevez, Mary Frances Early College of Education, University of Georgia*

2015 Critical race, language, and ethnic studies in the United States and abroad

11:00-12:30

Saturday

The Examination of the Black Linguistic Experience through the Black Lens, *Miche'le Johnson, University of Illinois, Urbana-Champaign*

Black Butterflies & Glass Ceilings, *Angelique Evans, University of Illinois, Urbana-Champaign*

**Across Borderlands and Latina/x Art Methodologies:
Engaging in Transformation, Healing, and Testimonios
through Transdisciplinary Practices**

2016

11:00-12:30

Saturday

Visual Translanguaging: Nепantla as Borderlands Performance, *Christen Sperry Garcia, The University of Texas Rio Grande Valley*

Online Studios: Fostering Community in Times of Isolation, *Sheila Lorenzo de la Peña, Edinboro University*

Art as the Mechanism for Addressing Mental Health Support Needs of MPP Asylum Seekers Living in the Matamoros Refugee Camp, *Lilia Cabrera, University of Texas Rio Grande Valley*

With My Ancestors In My Studio: Researching My Taíno Roots, *leslie Christina sotomayor, Edinboro University of PA*

**Inter and Enter: An invitation to (Collaborative)
Autoethnography at the Intersections, II**

2017

11:00-12:30

Saturday

Collaborative Autoethnography Performance, *Bryant Keith Alexander, Loyola Marymount University*

International displacement and the performative rhetoric of possibility, *Katty Albayek, University of Massachusetts Amherst*

“Inter and Enter: An Invitation to (Collaborative) Autoethnography at the Intersections”, *Claudio Moreira, University of Massachusetts Amherst*

Tally, *Timothy Matthew Lee Sutton*

Reaching Across the Breach: Academic Labor and Longing, *Elissa Foster, DePaul University*

“Inter and Enter: An Invitation to (Collaborative) Autoethnography at the Intersections”, *Carmen Hernandez-Ojeda, Independent scholar*

2018 Qualitative Research Design, I

11:00-12:30

Saturday

Chair: Rachel M. Magee, University of Illinois

Toward Anti-Bias Inquiry and Research Design, *Rachel M. Magee, University of Illinois, and S. Posey, University of Illinois*

Qualitative Research Design Considerations when Researching with Autistic Adults, *Margaret Gower Janse van Rensburg, Carleton University*

Qualitative Research: An Upside-Down Approach., *Francoise Chevalier, HEC Paris, and Bianca Crivellini Eger, HEC Paris*

2019 Posthumanism, II

11:00-12:30

Saturday

Chair: Cala Coats, Arizona State University

Tracing Bodily Strata with Skeletal Flows, *Cala Coats, Arizona State University*

Invisible Stories: Language Teachers' Professional Journeys., *Donata Puntil, King's College London*

dia ethnographic experience with dog companions, *Polina Golovatina-Mora, Universidad Pontificia Bolivariana*

Lost With(out) Theory, Methodology: Limning Liminal Subjectivities with Pragmatist–Posthuman Feminism and Intimate Scholarship, *Katie Beavan, New York University*

2020 Participatory Action Research

11:00-12:30

Saturday

Chair: Amanda O. Latz, Ball State University

Giving voice with performative research methods: A view inside Austrian immigration detention , *Katharina Miko-Schefzig, Vienna University of Economics and Business, Cornelia Reiter, Vienna University of Economics and Business, Mark Learmonth, Durham University UK, and Karin Sardadvar, Vienna University of Economics and Business*

Questioning the Role of Documentation within Photovoice, *Amanda O. Latz, Ball State University*

Conducting Research in the Time of COVID-19: Re-visioning a PAR Project about Diabetes Self-management Education for Seniors in Rural Ontario, Canada, *Pilar Camargo-Plazas, School of Nursing, Queen's University, Kingston-ON, Canada, Lenora Duhn, Queen's University, Idevania G. Costa, School of Nursing, Lakehead University, Thunder Bay-ON, Canada, Genevieve Pare, Queen's University, Beatriz Alvarado, Queen's University, and Deborah Tregunno, Queen's University*

Trauma-Informed Care in CBPAR: A Clinical Perspective, *Katie M. Jones, Michigan State University, and Marya R. Sosulski, Michigan State University*

Art Research for Change (ARC): Promoting a new university tobacco policy, *Charis Davidson, Mercy College, Mary Kramer, Minnesota State University, Mankato, Cecelia Schaeffer, Minnesota State University, Mankato, and Stacy Scherer, Minnesota State University, Mankato*

2021 The Bodies Collective presents online bodyography: The Body through Screen

11:00-12:30

Saturday

The Bodies Collective presents online bodyography: The Body through Screen, *Davina Kirkpatrick, University of Plymouth, Ryan Paul Bittinger, Independent academic and Psychotherapist, Mark Huhmen, University of Bedfordshire, Sarah Helps, Tavistock and Portman NHS Trust, Jess Erb, Independent Writer, Researcher and Registered Psychotherapist, Claudia Canelli, Independent Researcher, and Alys Mendus, Melbourne Graduate School of Education*

2024 Ethnographic Turns

11:00-12:30

Saturday

Chair: Pauli Badenhorst, The University of Texas Rio Grande Valley

Making Sense of Resentiment: Reading Data through the Lens of Film to Construct Theory, *Pauli Badenhorst, The University of Texas Rio Grande Valley*

Digital ethnography to study how economic organizations elaborate a vitality regime in times of pandemic, *Nicolás Gómez, Universidad Central de Chile, and Margarita Lira*

Anthropology of Bloodless Bullfighting, *Pauli Badenhorst, The University of Texas Rio Grande Valley, and Laura M Jewett, The University of Texas Rio Grande Valley*

2026 Student Perspectives in Education

11:00-12:30

Saturday

Chair: Bryan Walker, University of Memphis

Building Student-Teacher Relationships in an Alternative Education Setting, *Alana M Kennedy, University of Cincinnati, Todd Haydon, University of Cincinnati, and Vicki Plano Clark, University of Cincinnati*

Empty Seat: Appalachian Student Perceptions of Digital Activities in their Learning, *Evan Walter Dishong, Ohio University, Krisanna Machtmes, Ohio University, and Charles Lowery, Ohio University*

The perceived long-term influence of youth expeditions in participants' lives, *Maria-Jose Ramirez, Universidad de los Andes, Chile*

Using Transcendental Phenomenology to Gain Insight Into How Secondary Students Experience Out-of-School-Time Science Research , *Justin Andersson, University of Nebraska-Lincoln, Eric Buhs, University of Nebraska-Lincoln, and Chris Schaben, Omaha Public Schools, University of Nebraska-Omaha*

Exploring What It Means To Be a "Good Student" in an Online Writing Club with Undergraduates and Fifth Graders in a Time of Cultural Reckoning, *Bryan Walker, University of Memphis, Laurie MacGillivray, University of Memphis, and Sarah Langley, University of Memphis*

2029 Art and Music in Education

11:00-12:30

Saturday

Chair: Jing Tan, Miami University

Art as Social Justice: Transcending Grade Levels and Content Areas, *Scott Baker, University of Wisconsin - La Crosse*

Dramatically Dismantling Binaries: Creating an Artistically Rigorous, Anti-Oppressive Drama Pedagogy, *Amanda Brown, University of Minnesota - Twin Cities*

Re-imagining Bilingual Curriculum through Music Education, *Jing Tan, Miami University*

Photovoice: Platform for Empowerment and Advocacy for Immigrant Students ,
Betty O Riekkola, Albion College

Logics as/for Sensemaking, Persuasion and Imagination: Prospects and Potentials
of Inclusive Logics and Genres in a Transformative Educational Research Program,
*Bal Chandra Chandra Luitel, Kathmandu University School of Education,
Department of STEAM Education, Parbati Dhungana, Kathmandu University,
Shree Krishna Wagle, Kathmandu University, and Binod Prasad Prasad Pant,
Kathmandu University School of Education, Department of STEAM Education*

2030 Trauma

11:00-12:30

Saturday

Chair: Madeline J Bruce, Saint Louis University

Stuck in Between: Responses to Child Sexual Abuse Disclosure in a Diverse
Muslim American Community, *Rishya Meena Kakar, University of Louisville*

Knowing One's Death by Suicide: Phenomenological Journey of the "Mentally Ill"
and Labelled in India, *SUPREET Kaur BHASIN, University of Delhi, and Ishita
Upadhyay Bharadwaj, University of Delhi*

When Life Continues: Phenomenological Exploration into the Journey of Suicide
Attempt Survivors, *SUPREET Kaur BHASIN, University of Delhi, and Ishita
Upadhyay Bharadwaj, University of Delhi*

Media Reports of Sexual Assault in Ghana, *Christobel Asiedu, Louisiana Tech
University, Vivian Dzokoto, Virginia Commonwealth University, and Christina
Barnett, Virginia Commonwealth University*

"Burned into My Brain:" Trauma Anniversaries Examined Through Grounded
Theory, *Madeline J Bruce, Saint Louis University, and Hisako Matsuo, Saint Louis
University*

Interviewing professionals dealing with emergencies, *Minna Maarit Ruolanto,
National Defence University Finland*

2031 'Differing' as a guiding principle in approaching researcher assessment

11:00-12:30

Saturday

Co-creating a model for researcher assessment to be published collaboratively, *Karin Hannes, KU Leuven, Theresa Bengough, KU Leuven, Chloe Dierckx, KU Leuven, Lynn Hendricks, University of Stellenbosch / KU Leuven, Syeda Sidra Idrees, University of Edinburgh / KU Leuven, Priscilla Van Even, KU Leuven, Hanne Vrebos, KU Leuven, and Bieke Zaman, KU Leuven*

2048 Global and comparative studies in education: Cases of social justice in Africa and India

11:00-12:30

Saturday

Marginalized students' learning experiences of mathematics: a study in India , *Praveen Chhikara, University of Illinois, Urbana-Champaign*

Ugandan Immigrant Experiences in US English Language Programs/ESL , *Kendra Nalubega-Booker, University of Illinois, Urbana-Champaign*

Creating a Common Humanity in India: A Counternarrative to Global and Linguistic Hegemony , *Aarthi Susarla, University of Illinois, Urbana-Champaign*

2049 Black Feminist Thought

11:00-12:30

Saturday

Chair: Dalia Rodriguez, Syracuse University

Theorizing Testimonios/Testimonies through Critical Race Feminist Theory, Black Feminist Thought and Chicana Feminist Thought in Education, *Dalia Rodriguez, Syracuse University*

Listening to their Words Instead of Putting Words in their Mouths: An Alternative to Observation Analysis, *Sam Prough, University of Wisconsin-Madison*

Learning through Panoptic Surveillance: Making Sense of Black Women's Experiences with Discipline on Campus, *Janelle Grant, Purdue University*

“What Are They Really Saying?”: Youth Voice and Pivoting with Radical Black Feminist Theory, *Chalais Carter, University of Massachusetts Amherst*

**Multimodal Inquiries Inspired by Post-Philosophies:
More-than-Human Relationalities that Produce
Inquiry(ies)**

2052

13:00-14:30

Saturday

Multimodal Inquiries Inspired by Post-Philosophies: More-than-Human Relationalities that Produce Inquiry(ies), *Candace R. Kuby, University of Missouri*

Manifestations in Basketry: Entangled Thinking through Weaving, *Lauren Hermann, University of Missouri*

(Re)Framing Narratives in the Round: Material Work for Critical Dimensions ↔ Dynamic Inquiry, *Erin M. Price, University of Missouri*

Co-composing through (Re)etymologizing with Words and Artistic Materials, *Candace R. Kuby, University of Missouri, and Rebecca C. Christ, Florida International University*

2053 Disability Studies, I

13:00-14:30

Saturday

Chair: Carol Rogers-Shaw, University of Dayton

A Split-Page Autoethnography: Persevering & Becoming with a Disability During a Pandemic, *Carol Rogers-Shaw, University of Dayton*

Using Kafka's Metamorphosis to Explore Communication, Personhood, and Ableism, *Ramona Marie Schwartz-Johnston, National Louis University*

Unlikely Alliances: A co-produced consumer voices study for the Ontario Federation for Cerebral Palsy (OFCP), *Stephanie Joan Cork, and James Hunsberger*

Madness, Violence, and Education, *phil smith*

2054 Educational Autoethnography, II

13:00-14:30

Saturday

Chair: Noor Khalayleh, The Ohio State University

The Importance of Belongingness Among Arab/Middle Eastern Students in American Higher Education: An Autoethnography, *Noor Khalayleh, The Ohio State University*

Silenced voices: an autoethnography of a “biased” graduate student, *Ana Cimpleris-Alkimi, Federal University of Minas Gerais, Djenane Ramalho-de-Oliveira, College of Pharmacy, Universidade Federal de Minas Gerais (UFMG), Belo Horizonte, Brazil, Simone A. M. Mendonça, Federal University of Minas Gerais, and Felipe A. S. O. Lima, Federal University of Minas Gerais*

Anatomy of a School Grievance: An Autoethnography, *Chrissy J Cross, Stephen F. Austin State University*

Real and Imagined Family Language Policies and Practices of Motherscholars, *Heather L. Reichmuth, Department of Teacher Education, Michigan State University, Lee Her, Michigan State University, and Rebekah R. Gordon, Michigan State University*

Collecting Data and Constructing Arts-Based Research on Collective Traumas--A Performative and Interactive Session

2055

13:00-14:30

Saturday

Collecting Data and Constructing Arts-Based Research on Collective Traumas--An Interactive and Participatory Session, *Charles Vanover, University of South Florida, Cynthia Lubin Langtiw, The Chicago School for Professional Psychology, Michelle Rocha, University of South Florida, Trace Taylor, University of South Florida, and Aishath Nasheeda, Villa College, Maldives*

2056 Re-turning to Deleuze and Collaborative Writing: An immanent Plane of Composition

7:00-8:30

Saturday

Re-turning to Deleuze and Collaborative Writing: An immanent Plane of Composition, *Jonathan Gunning Wyatt, University of Edinburgh, UK, Ken Gale, University of Plymouth, Susanne Gannon, Western Sydney University, and Bronwyn Davies, University of Melbourne and Western Sydney University*

2057 Autoethnography and Transformative Education

13:00-14:30

Saturday

Chair: Katie T. Chapman, University of Georgia

Alone Together: Navigating Doctoral Candidacy During COVID-19, *Katie T. Chapman, University of Georgia, Cheryl A. Kennedy, University of Georgia, and Anil N. Shetty, University of Georgia*

A Critical Reflection about Social Justice Education as a Graduate Teaching Assistant, *Jing Tan, Miami University*

Journey towards transformative teacher educator: an auto-ethnographic inquiry, *Rajendra Dahal, Kathmandu University*

What is in an IEP? A Special Education Teacher's Autobiographical Inquiry, *Eleanor Xiaoxiao Mehta, University of Georgia*

Queer curriculum development through performance, *Michelle Lynn Knaier, Independent Scholar*

2059 Critical Reflections on Interviewing, I

13:00-14:30

Saturday

Chair: Juliet Hall, University of Plymouth

'Artistry, Analysis and Un-anticipating Anticipations': Critical Reflections on Researcher Positionality, Reflexivity, and Self-Care using the Biographical Narrative Interpretive Method (BNIM), *Lisa Martina Moran, Edge Hill University, Ormskirk, Lancashire, UK*

Transformative Interviews as an Interdisciplinary Method to Enhance Social Impact in Research, *Amrita Hari, Carleton University, Luciara Nardon, Carleton University, and Katlin Aarma, Carleton University*

Immigrant Parents' Perceptions of Unintentional Injury Prevention in Children, *Manal M Alzghoul, Lakehead University*

"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*

Think the Best of me 'Cos I'm doing my Best: Mothering Autistic Children Juliet Hall, University of Plymouth, *Juliet Hall, University of Plymouth*

2060 Critical Qualitative Research and COVID-19

13:00-14:30

Saturday

Chair: César Cisneros-Puebla, University of Tarapacá

It is just a lonely voice between the social rebellion and the pandemic, *César Cisneros-Puebla, University of Tarapacá*

Taking a Critical Turn in Appreciative Inquiry: Lessons Learned and Insights Gained in Community-Based Research during COVID-19, *Amanda Gebhard, University of Regina, Willow Samara Allen, University of Victoria, and Fritz Pino, University of Regina*

Doing it for the Sunday's: Parenthood and Physical Activity under COVID restrictions in the New American Aristocracy, *Ryan King-White, Towson University, and Michael Giardina, Florida State University*

Medical Education In The Covid 19 Epidemic Process, *Alper Sener, Canakkale Onsekiz Mart University*

2061 Feminist Qualitative Research

13:00-14:30

Saturday

Chair: Shabana Mir, American Islamic College

Narratives of Muslim Women Organizers, *Shabana Mir, American Islamic College*

Embracing Child-Centered Ethnographic Approaches to Reconceptualize the Trajectory of Ethnic Minority Girls' Literacy Practices, *Jue Wang, The Pennsylvania State University, University Park*

General information

97

Data Collection Strategies for Sharing Lived Experiences: Low-Income Mothers' Perceptions of Text (SMS) and Multimedia (MMS) Data Collection, *Katherine Occhiuto, Carleton University*

Spinning Futures: Interrogating feminist pedagogy and methodology with science fiction, *Shelly Melchior, The University of Alabama, Maureen Alice Flint, University of Georgia, Stephanie Anne Shelton, The University of Alabama, and Kelly W. Guyotte, The University of Alabama*

2063 Futures in Qualitative Inquiry

13:00-14:30

Saturday

Chair: Aaron M. Kuntz, Florida International University

Excluding Futures: Ethical Inquiry When Not All Relations Matter, *Aaron M. Kuntz, Florida International University*

Weird Futures and Futures Weird, *Ryan Evelyn Gildersleeve, University of Denver*

Hay Mezclas, or Agencement, *David Lee Carlson, Arizona State University*

Penultimate Thinking as A Mode of Inquiry: Thinking the Future as Paroxysm, *Gerardo Blanco, Boston College*

Enacting the Future Now, Practices of Abolishing Things, *Brenda Sifuentez, Lewis & Clark College*

2065 Complicating colonial notions of gender and women in global perspective

13:00-14:30

Saturday

Invisible knowledge strategies and territorial tactics of women from low-income settlements of Indian cities, *Aparajita Santra, University of Illinois, Urbana-Champaign*

Examining the relationship between climate change, pastoral livelihoods and girl education in Indian Himalayas, *Rachita Rana, University of Illinois, Urbana-Champaign*

Exploring Ashkenazi-American Women's Identity, *Amanda Gold, University of Illinois, Urbana-Champaign*

2066 Civic, social media and narratives of participation in theory and practice

13:00-14:30

Saturday

Millennial Political Participation and Social Media , *Ramya Kumaran, University of Illinois, Urbana-Champaign*

Exercising Choice in Systems: The Social and Organizational dynamics that influence perception of change within Healthcare and Socioemotional Environments for Black Women , *Cecilia Vaughn-Guy, University of Illinois, Urbana-Champaign*

2067 In Our Own Words: Autoethnographic Explorations of Black Women's Health, Mental Health, and Healing Practices

13:00-14:30

Saturday

I AM NOT "Lower Than a Dog...Lower Than Dirt": Making a Case for Autoethnography as an Emotional Healing Method For Black Women, *Alexis Grant-Panting, Texas Woman's University*

Plant Power: An Autoethnography of a Southern Black Vegan , *Vanessa Rebecca Ellison, Texas Woman's University*

Mental Health Matters: An Exploratory Study About People of Color Formerly Hospitalized in an In-Patient Psychiatric Facility, *LaWanna Fant, Texas Woman's University*

There is Healing at the Alter: An Autoethnographic Exploration of the Mental Health Healing Practice of Ancestral Veneration, *Mia Kirby, The University of Texas, Arlington*

2068 NonBlack Women Coming to Terms with AntiBlackness

13:00-14:30

Saturday

Wake/Woke Methodology?, *patti lather, Ohio State University*

On the Ground with Antiracism Praxis, *sara childers, Ohio State University*

Otherwise Worlds, *lisa weems, Miami University of Ohio*

2069 Critical Reflections on Race

13:00-14:30

Saturday

Chair: Julio E. Enrique Vega Cedeño, University of Minnesota

Sister Outsider: Lived Experiences of Black Women Early Childhood Educators Who Employ Culturally Relevant Pedagogy, *Meghan L. Gowin, Texas A & M University-Commerce*

Pláticas con Latinx Youth: A Consideration of Researcher Responsibility & Vulnerability, *Theresa Burruel Stone, Sonoma State University*

“If It Has A Prison, It Is A Prison”: Black Women Traversing Carceral Borders, *Araba Fobin Dennis, Purdue University*

Endarkened Feminist Narrative: An Exploration of Black Women Family Child Care Providers’ Cultural Knowledge During the COVID-19 Pandemic, *Crystasany R. Turner, University of Wisconsin-Milwaukee*

PopRicans Discuss Race: The Cultural Gentrification of Reggaeton Through Puerto Rican Nationalism, *Julio E. Enrique Vega Cedeño, University of Minnesota*

2070 Resisting Neoliberalism in Urban K12 Education

13:00-14:30

Saturday

A STORY OF URBAN ACTIVISM OPPOSING NEOLIBERALISM IN K12 EDUCATION, *Jim Scheurich, Indiana University - Indianapolis, Nate Williams, Southern Illinois University - Edwardsville, Elena Silverman, Indiana University - Indianapolis (IUPUI), and Nickie Coomer, Indiana University - Indianapolis (IUPUI)*

Bought but not Sold Out: A Critical Autoethnography of a Public School Board Member in the Neoliberal Turn, *Gayle Cosby, Indiana University Purdue University Indianapolis*

The Influence of Charitable Organizations in K12 Education, *Charity Scott, The Ohio State, John Glenn College*

The Ideology of Accountability: School Choice, Privatization, and Teacher Subjectivity, *Alycia Elfreich, Indiana University, and Nickie Coomer, Indiana University--IUPUI*

2071 Raising Our Collective Voices: A Sing-Along for our Collaborative Futures

13:00-14:30

Saturday

Song Leader #1, *Bryant Keith Alexander, Loyola Marymount University*

You'll never walk alone, *Kitrina Douglas, University of West London & Leeds Beckett University*

Song Leader # 3, *David Carless, University of the West of Scotland*

Song Leader # 4, *Marcelo Diversi, Washington State University Vancouver*

It's Alright, *David Carless, University of the West of Scotland*

Not Ready to Make Nice, *Deanna Shoemaker, Monmouth University*

2074 Material Cultures

13:00-14:30

Saturday

Chair: Mitch Allen, Scholarly Roadside Service, UC Berkeley, and Flinders University

The Material Culture of Disneyland: Archaeology of the Happiest Place on Earth, *Mitch Allen, Scholarly Roadside Service, UC Berkeley, and Flinders University, and Claire Smith, Flinders University*

Students' Social Participation Practices and Urban Coexistence in University Towns: An Exploratory Analysis, *Zeno Mutton, Independent Researcher*

Building Acceptance of Alt-Right Organizations in a Liberal Campus Community, *Paula Marie Dawidowicz, Walden University*

General information

101

Considering “The Community” in Higher Education’s Community Engagement Work , *Carmine Perrotti, University of Minnesota, Twin Cities*

2076 Research and Technology

13:00-14:30

Saturday

Chair: Amari Tevell Simpson, University of Illinois at Urbana Champaign

Roots & Legacy: Empowering families and communities through a mobile application, *Amari Tevell Simpson, University of Illinois at Urbana Champaign, and K. Milam Brooks, University of Illinois Chicago*

Mobile technology and teaching in high school classrooms: Do boundaries exist?, *Cheryl L. Burleigh, Brandman University, and Andrea M. Wilson, Walden University*

The direction of cyber ethics training program for IT employees: Qualitative Study. , *Abreum Ju, University of Illinois Urbana-Champaign*

Possible Negative Effects from Usage of Cell-phone Technologies on College Students’ Health, Well-being, and Academic Achievement, *Dr. Olga Gould, ENMU, and Andrii Zvarych, SUNY, Erie*

Mindfulness and Metacognition in Youth Technology Continuums of Use, *Rachel M. Magee, University of Illinois*

2079 Mixed-Method Designs

13:00-14:30

Saturday

Chair: Jeannie Kerr, The University of Winnipeg

Shame versus Support: Examining the Conflicting Messages about Exercising during Pregnancy, *Savanna J Kerstiens, DePaul University*

Poverty, Racialization, and Opportunity Gaps: A Comparative Geo-Spatial Analysis of Student Mobility in a High-Poverty Urban Landscape, *Jeannie Kerr, The University of Winnipeg, and Ee-Seul Yoon, University of Manitoba*

A Mixed Method Approach to Evaluate a Coaching System Process with instructors for the Acquisition of Core Capacities for Early Childhood Care and Education (ECCE) in Sierra Leone, *Monica Fontana, Universidad Complutense de Madrid, and Celia Camilli, Universidad Complutense de Madrid*

The End of the so-called “Paradigm Wars” and the Birth of Mixed Methods Research: A Historical Study, *Anindya Sen, Northern Illinois University*

2080 Language, Research and Translatability

13:00-14:30

Saturday

Chair: David Lee Carlson, Arizona State University

Research sans Translation: Gestures Towards a Creative Fumbling, *Marina Basu, Arizona State University, and Lauren Renee Mark, Arizona State University*

Affective and performative labour, *Mariia Vitruk, Arizona State University, and David Lee Carlson, Arizona State University*

An Extra-intra-linguistic Neurodiversity Manifesto , *Anani M. Vasquez, Arizona State University*

Towards the Performative, *Danielle Rylak, Arizona State University*

Refusal for survival and cultivation of discomfort, *Mirka Koro, Arizona State University*

2098 Creative Directions in Interviewing

13:00-14:30

Saturday

Bursting Forth: Attending to the More-than-Human in Interviews , *Kathryn Roulston, The University of Georgia*

2099 Futures of Qualitative Inquiry

13:00-14:30

Saturday

Chair: Paul William Eaton, Sam Houston University

Enacting Truth-Telling Inquiry: Parrhesia in Daily Lived Experiences, *Paul William Eaton, Sam Houston University, and Kirsten Robbins, Ball State University*

The Impact of Digitization of Qualitative Research. The “Digital” as Medium and Method, Research Field and Objective and Social Practice , *Maria Kondratjuk, TU Dresden*

Disrupting with Dialogue: Behind the Collaborative Creation of a Research Paper Constructed through Conversation , *Fiona J. Stirling, Abertay University*

Zoomdemic, Quality, and Collaborative Futures in Qualitative Inquiry. Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco., *Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco*

2104 Organizational and Cultural Studies

15:00-16:30

Saturday

Chair: Robin S Turner, University of Illinois at Urbana-Champaign

Flexibility or Codification? Narrative Inquiry in Organizational and Entrepreneurship Research, *Marie G. Segares, St. Francis College*

Learning from each other in a Scientific Program: Virtual informal learning during COVID 19, *Anne Namatsi Lutomia, Michigan State University, Barry Pittendrigh, Purdue University, Julia Bello-Bravo, Michigan State University, and John Medendorp, Purdue University*

Publicly Circulating Discourses of Racialization in Quebec Media, *Robin S Turner, University of Illinois at Urbana-Champaign*

The Perks of Being a Teacher of English in the Chilean Multicultural Classroom., *Michelle A. Espinoza Lobos, Universidad Arturo Prat*

Cross-Cultural Research for Social Development: Lost and Found in Culture, *Juliana Svistova, Kutztown University of Pennsylvania, Meera Bhat, University at Albany, SUNY, and Josue Andre, Heart to Heart International*

2105 Collaborative Research-Futures with Children/Young People

15:00-16:30

Saturday

Uncaged Art and Missing Children: Children's art, Prosopopoeia, and Questions of Collaborative Research , *Heather G. Kaplan, University of Texas El Paso*

Space and Agency in Hybrid Learning Situations: How New Materialisms Fosters Collaboration, *Brittany Elisa Anchondo, Texas Tech University*

Youth, Power, Publicness: Problematizing the (Im)possibilities of Arts-Based Research, *Lisa Novak, University of Georgia*

Gleaning as Hopeful Research Practice in Blasted Economic Landscapes or How I Came to own a Paper Pocketbook, *Jaye Johnson Thiel, University of Georgia*

Ghost Stories: The Specters of Writing Children Drawing, *Christopher M. Schulte, University of Arkansas*

2107 Teaching Response to Crisis: A Critical Autoethnographic Analysis

15:00-16:30

Saturday

Pandemonium: A Phenomenological Examination of Teaching and Learning in a Pandemic, *Aletta M. Sanders, Ball State University*

I'm Only Human: Nontraditional Graduate Students During COVID Pandemic, *Dr. Ruby Cain, rcain@bsu.edu*

All I Have to Offer is Empathy and Care, *Karen M. Hansen-Morgan, American College of Education, Aletta M. Sanders, Ball State University, Dr. Ruby Cain, rcain@bsu.edu, and Kim Dawn Brown, Ball State University*

"What if I fall? Oh, but darling, what if you fly.," *Kim Dawn Brown, Ball State University*

2108 Sounds of Silences Still Breaking: A tribute to Janet Miller's life and career

15:00-16:30

Saturday

Unsettling Silence: Anarchive for the Reconceptualists, *Seth Andrew McCall, Teachers College, Columbia University*

Origin Stories: Curricular Entanglements of a Queered Autobiography, *Boni Wozolek, Penn State Abington*

You Were Already Dupes: Critical Feminisms in Curriculum Studies and Qualitative Research for Justice in Fascist Times, *Walter S Gershon, Rowan University*

Queer Debt and Indebtedness: Janet Miller's Autobiographical Syncopation,
David Lee Carlson, Arizona State University

2109 Teaching and Teacher Education

15:00-16:30

Saturday

Chair: Alexis L. Jones, Eastern Illinois University

The Role of Spirituality in Teaching and Teacher Education, *Alexis L. Jones, Eastern Illinois University, and Meghan A. Kessler, University of Illinois at Springfield*

TEACHER CHANGE: A LONGITUDINAL LOOK AT MATHEMATICS
TEACHER LEARNING IN LESSON STUDY, *Karie Christine Brown-Tess, University of Illinois at Urbana Champaign*

Teachers' Awareness in Identifying Microaggressive Behaviors within the K-12
Classroom, *Cheryl L. Burleigh, Brandman University, and Andrea M. Wilson, Walden University*

Using Institutional Ethnography to Identify Social Influences on Teacher
Standpoints, *Brandie Bohney, Bowling Green State University*

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

2110 Relationships, Mentoring, and Collaborative Education

15:00-16:30

Saturday

Chair: Stephanie Anne Shelton, The University of Alabama

The Importance of Relationships in Mentorship and Methodological Identities,
Stephanie Anne Shelton, The University of Alabama, April M. Jones, The University of Alabama, Kelsey H. Guy, The University of Alabama, and Boden Robertson, The University of Alabama

Mentoring Faculty for Community Engaged Scholarship, *Kristin Haglund, Marquette University, Daniel Bergen, Marquette University, and Kim Bohat, Marquette University*

The Inclusivity of Refugee Students and Families: The Impact of Educational Mentors Serving as Incremental Change Agents , *Linsay DeMartino, Illinois State University*

Sharing Burdens and Growing Together: The Development and Evaluation of a Collaborative Teacher Training Program During the Pandemic in El Salvador, *Christine Schmalenbach, Nehemiah International, Harold Monterrosa, Nehemiah International, and Regina Cabrera, Nehemiah International*

Holding it Together and Letting it Go: The Phenomenon of Teacher Loss and Grief, *Laura Marie Lemanski, University of Minnesota*

2111 Coding

15:00-16:30

Saturday

Chair: Maureen Alice Flint, University of Georgia

Exploring the Culture of U.S. Navy Veterans Through Language: Application of A Symbolic Interactionist Lens, *Judith Leitch, University of North Carolina, Greensboro, and Dylan Spake, University of North Carolina, Greensboro*

First-Year Student Experiences During COVID-19, *Alexandra Weaver, University of South Carolina*

Phenomenological Reflexivity: Positioning the educator/researcher in IPA studies, *Courtney A. Potts, The University Alabama, and Alison Hooper, The University of Alabama*

(Re)Turning to the Breakdown: Examining Interactions in A Dialogue Group Through Multiple Analytic Strategies, *Maureen Alice Flint, University of Georgia, and Whitney Toledo, University of Georgia*

Why Are We Doing It This Way? : A Scoping Review of Justifications for Coding Procedures in Team Settings, *Mike Robert Kobut, Maine Medical Center Research Institute, and Kristiina Hyrkäs, Maine Medical Center*

2115 Community, family, and mental health opportunities and challenges

15:00-16:30

Saturday

Is Porn Leisure? A Qualitative Inquiry , *Damien Cavanaugh, University of Illinois, Urbana-Champaign*

Storying Participation: One woman's experiences of sustaining a space for knowledge and life , *Claudia Grisales, University of Illinois, Urbana-Champaign*

Women's experience with taking parental leave , *Grisel Lopez-Alvarez, University of Illinois, Urbana-Champaign*

2116 Autoethnography in the Age of Anxiety

15:00-16:30

Saturday

Anxiety: My New Writing Partner (A Collaboration), *Christopher N. N. Poulos, University of North Carolina at Greensboro*

Personal and Political Anxiety and the Ablation of American Exceptionalism, *Lesa Lockford, Bowling Green State University*

Hamilton and Me: The Anxious Patriotism of an Accidental Immigrant, *Elissa Foster, DePaul University*

Anxiety and hope in dangerous time, *Claudio Moreira, University of Massachusetts Amherst*

2119 Positionality, Intersectionality, and Biography

15:00-16:30

Saturday

Chair: Raquel Ravaglioli, Marietta College

Intersectionality Through a Privileged Lens, *Raquel Ravaglioli, Marietta College*

Becoming Deaf: Re-envisioning voice/silence and (dis)ability, *Scottie Basham, University of South Florida*

Whiteness writhing in life writing, *Audrey J. Aamodt, University of Regina*

2120 Performance and Writing Strategies: After the Interview

15:00-16:30

Saturday

Performance and Writing Strategies, *Charles Vanover, University of South Florida, Paul Mihas, University of North Carolina at Chapel Hill, Michelle Rocha, University of South Florida, Trace Taylor, University of South Florida, and Helen Salmon, SAGE*

Participatory Writing, *Jessica Gullion, Texas Woman's University*

Dramatizing Interviews, *JOHNNY SALDANA, Arizona State University*

Turning Transcripts into Stories, *Aishath Nasbeeda, Villa College, Steven Eric Krauss, University Putra Malaysia, Haslinda binti Abdulla, Univeristy Putra Malaysia, and Nobaya binti Ahmad, Univeristy Putra Malaysia*

Sophie's Choices: The Social Act of Publishing a Qualitative Study, *Mitch Allen, Scholarly Roadside Service, UC Berkeley, and Flinders University, and Sophie Tamas, Carleton University*

2121 Slow Activisms and Collaborative Futures in Urgent Times (Emergent Futures CoLab Panel)

15:00-16:30

Saturday

Rising Tide: Toward an Urgent Ethnographic Politics, *Rajat Nayyar, York University, and Magdalena Kazubowski-Houston, York University*

Making Ethnographic B Movies as Collaborative Research Process, *Jared MH Epp, Carleton University*

Negotiating Canada's "Multicultural" Futures: A Multimodal Approach to Pedagogy with Migrant Youth, *Rana El Kadi, University of Guelph*

Telling Stories at the Threshold: Online Story-Making as Post-Qualitative Inquiry, *Carla Rice, University of Guelph, Ingrid Mündel, Re•Vision Centre, University of Guelph, and Chelsea Jones, Brock University*

Educating Ethnographic Attention, *Madeline Donald, University of British Columbia Okanagan*

2126 Autoethnographies of Belonging, II

15:00-16:30

Saturday

Chair: Karl Ayers Sandin, Art History and Visual Culture, Denison University

Searching for Belonging: A Journey Loaded with Family Secrets , *Estefania Diaz, Autonomous University of Aguascalientes, and Silvia Benard, Autonomous University of Aguascalientes*

A Duoethnographic Exploration of Participation by Asian International Students, *Sae saem Yoon, Arizona State University, and Shagun Singha, Arizona State University*

How do You do Duoethnography? Addressing Essential Methodological Questions through Duoethnography., *Dawn Virginia Burleigh, University of Lethbridge, and Sarah Burn, Dalhousie University*

The Ashes and Water Project, *Karl Ayers Sandin, Art History and Visual Culture, Denison University*

2129 Feminist Autoethnography

15:00-16:30

Saturday

Chair: Menah Pratt-Clarke, Virginia Polytechnic Institute and State University

A Black Wild Womanist Autoethnography, *Menah Pratt-Clarke, Virginia Polytechnic Institute and State University*

Feminist autoethnography: In memo/ry to the personal-is-political, *Elizabeth Mackinlay, The University of Queensland*

BRCA Dilemmas: Navigating Cancer Risk, Surgery, and Gender, *Andrea Marie Hauser, Bowling Green State University*

A Critical Autoethnographic Exploration of Pedagogies of Vulnerability , *Kathryn Jill Strom, California State University, East Bay, and Michelle Walter, University of Melbourne*

Feminist Intellectual Activism in Brazilian Business Schools: Is Auto Ethnography a Possibility?, *Magdalena Cortese Coelbo, Universidade Federal do Rio Grande do Sul, and Cláudia Simone Antonello, Universidade Federal do Rio Grande do Sul*

2130 Posthuman Creativities

7:00-8:30

Friday

Creative Agency: A manifesto for posthuman creativity studies, *Anne Harris, RMIT University, School of Education, and Stacy Holman Jones, Monash University*

Accidental creatures: Inquiry under the constraints of Whitehead's philosophy of the creative accident, *David Rousell, RMIT University, Melbourne, Australia*

The small and the slow, the vast and the fast: Questions of scope and pace in creative-relational inquiry, *Jonathan Gunning Wyatt, University of Edinburgh, UK*

Creative mimesis and machine speculation, *Elizabeth de Freitas, Manchester Metropolitan University*

2131 Viabilidade da introdução do mobiliário ajustável para reduzir o tempo sentado em sala de aula

15:00-16:30

Saturday

Viabilidade da introdução do mobiliário ajustável para reduzir o tempo sentado em sala de aula, *Evelyn Ribeiro, University of São Paulo, Marília Velardi, University of São Paulo, Paulo Guerra, Federal University of Fronteira Sul, and Douglas Andrade, University of São Paulo*

2148 Gender, Sexuality, and Relationships in Autoethnography: Perspectives from PhD Students

15:00-16:30

Saturday

Two Birds, One Body: An Autoethnography on the Pursuit of Dual Terminal Degrees, *Erin York, University of South Carolina*

Looking at the Impact of immigration on Relationship, Marital, and Gender Expectations as a Female Immigrant in the United States: An Autoethnographic Approach, *Agnes N Nzomene Kabouo Foda, University of South Carolina*

Becoming a Black Feminist Scholar-Practitioner in 2020, *Kaci Wilbite Greene, University of South Carolina*

General information

111

2149 Postcolonial Inquiry

15:00-16:30

Saturday

Chair: Araba A. Z. Osei-Tutu, Purdue University

Developing the African Oral Traditional Storytelling as an Inquiry Framework for Studying with African peoples, *Araba A. Z. Osei-Tutu, Purdue University*

Diffractionally Seeking Decolonizing Methodology: Deleuze and Guattari and the Potential Ally-Researcher. , *Jody Dlouhy-Nelson, University of British Columbia Okanagan*

Reading Baldwin: (Re)discovering Postcolonial Thought, *Ritika Popli, Ohio University*

The Rifles Between Us: , *Youmna NA Deiri, Independent Scholar*

Global Hegemony: Unquestioned Answers, *Tina Bly, University of Vermont*

2153 Entanglement in the World's Becoming

7:00-8:30

Saturday

Chair: Susanne Gannon, Western Sydney University

Recognition, Creative-relationality, Writing, and the Excess of Inquiry, *Jonathan Wyatt, The University of Edinburgh*

Crafting a New Materialist Becoming, *Lise Jean Claiborne, University of Waikato*

Slow dancing and kinship. The Holly Oak, the horse chestnut, Bronwyn and Jane. , *Jane Speedy, University of Bristol, and Bronwyn Davies, University of Melbourne and Western Sydney University*

Becoming Paint: (Art)Making an Embodied Response to Storytelling, *Jody Thomson, Western Sydney University, Australia*

Thinking through Components of the Refrain in Lockdown , *Cath Laws, Australian Catholic University*

2155 “A Black Quartet: Performing for Collaborative Liberation”

18:00-19:30

Saturday

“The Revolution Will Be Televised (with apologies and homage to Gil Scott-Heron)”, *Bryant Keith Alexander, Loyola Marymount University*

2156 Those who are left standing; Exploring creative practices attending to grief

18:00-19:30

Saturday

A Deck of Cards for my Dad, *Kathryn Ann Ricketts, University of Regina, Celeste Snowber, Simon Fraser University, Kerr Mesner, Wells College, Anne Harris, RMIT University, School of Education, and Joseph A Naytowhow, University of Regina*

Grieving myself and letting go, *Anne Harris, RMIT University*

Moving with Grief: Seeking the Body’s Wisdom, *Kerr Mesner, Wells College*

There’s a lot to be sad about; however..., *Patrick John Lewis, University of Regina*

2158 Sports

18:00-19:30

Saturday

Chair: Doo Jae Park, University of Illinois at Urbana-Champaign

Asian American Studies in Physical Culture, *Doo Jae Park, University of Illinois at Urbana-Champaign, and Na Ri Shin, Texas Tech University*

Experiences and Perspectives of High School Football Coaches in Managing Athletic Injuries and Medical Conditions in a Rural Setting, *Bobbi Severt, Tennessee Technological University*

Sport Management Internships: Experiences of Work and Learning in the Sport Industry, *Matthew Hawzen, Fairleigh Dickinson University, and Ryan King-White, Towson University*

Critical Studies of Organizations, Professions, and Careers

2160

18:00-19:30

Saturday

Chair: Clifford Bersamira, University of Hawaii at Manoa

Filipino Healthcare and Frontline Workers: The Cost of Labor and Consequence of Heroism, *Clifford Bersamira, University of Hawaii at Manoa, Tiana Igarashi, University of Hawaii at Manoa, and Brandt Kam, University of Hawaii at Manoa*

Using Qualitative Methods to Explore the Careers of BIPOC Executive Opera Managers in the U. S., *Antonio C. Cuyler, Florida State University (FSU)*

Sometimes you're just not your best self: a Discourse Analysis of Bullying in New Zealand's Most Powerful Workplace., *Stephanie M Kelly, WelTec Institute of Technology, New Zealand, and tony Carton, Wellington Institute of Technology*

Clinical Supervision: The lived experiences of Provisional African American Counselors providing therapy to Caucasian American Clients., *LaToya Chevelle Waddell, North Carolina Agricultural and Technical State University*

2161 Autoethnography in the Professions

18:00-19:30

Saturday

Planning for the Future: Using an Autoethnography Method for Professional Development, *Donna Harp Ziegenfuss, University of Utah*

Mobile Journalism: A Recent Phenomena in the Era of Saudi Journalism, *Ahmed Ali Deen, Ohio University*

Physical Signs: An Autoethnography of Prisoners' Stories, *Shulamit Kitzi's, Al-Qasemi Academic College, University of Haifa*

Intersecting expert-client autoethnographies: The designer, the anthropologist, and too many books, *myrdene Anderson, purdue university, and Barbara Young, Purdue University*

2163 Autoethnography and Relationality

18:00-19:30

Saturday

Chair: Rebecca Ream, Early Career Researcher

Composting my colonial complicity in the Tararua Ranges, Aotearoa New Zealand, *Rebecca Ream, Early Career Researcher*

Attuning to/in School Data (Wall) Events, *Catherine L Thiele, University of the Sunshine Coast, and Stephen Heimans, University of Queensland*

Under-worlding our underwear: Audio Found poetry with collaborative voices., *Alys Mendus, Melbourne Graduate School of Education*

2167 Critical Health Research

18:00-19:30

Saturday

Chair: Autumn Marie Chilcote, Duquesne University

Collaborative Futures: Metissage As Inquiry and Sensibility for Advanced Practice Psychology Students During COVID19, *Autumn Marie Chilcote, Duquesne University, Christine Heller, Duquesne University, and Roni Rubins, William James College*

Feminist and African Indigenous Methodologies: A Reflection on Conducting Qualitative Interviews in Participants Native Language., *Esther Oluwashina Ajayi-Lowo, Texas Woman's University*

Situating Inclusive Leadership in Post-Secondary Student Mental Health and Intersectionality Issues: Voices of Educational Leaders, *Umair Iqbal, University of Western Ontario*

The Power of the Lived Experience: Transforming Health Education, *Catherine Fuller, Whitireia Polytechnic, Tane Rangihuna, Whitireia Polytechnic, and Katie Owen, Whitireia Polytechnic*

The aesthetics and ethics of feminist participatory program evaluation: A community organizing approach to nurturing a Community Health Workers Program, *Marie G. Sandy, University of Wisconsin-Milwaukee*

2170 Roundtable: Ethics of Care

18:00-19:30

Saturday

Chair: Tania Mary Mullane, Whitireia Community Polytechnic

Bachelor of Nursing (BNP) - Pacific Kuta Frame of Reference and Philosophy, *Tania Mary Mullane, Whitireia Community Polytechnic, Loma-Linda Tasi, Whitireia Community Polytechnic, Ungatea Tuitupou, Whitireia Community Polytechnic, Mira Schutz, Whitireia Community Polytechnic, Racheal Bowen, Whitireia Community Polytechnic, Ros Leaby, Whitireia Community Polytechnic, Wayne Pibema, Whitireia Community Polytechnic, and Shelley Winters, Whitireia Community Polytechnic*

Memory, Hope, Relationships, Knowledge, and Language : Reconceptualizing access in ethnographic research , *Youmma NA Deiri, Independent Scholar*

The Feminist Ethics of Care in Critical Ethnography: Ethical Dilemmas in My Work with Transnational Chinese Women , *Tairan Qiu, The University of Georgia*

The Danger of a Black-White Binary in Academia, *Honorine Ntoh Yuh, The University of Alabama*

2174 Professional Education

18:00-19:30

Saturday

Chair: Kerry Earl Rinehart, University Of Waikato

Covid-19 and its Impact on a Sample of Tertiary Educators, *lee A smith, Whitireia Community Polytechnic, Agustilia Rodrigues, Whitireia Community Polytechnic, and Carmel Haggerty, Whitireia Community Polytechnic*

LGBTQIA+ Students' Experiences of Hetero-Cis Normative Learning Environments , *Andrea Louise Trueman, Wellington Institute of Technology / Whitireia New Zealand*

Dewey, Pomodoro and Doctoral Supervision as 'Support' in Four Parts, *Kerry Earl Rinehart, University Of Waikato*

Using Cultural Community Wealth for Success (or Thriving) of University Students at the Periphery of a Metropolitan City, *Seung-Yun Lee, Hanshin Universeity*

Teacher resistance to the neoliberal agenda: A decade of teacher solidarity work, *Craig Wood, Queensland Teachers' Union*

2176 Reassembling the New Material(ist) Body

7:00-8:30

Saturday

Chair: Joshua Newman,

From Material Bodies to the Materiality of the Body: The 'New' Materialist Turn?, *Pirkko Markula, University of Alberta*

Exploring entanglements of materiality and movement , *Simone Patricia Fullagar, Griffith University*

The End of the Séance: 'Masters' Tools' and Modes of Bodily Practices for Complex Times, *Annouchka Bayley, University of Cambridge*

From Material Bodies to the Materiality of the Body: The 'New' Materialist Turn?, *Joshua Newman*

Walking, making and mattering with 'new' as the 'more-than', in 'new' materialism , *Shiva Zarabadi, UCL, Institute of Education*

2179 Autoethnography and Power

18:00-19:30

Saturday

Chair: Marnie Jull, Royal Roads University

Fight, flight or write! Exploring conflict practice and theory with autoethnography, *Marnie Jull, Royal Roads University*

Grasping for Power in a Global Pandemic: An Autoethnography of Finding Balance through Social Media Engagement, *Elizabeth A. Cartier, Fort Lewis College*

A Decent into Madness, *Duncan Michael Crawford, Tacoma Community College*

Confabulating research: Memory-work as educational inquiry, *Sandro Barros, Michigan State University, Kasun Gajasinghe, Michigan State University, and Reyila Hadeer, Michigan State University*

2180 “Dancing with Not Knowing”: Unmastering Research through Practices of Collective Vulnerability

18:00-19:30

Saturday

Attuning to Other Worlds as Collective Unknowing, *Cala Coats, Arizona State University*

Unsettling Narrative Analysis: Collaborative, embodied, performative storytelling, *Anani M. Vasquez, Arizona State University*

Finding Simultaneity on Zoom: Going beyond the screen, turn-taking, and individuality, *Lauren Renee Mark, Arizona State University, and Marina Basu, Arizona State University*

Unmastering Pedagogies, *Joseph David Sweet, University of North Carolina at Pembroke, and Susan Ophelia Cannon, Mercer University*

2199 Ghanaian Graduate Student Instructors (GGIs) Coping Strategies and the Concurrent Impact on Learning, Teaching, and Research. Razak K. Dwomoh, Curriculum and Instruction, Purdue University.

18:00-19:30

Saturday

Ghanaian Graduate Student Instructors (GGIs) Coping Strategies and the Concurrent Impact on Learning, Teaching, and Research. Razak K. Dwomoh, Curriculum and Instruction, Purdue University., *Razak Kwame Dwomoh, Purdue University*

A Heartwarming Act of Staggering Genius (With Apologies to Dave Eggers): The Gloucestershire Gateway Trust, *Mary Brydon-Miller, University of Louisville*

Global Climate Change Education Initiative: Using a Virtual Future Creating Workshop to Support Collaborative Project Planning, *Mary Brydon-Miller, University of Louisville*

An Ontological Approach on the Entanglement of Violence and Masculinity. How Practices of Resistance Matter in Understanding the Embodiment of Human Sexuality., *Marcus Fassl, University of Vienna*

Systematic Visuo-Textual Analysis: A Framework for Analysing Visual and Textual Data , *Nicole Brown, UCL Institute of Education, and Jo Collins, University of Kent*

Conceiving of K-Feminism through the narratives of Korean Female International Graduate Students: Based on the interdisciplinary study of video-ethnography, visual journal collage, critical theory, and feminism. Bokyoung Jo and Jiyea Park, University of Georgia , *Bokyoung Jo, University of Georgia, and Jiyea Park, University of Georgia*

The Show Must Go On!: Older Adults Coping During COVID-19 Isolation by Participating in Virtual Theater, *Katherine Ann Suender, Western Michigan University*

Design and Gender: Through the Looking Glass, *Sarah Marie Angne Alfaro, Ball State University, Lesli Mackey, Ball State University, and Lauren Cloonan, Ball State University*

Making Together: Stories and Art at a Supported Studio, *Chloe Watfern, University of New South Wales*

Mixed-Methods in Art Therapy: A Research Methodology Approach for an Intervention Based on Art for Youths with Adverse Experiences in Life, *Celia Camilli, Universidad Complutense de Madrid, and Monica Fontana, Universidad Complutense de Madrid*

Method appropriation : Artistic research constant battle and art-based methods, *Julie Forgues, Université de Moncton*

Co-Constructing Knowledge with Children and Young People as Co-Researchers in Climate Change Education through Arts-Based Research – An explorative study on the importance of working with Children, *Thiliniika Ranmali Wijesinghe, Southern Cross University, Australia., Amy Cutter-Mackenzie-Knowles, Southern Cross University, Australia., and Alexandra Lasczik, Southern Cross University, Australia.*

Collaborative Audiovisual Practice and Participatory Research as Shared Production of Knowledge and Memory: the Experience of the “Uncommons” project, *Isabela Umbuzeiro Valent, São Paulo University (USP), and Eliane Dias de Castro, São Paulo University (USP)*

Political Strife: an Arts-Based Narrative , *Aravindhnan Natarajan, University of Toledo*

Outcomes from The New York City Mural Arts Project: Reflections on Decolonizing Research Methodologies through Community Mural-Making, *Elana Hubert, and Vanessa Smith*

Stories of Survival: Using Arts-Based Research to Find the Light Within the Dark, *Aimee Jeanne Burns, Bowling Green State University*

Objects and Things; Conjuring Important Stories Somewhere Between Fact and Fiction, *Kathryn Ann Ricketts, University of Regina*

Sound Pedagogy: Tuning in NYC for Art Education, *Ilayda Altuntas, Penn State, and Daniel Bergman, Pratt Institute*

Artists' Books and Lexicography, *Lindsay Rose Russell, University of Illinois*

Teaching and Learning in the Expanded Field: Research-Creation as Socio-Legal Praxis, *Kimberley White, York University*

Self and Others in Beloved Community: Toward Living with Dissonant Harmony, *Stacey Bliss, University of Regina, and Teresa Anne Fowler, Concordia University of Edmonton*

The Importance of Culturally-Grounded Approaches to Healthcare for Native Hawaiians, *Kristin N. M. Kaniaupio, Thompson School of Social Work & Public Health, University of Hawai i at Mānoa, Matilda M. Antone, Thompson School of Social Work & Public Health, University of Hawai i at Mānoa, and Kira L. Rapozo, Thompson School of Social Work & Public Health, University of Hawai i at Mānoa*

From virtual Indigenous storytelling to land-based meaning making, *Natalie St Denis, University of Calgary, and Christine Walsh, University of Calgary*

Indigenous Ways of Knowing: On the Land to Promote Wellness, *Ann Margaret seymour, Carleton University*

Unsettling Reflexivity And Critical Race Pedagogy In Social Work Education: Autoethnographic Narratives From Social Work Students, *Catalina Tang Yan, Boston University, Rabiatu Orlandimeje, Boston University, Rachel Drucker, Boston University, and Adam Lang, Boston University*

Interseccionalidad y sostenibilidad de la vida en trabajadoras de programas sociales de primera línea, *Mitzi Duboy luengo, Núcleo de Estudios Interdisciplinarios en Trabajo Social de la Universidad de Chile., and Gianinna Muñoz, Universidad de Chile*

Transitions from the Title IV-E Waiver to Family First Prevention and Services Era: Regional Child Welfare Managers' Perceptions and Experiences, *Kori R. Bloomquist, Winthrop University*

Examining Empathy: Amplifying the Voice of Youth Researchers, *Heather Murphy Sloane, University of Toledo, Lori Lux, University of Toledo, Dai'ja Banks, University of Toledo, and Tulani Black, University of Toledo*

Developing Recommendations for Trans Persons' End of Life Expressions of Self: Maintaining One's Identity After Death, *Sherry Lynn Warren, University of Wisconsin - Green Bay, and Lee Werner, University of Wisconsin - Green Bay*

An Exploratory Study of International Social Work Education in U.S. Social Work Curricula, *Sherry Lynn Warren, University of Wisconsin - Green Bay*

Community-Driven Research and Scholarship with Refugee Communities: Exploring University-Community Partnerships and Decolonizing Knowledge, *Jessica Euna Lee, Indiana University*

Risks and motivations for doing sensitive research in one's culture: Reflecting on experiences from an interpretive phenomenological study, *Festus Yaw Moasun, Wilfrid Laurier University*

Navigating the Carceral State: Experience of Citizens with Criminal Backgrounds, *Thomas K Kenemore, Loyola University Chicago, and Brent Seungho In, Loyola University Chicago*

Between Essence and Context: The Case of Late Life Re-Partnering in Israel, *Chaya Koren, University of Haifa*

Microethics of Vulnerability, Informed Consent and Researcher Identity in Qualitative Social Work Research with Refugees in Global North Contexts, *Jessica Euna Lee, Indiana University*

Investigating Allyship: Methodological Implications, *Jeff Halvorsen, University of Calgary*

Development of Trauma Specific Services for Transgender and Gender Non-Conforming Homeless Youth, *Sandra M Leotti, University of Wyoming*

Práxis performativa e a Pedagogia da Indagação em Augusto Boal, *Renata Matsuo, University of São Paulo - School of Arts, Sciences and Humanities, and Marília Velardi, University of São Paulo*

Estudios curriculares desde la metáfora biográfica, *Francisco Samuel Mendoza-Moreira, Universidad Laica Eloy Alfaro de Manabí*

La investigación cualitativa en el campo de la salud sexual y reproductiva en México: un mapeo, *Addis Abeba Salinas-Urbina, Universidad Autónoma Metropolitana-Xochimilco, and Deyanira González de León, Universidad Autónoma Metropolitana Xochimilco*

IMAGINARIOS SOCIALES SOBRE CULTURA DE LOS PROFESORES DE LENGUAS EXTRANJERAS: SU VINCULO CON LA PRACTICA DOCENTE., *OSCAR GUSTAVO GUSTAVO CHANONA, UNIVERSIDAD AUTONOMA DE CHIAPAS - MEXICO, MONICA MIRANDA MEGCHUN, UNIVERSIDAD AUTÓNOMA DE CHIAPAS- MEXICO, and ANA MARIA DOMINGUEZ AGUILAR, UNIVERSIDAD AUTONOMA DE CHIAPAS - MEXICO*

Capacidades y desarrollo territorial: dos procesos en marcha. Uruguay 2010 – 2020., *Alejandro no hay Noboa, Universidad de la República - Uruguay*

MIGRANTES EN LA FRONTERA SUR DE MEXICO: TRAYECTORIAS, IMAGINARIOS Y EDUCACION VINCULADOS CON UN LUGAR DE DESTINO , *OSCAR GUSTAVO GUSTAVO CHANONA, UNIVERSIDAD AUTONOMA DE CHIAPAS - MEXICO, ALBERTO JORGE FONG OCHOA, UNIVERSIDAD AUTÓNOMA DE BAJA CALIFORNIA- MEXICO, and VANINA HERRERA ALLARD, UNIVERSIDAD AUTONOMA DE CHIAPAS - MEXICO*

Ser “mujer” y “hombre” en contextos mexicanos con alerta de género , *Teresa M. Torres-López, Universidad de Guadalajara, J. Imelda Herrera-Pérez, Universidad de Guadalajara, and Antonio de Jesús De la Cruz-Villarreal, Universidad de Guadalajara*

De la preocupación al gozo creativo entre los educadores ambientales en México, *HELIO MANUEL GARCIA CAMPOS, Universidad Veracruzana*

Investigadoras cualitativas en la academia. Desafíos y contradicciones, *MAGDALENA SUAREZ-ORTEGA, Universidad de Sevilla, and Pamela Zapata-Sepúlveda, Universidad de Tarapaca, Chile*

Reflexiones sobre los retos de la investigación ante el imperativo de la tecnología, *Laura Palomino, UNAM, and Leticia Osornio-Castillo, UNAM*

Experiencias y Retos del abordaje de la subjetividad, *Laura Palomino, UNAM, and José-Jesús Vargas-Flores, UNAM*

¿Autoetnografía desde la Decolonialidad?, *J. Andrés Elías Hernández, Universidad Autónoma de Ciudad Juárez*

Por qué Autoetnografía: una Canción para Conversar, *J. Andrés Elías Hernández, Universidad Autónoma de Ciudad Juárez*

Narratives of social interaction and promotion of science, technology, engineering, and mathematics in the south-southeast zone of Mexico, *Rodolfo Jimenez, Universidad Juárez Autónoma de Tabasco, Deneb Elí Magaña, Universidad Juárez Autónoma de Tabasco, and Edith Juliana Cisneros, Universidad Autónoma de Yucatán*

Prácticas de Alfabetización Digital de los Profesores de Inglés en Formación. Afrontando Retos en Tiempos de Pandemia., *Michelle A. Espinoza Lobos, Universidad Arturo Prat*

Los niveles de competitividad de las pequeñas y medianas empresas del sector agrario del plátano en Córdoba. Colombia, *Mabel Escorcía, UNIVERSIDAD DEL SINU ELIAS BECHARA ZAINUM, and Manuel Perez, UNIVERSIDAD DEL SINU ELIAS BECHARA ZAINUM*

Metodologías Cualitativas en el Derecho: El Uso del Estudio de Casos, *Katherine Becerra Valdivia, Católica del Norte*

La Educación Superior y La Industria 4.0. Oportunidades y Retos, hacia una Universidad Innovadora . Análisis Prospectivo, *Roberto Vladimir Carbajal, Universidad Francisco Gavidia*

Promoção da Saúde e Pesquisa Baseada nas Artes (ABR): um caso no Rio de Janeiro (Brasil) em tempos repressivos, *Marcio Luiz Mello, IOC-Fiocruz, Victor Ramos Strattner, IOC-Fiocruz, Adrielle Silva, IOC-Fiocruz, Julia Ferreira, IOC-Fiocruz/ UERJ, Ana Acioli, IOC-Fiocruz, Nathalia Perrone, IOC-Fiocruz/UNIRIO, Nureane Menezes, IOC-Fiocruz, Maria Marta Moraes, IOC-Fiocruz, Raquel Gomes, IOC-Fiocruz/IESP, and Leoni Moreira, IOC-Fiocruz/UFSJ*

Oficinas de narrativa literária e Promoção da Saúde: uma conexão entre ABR e Saúde no Rio de Janeiro durante a pandemia COVID-19, *Marcio Luiz Mello, IOC-Fiocruz, Roberto Silva, IOC-Fiocruz, Adrielle Silva, IOC-Fiocruz, Cristiane Moreira, IOC-Fiocruz, Thaise Bezerra, UNESC/IOC-Fiocruz, and Ana Aleksandrowicz, 4F/ IOC-Fiocruz*

la alimentación cotidiana en cuatro tiempos, *Maria Eugenia Eugenia Chavez-Arellano, Universidad Autonoma chapingo*

Explorando guiones argumentativos en la política pública: nuevas perspectivas acerca del acceso en la educación superior en Chile., *Antonio Garcia Quiroga García, Universidad Bernardo O'Higgins/Universidad de Santiago de Chile*

Curriculum, vida y formación docente, *Daniel F. Johnson Mardones, University of Chile*

Entre textos escolares y la necesaria pertinencia cultural en la formación de ciudadanos en el sistema escolar. Fondecyt Regular N° 1181713, *Pamela Zapata-Sepúlveda, Universidad de Tarapaca, Chile*

REPRESENTACIONES SOBRE LA ESCUELA INTERCULTURAL DE PROFESORES EN FORMACION: SU VINCULO CON LA PRACTICA DOCENTE., *OSCAR GUSTAVO GUSTAVO CHANONA, UNIVERSIDAD AUTONOMA DE CHIAPAS - MEXICO, JUAN JOSE LEIVA OLIVENCIA, UNIVERSIDAD DE MALAGA - ESPAÑA, and MARIA JOSE ALCALA DEL OLMO, UNIVERSIDAD DE MALAGA - ESPAÑA*

Structural Discrimination: Perceptions/Intersections of Race/Gender/Identity based on Post Traumatic Slave Syndrome (PTSS), *Marquis B. Holley, University of South Florida*

Social Connectedness and Emotional Well-Being Among Underrepresented Graduate Students, *Evelyn Vázquez, University of California, Riverside, and Ann marie Cheney, University of California, Riverside*

Self-Study: Examining Teacher Educator's Written Feedback in Promoting Teacher Candidates Critical Literacy Development, *Young Ah Lee, The Ohio State University - Lima*

Investigating Teacher Candidates Reading Characters' Social Identities Portrayed in Children's Literature Through Self-Study, *Young Ah Lee, The Ohio State University - Lima*

Opening Doors the to Teacher Education Programs: A Qualitative Narrative Inquiry Case Study, *Betsy Lou Crawford, Fort Hays State University, Elodie J Jones, Fort Hays State University, and Chris J Jochum, Fort Hays State University*

“Chasing the Money”: Unintended Consequences of Medicaid Reimbursement on the Personal Recovery of Peer Support Specialists working in the Substance Use Disorder Treatment Field., *Diane Zero, University of Louisville*

Teaching Social Justice: A Case Study of International Teaching Assistants in the U.S., *Jing Tan, Miami University*

Students in Recovery: Using Solution-oriented Methodologies to Change Experiences of Marginalization , *Ann marie Cheney, University of California, Riverside, Evelyn Vázquez, University of California Riverside, and Tanya Nieri, University of California Riverside*

Virtually Woke: Using Digital Media in a Social Justice Literacy Workshop to Support Elementary Students’ Development of Critical Consciousness, *Meghan L. Gowin, Texas A & M University-Commerce*

Exploring the Importance of School Garden with Participatory Action Research, *Bineeta Baral, Kathmandu University*

Community-driven research: Understanding and supporting father engagement, *Kyle Miller, illinois state university, Taylor Swiderski, Illinois State University, and Dane Sorensen, Illinois State University*

Cyber incivility prevention and response, *Boreum Ju, Slippery Rock University of Pennsylvania*

Social Isolation and Social Inclusion of Elderly People: An Action-Research Proposal about Processes and Possibilities of Urban Coexistence, *Zeno Mutton, Independent Researcher*

Developing a Community Research Partnership: A Participatory Action Research Project, *Jennifer Waite, Queen’s University, Pilar Camargo-Plazas, School of Nursing, Queen’s University, Kingston-ON, Canada, Lenora Duhn, Queen’s University, and Martha Whitfield, Queen’s University*

Shadows and Light Investigating with Children: Developing Agency through Play-Based Learning, *Kelly M. Gross, Northern Illinois University*

Inclusive methods in the evaluation of outreach education programs: layering reflective journaling, participant observations, and interviews, *Sondra Marie LoRe, University of Tennessee*

Creating an Aesthetic Learning Space for STEAM Graduates: A Participatory Inquiry, *Parbati Dhungana, Kathmandu University, School of Education, and Roshani Rajbanshi, Kathmandu University, School of Education*

Social Action Methodology to work with parents of trans youth in rural Quebec, *Annie Pullen Sansfacon, Université de Montréal, Jennifer Hope Dyer, Memorial University Newfoundland, Julie Temple Newhook, Memorial University, Julie James, Ryerson University, Jennifer Davis, Lethbridge College, Kimberley Ens Manning, Concordia University, and Sarah Pickett, Memorial University of Newfoundland*

Songwriting as an Arts-Based Research Methodology, *Chris Haddock, West Virginia University*

Uncovering and Exploring Personal Qualitative Epistemological Stances Reflecting through Cultural Modes of Artistic Expression, *Huiruo Chen, University of South Florida, Janet Richards, University of South Florida, Michelle Angelo-Rocha, University of South Florida, and Alyssa Batastini, University of South Florida*

We Will Draw With Anyone About Anything, *Samuel Herreshoff Peck, University of Minnesota, and David R. Modler, Shepherd University*

Research Collaborations During COVID 19: A Photovoice Reflection of Two Research Assistants, *Jennifer Waite, Queen's University, Martha Whitfield, Queen's University, Pilar Camargo-Plazas, School of Nursing, Queen's University, Kingston-ON, Canada, and Lenora Dubn, Queen's University*

Street Art Informed Research in Organization Studies, *Agata Morgan, Jagiellonian University, Krakow, Poland*

Somatography: Qualitative Methodology in Search of a Vibratory Signature, *Kelly Clark/Keefe, University of Vermont, Kelly Mancini-Becker, University of Vermont, and Erika White, University of Vermont*

Concept as methodology: What the concept of curating and the curatorial can do, *Ran Xiang, UBC*

Wrestling with many selves: Navigating multiple positions of poet, therapist and researcher in a doctoral study, *Sarah Jane Penwarden, Laidlaw College, Auckland, New Zealand*

Art Based Teaching to Generate the Reflection of Mayan University Students , *Paulina Bautista Cupul, UNIVERSIDAD DE ORIENTE*

The SWAP: Reframing and Embracing Feminine Identity, *Helene Robinson, University of South Florida, College of Education*

H-Art Based Inquiry: Heuristic Art-Based Inquiry that Connects Body, Heart, and Spirit, *Aya Rice, University of Haifa*

Seeking Connection through Digital Drama: Attending to Vulnerability and Community in Virtual Ethnographic Research with Youth, *Christine Balt, Ontario Institute for Studies in Education, University of Toronto*

If you want to go far, go together: A visual reflection on our journey of co-authoring a book , *Marguerite Muller, University of the Free State, South Africa, and Liezl Dick, University of the Free State*

Mine/His/Hers/Ours/Theirs/+ /VoiceS — Reflecting on Polyvocal Research Writing through Practice, *Cynthia Noury, École des médias, Université du Québec à Montréal, and Louis-Claude Paquin, École des médias, Université du Québec à Montréal*

Children Adapting, Experiencing, and Performing Theatre During a Pandemic. *Troy Dobosiewicz, Ball State University and Andrew Waldron, Ball State University, Troy Leonard Dobosiewicz, Ball State University, and Andrew John Waldron, Ball State University*

Negotiating the Visual Journal Phenomena as Non-Human Object: A mechanism for communal habits of experience, *Samuel Herreshoff Peck, University of Minnesota, and David R. Modler, Shepherd University*

“I never looked that deep:” Raciocultural Trauma, Vulnerability, & Collective Healing in the Puerto Rican Diaspora, *Andrew Brian Torres, University of Massachusetts, Amherst*

Transforming Places with People Using Nature: A Case Study Featuring A Place of Worship, *Sarah Marie Angne Alfaro, Ball State University*

“Our World, Our Say”: The Use of Photovoice for Youth-Driven HIV Advocacy Efforts in Vietnam. , *Lesley M. Harris, University of Louisville, Rebecka Bloomer, University of Louisville, Sara Williams, University of Louisville, Victory Osezua, University of Louisville, Sato Doroty, University of Louisville, Nguyen Duy Thang, Kyoungmee Byun, Northern Arizona University, and Marion Hambrick, University of Louisville*

“Your Room, Your Rules:” A Cam Girl Stakes Claim of the Screen, *Jose Santos Ardivilla, Texas Tech University*

Building relations of care and trust through experiences of arts-based wellness, *Linda Jean Helmick, University of Missouri*

Experiencing the COVID-19 Pandemic Lockdown: an Arts-Based Narrative, *Aravindhana Natarajan, University of Toledo*

Investigating Recovery from Substance Misuse using Digital Photovoice , *Emma Louise Smith, University of Worcester, Melody Carter, University of Worcester, Paul Hazell, University of Worcester, and Elaine Walklet, University of Gloucester*

Liberatory Theatre, Critical Community Building and the Decolonization of Research and Pedagogy in the Higher Education Classroom, *Lalenja Harrington, UNC Greensboro, Lalenja Harrington, UNC Greensboro*

The crystallizing teacher: Writing as a method of critical praxis research to open understandings of praxis, *Craig Wood, Queensland Teachers' Union*

Surveillance in Schools? Using Arts-Based Research to Explore our Classroom Identities, *Amanda Shopa, University of Minnesota, Laura Lemanski, University of Minnesota, and Samuel Herreshoff Peck, University of Minnesota*

Stepping Up, Keeping on Track, and Pulling Your Own Weight: Collaborative Arts-Based Research Metaphors, *Marcy Meyer, Ball State University*

Becoming First-time Mothers as International Graduate Students: A Poetic Ethnography, *Kuo Zhang, Western Colorado University*

The Visual Journal as Post-Studio Practice, *Samuel Herreshoff Peck, University of Minnesota, and David R. Modler, Shepherd University*

“Do You Have Funding?”: Exploring the Lived Experiences of Two International Graduate Students with Arts-Based Methods, *Jingyi Zhu, Ohio State University*

An Autoethnographic, Arts-Based Account of a Middle School Closure in 100 Ceramic Plates, *Paul Bernard Cope*

Transmediation A/R/T/S: Complex Texts Made Clear in Qualitative Research Courses, *Kristen Elizabeth Fung, University of South Florida*

Together We Move, Together We Know: Cultivating Self and Community through Collaborative Choreographic Practices, *Ailey Rose Picasso, University of Iowa*

Five compositions of a researcher and a stone, *Marguerite Muller, University of the Free State, South Africa*

Portraiture as Critical Arts-Based Research, *Sarah T. Travis, University of Illinois at Urbana-Champaign*

An Artist’s Table: A Creative Response to Lockdown, *Paul Bernard Cope*

A Remote Active Learning Experience in Qualitative Research Methods [for Designers] Focusing on Visual Exercises, *Sarah Marie Angne Alfaro, Ball State University, and Mackenzie Symmes, Ball State University*

Academia Erotica: Radical Co-writing in the Lab, *Tatiana Chemi, Aalborg University, Denmark, and Kristian Firing, NTNU, Norway*

Disrupting the primacy of language through the process of drawing inferences as expressive portraiture, *Linda Jean Helmick, University of Missouri*

Pandemic Spacetimematterings: Diffracting and crafting, *Courtney A. Potts, The University Alabama, and Alexandra Rodriguez, The University of Texas San Antonio*

Knitting a Dissertation Diary: Using Arts-Based Research to Document (and Resist) Doctoral Work, *Amanda Shopa, University of Minnesota*

Participation in Musical Activities Benefits People with Disabilities: A Qualitative Phenomenological Study on Individuals with Various Handicaps, *Alexa Dishroon, University of North Alabama*

Symbolic Boundaries as a “Trapdoor”: How Chinese Netizens Preserve Rural-urban Distinctions—A Case Study, *Yifang Li, University of Toronto*

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

Las Becas de manutención de Alumnos Universitarios y los principios de la Renta Básica Universal, *Hermila Chávez Loya, Universidad Pedagógica Nacional del Estado de Chihuahua*

Test Submission, *James Matthew Salvo, Wayne State University*

Reconceptualizing the language of intervention in mindfulness, *Shannah Dutrisac, University of Saskatchewan, and Ulrich Teucher, University of Saskatchewan*

Maamawe: Collaborative Data Analysis in Indigenous Contexts, *Lana Ray, Lakehead University*

The Performative Power of Vocality, *Virginie Magnat, University of British Columbia*

Indigenous Research as a Relational Process, *Stephany RunningHawk Johnson, Washington State University*

Perspectives of recovery and health among Indigenous people living with homelessness and addiction in a Canadian prairie city, *Janice M Victor, University of Lethbridge, and Melissa Shouting, University of Lethbridge*

Artistic Mentoring as a Decolonizing Methodology: An Evolving Collaborative Ethnography with Maya Artists Pedro Rafael González Chavajay and Paula Nicho Cúmez, *Kryssi Staikidis, Northern Illinois University*

Tangata Hourua Model – Connected People, *Tania Mary Mullane, Whitireia Community Polytechnic*

Mo'olelo o nā Kumu Kukui: The Life Experiences of Hawaiian Elders, *Kilohana Haitsuka, University of Hawai'i at Mānoa, and Shelley Kalei Muneoka, Hā Kūpuna National Resource Center for Native Hawaiian Elders*

Plants, People, & Community: Cultivating Compassion & Resilience through Nature-based Approaches to Healing, *Jennifer Ma, Ontario College of Art and Design University*

Kurdish as a hidden identity, *Aslihan Guler, Indiana University*

Shamans in today's communities, *Debra Askelson*

Indigenous Peoples and School Bullying and Violence, *Stephen James Minton, University of Plymouth*

Miyo-máhcihowin (“good health and well-being”): Decolonizing research into Inflammatory Bowel Disease, *Ulrich Teucher, University of Saskatchewan, Linda Porter, Juan-Nicolas Pena Sanchez, University of Saskatchewan, Derek Jennings, University of Saskatchewan, Colten Brass, Rhonda Sanderson, Robert Porter, CL Quintin, Michelle Johnson-Jennings, University of Saskatchewan, and Osei Jessica, University of Saskatchewan*

E Ola a Kaniko o: A Native Hawaiian View of Elderhood, *Shelley Kalei Muneoka, Hā Kūpuna National Resource Center for Native Hawaiian Elders*

Settler Colonial Impacts on Native Women in the time of MMIWG, *Roe Bubar, Colorado State University*

Tōku Reo Tōku Ohooho – My language, My Awakening, *Janette Grace, Whitireia Community Polytechnic*

Niu Space - Pasifika Education Research, *Rebeca Consejo, The University of Auckland, and Tanya Lee-Anne Maleina Samu, The University of Auckland*

The Path of Ifoga: A Case Study, *Joey Domdom, Wellington Institute of Technology & Whitireia New Zealand, and Alapua Poasa, Taeaomanino Trust, New Zealand*

Reflections from a Clinical-Community-Academic Partnership for Native Hawaiian Wellbeing, *Rachel L. Burrage, University of Hawaii i at Mānoa, and T. Noelani Perreira, Waimanalo Health Center*

Opening Plenary Roundtable: Collaborative Futures in Qualitative Inquiry, *Jane Gilgun, University of Minnesota, Twin Cities, USA*

Pragmatist Traditions in Qualitative Social Work Research: A Case for a Unifying Framework that Celebrates Diversity, *Jane Gilgun, University of Minnesota, Twin Cities, USA*

Coping strategies of Middle Eastern Immigrant Intimate Partner Violence Survivors, *Burcu Ozturk, University of Alabama, and Debra Nelson-Gardell, University of Alabama*

The Road to Reflective Social Work Practice in Aotearoa New Zealand, *Hawa Fitzgerald, Whitireia and WelTec, New Zealand*

How We Teach Qualitative Research in Social Work: Minimal Standards, No Consequences, *James Drisko, Smith College*

Qualitatively Examining Military Substance Use Culture Among Emerging Adult Military Members and Veterans: Implications for Culturally Informed Practice , *Kelly Lynn Clary, Texas State University, and Laura Hernandez, Texas State University*

Our Ongoing Dependence on Migrant Labor to bring Food from the Farm to the Table: Is there a Role for Social Work Intervention?, *Ken Saldanha, Eastern Michigan University*

Anti-Oppressive Research and the Politics of Knowledge Production, Social Justice and Transformation for Queer African Refugees, *Notisha Massaquoi, University of Toronto*

Violence Prevention in Illinois: Perspectives of Community Leaders, *Allison A. Salisbury, School of Social Work, University of Illinois at Urbana-Champaign, David T. Mowry, School of Social Work, University of Illinois at Urbana-Champaign, Matthew G. Saxsma, School of Social Work, University of Illinois at Urbana-Champaign, Rachel C. Garthe, School of Social Work, University of Illinois at Urbana-Champaign, and Douglas C. Smith, School of Social Work, University of Illinois at Urbana-Champaign*

Community Service Project and Critical Reflection, *roger Tamati ngahooro, Whitireia New Zealand*

Campus Sexual Assault and Resilience: Student Experiences of Agency, Coping, Connection, and Hope, *Molly Catherine Driessen, University of Minnesota-School of Social Work*

Social Policy and Social Work Passion: Constructing a Student Policy Program in Higher Education, *Keith Matthew Miller, Indiana University School of Social Work, and Joseph B. Bartholomew, Indiana University School of Social Work*

Building the Plane While Flying: Teaching Social Work Online Pre and Post Pandemic, *Susan Lynn Glassburn, Indiana University, Katie McCarthy, Indiana University, and Sheila R. Dennis, Indiana University*

How social work and researcher identities emerge within a collaborative writing group, *M. Candace Christensen, University of Texas San Antonio, Shaniek Tose, University of Kentucky, Caitlin Caswell, University of Texas San Antonio, and Inci Yilmazli Trout, University of Incarnate Word*

“I Wasn’t Wantin’ to Go in the Streets”: A Case Study of Trauma and Identity in Chronic Homelessness, *Christopher Taylor Brown, Harding University, James Huff, Harding University, and Kathy Helpenstill, Harding University*

Producing, Punishing, and Resisting Latina/o/x Migrant Deportability through Sub-Federal Immigration Policy in the United States, *Hannah Boyke, Michigan State University, and Pilar Horner, Michigan State University*

Migrants in Chile: Social crisis and the pandemic, *Vanessa Jara-Labarthe, University of Tarapacá, and César Cisneros-Puebla, University of Tarapacá*

Tradeoffs: The Lived Experiences of Social Work Educators Transitioning to Online Teaching, *Katherine M. McCarthy, Indiana University, Susan L. Glassburn, Indiana University, and Sheila R. Dennis, Indiana University*

Understanding Provider Experiences of Family Sustainability in Adult Foster Care: North Carolina and Pennsylvania Systems, *Kelly Munly, Penn State Altoona*

Why you wanna fly: Interrogating Felt and Enacted Stigma related to Mental Illness through Multimethod Arts-Based Research and Qualitative Inquiry
Why you wanna fly: Interrogating Felt and Enacted Stigma related to Mental Illness through Multimethod Arts-Based Research and Qualitative Inquiry, *Tracie Rogers, University of the West Indies, Mona Campus, Jamaica*

Collaborating across Countries for Transformative Pedagogy, *Beth Archer-Kuhn, University of Calgary, Tara Earls-Larrison, University of Illinois, Michael Wallengren-Lynch, Malmo University, Marta Blanco Carrasco, Complutense University of Madrid, Einav Segev, Sapir College, Israel, Henglien Lisa Chen, University of Sussex, Nisha Mitra vom Berg, Tata Institute of Social Sciences, Mumbai, India, and Rose Parkes, Highland College, Jersey*

Dealing with the Challenges of Stigma and Mental Illness in Ghana, *Magnus Mfoafo-M’Carthy, Wilfrid Laurier University, and Jeff Grischow, Wilfrid Laurier University*

“Did you bring virus back during winter break?” Responses to and Impact of Anti-Asian Microaggression during Pandemic in the United States , *Pamela Chiang, Eastern Connecticut State University*

“Like An Outcast to Everyone” Narratives of Intersectionality Among Older African American’s Living with HIV/AIDS, *Liz Utterback, University of Louisville Kent School of Social Work, Brandon Mitchell, University of Louisville Kent School of Social Work, Paul Hibbeler, University of Louisville, Patricia Frances Smith, University of Louisville, Ashley Rose Logsdon, University of Louisville, and Lesley M. Harris, University of Louisville*

Seeking Social Justice with Interpretive Phenomenological Analysis, *Aline Bogossian, Université de Montréal, and Denise Michelle Brend, Concordia University*

Action Research on Social Work Practice in Employment During the Covid-19 Pandemic: A New Zealand study, *Hawa Fitzgerald, Whitireia and WelTec, New Zealand, and Atina Poloie, Whitireia and WelTec, New Zealand*

Improving Sampling Strategies and Terminology in Qualitative Research, *James Drisko, Smith College*

Older African Americans Living with HIV/AIDS: Patient Identified Markers of Quality Care , *Brandon Mitchell, University of Louisville Kent School of Social Work, Liz Utterback, University of Louisville, Ashley Rose Logsdon, University of Louisville, Patricia Frances Smith, University of Louisville, Paul Hibbeler, University of Louisville, Lesley M. Harris, University of Louisville, Billie Castle, University of Louisville, Jelani C Kerr, University of Louisville, and Timothy N Crauford, Wright State University*

Crafting care and relationships with Tangata Whaiora through practice: Insider research with the mental health support worker in Aotearoa New Zealand., *Stephanie M Kelly, WelTec Institute of Technology, New Zealand, and Abbie Ranui, WelTec Institute of Technology, New Zealand*

Metaphors informing Social Work practice, *roger Tamati ngahooro, Whitireia New Zealand*

Decolonizing though Collaboration: Learning through Analysis of a Digital Story of the Two Row Wampum Project, *Tara La Rose, McMaster University, Bonnie Freeman, McMaster University, and Trish Van Katwyk, Renison University College, University of Waterloo*

Engagement and Linkage to Care Among African American Older Adults Living with HIV/AIDS: Exploring Pre- and Post-Incarceration Experiences, *Ashley Rose Logsdon, University of Louisville, Patricia Frances Smith, University of Louisville, Liz Utterback, University of Louisville, Paul Hibbeler, University of Louisville, Brandon Mitchell, University of Louisville Kent School of Social Work, Lesley M. Harris, University of Louisville, Billie Castle, University of Louisville, Jelani C Kerr, University of Louisville, and Timothy N. Crawford, Wright University*

Investigación cualitativa longitudinal. Prácticas colaborativas de producción de conocimiento en Trabajo Social una mirada a 10 y 5 años, *Gabriela Rubilar, Universidad de Chile*

Investigar con Dispositivos Artísticos y Poéticos, *Luis F Gonzalez, Universidad Santo Tomás, and Eva Marxen, School of the Art Institute of Chicago*

Cambio Climático, Sustentabilidad y Apicultura: Retos de una Gestión Femenina, *Mauricio Gamiño, Estudiante de doctorado en Universidad Autónoma de Yucatán, México, and Manuel Jesús Pinkus, Universidad Autónoma de Yucatán*

Problemas a raíz de la pandemia en un municipio de Yucatán, México. Un estudio de caso., *Edith Juliana Cisneros, Universidad Autónoma de Yucatán, and Alejandra Casanova-Peniche, Universidad Autónoma de Yucatán*

El mototaxismo medio de transporte urbano en Sinclejo. ¿Avance o estancamiento empresarial?, *Francia Prieto, UNIVERSIDAD DEL SINU, ELIAS BECHARA ZAINUM, Aylín Pertuz, UNIVERSIDAD DE SUCRE, and Francisco Cuello, CORPORACION UNIVERSITARIA DEL CARIBE, CECAR*

Pertinencia y Contribución al Desarrollo Social de un Modelo de Evaluación de la Calidad en Educación Superior, *SUSAN LORÍA, UNIVERSIDAD AUTÓNOMA DE YUCATÁN, and Edith Juliana Cisneros, Universidad Autónoma de Yucatán*

Danza, Identidad y Transformaciones Comunitarias: Una Autoetnografía,
Alexander Agudelo-Orozco, Universidad del Valle

diálogo igualitario e impacto social, *Aitor Gomez, Universitat Rovira i Virgili*

Relatos sobre la trayectoria académica de profesores investigadores en México:
reflexividad del encuentro intersubjetivo entre el investigador y el entrevistado.,
Julia González Quiroz, Universidad Autónoma de Ciudad Juárez

Autoetnografía como camino a la construcción de nuevos paradigmas sobre
maternidad: reflexiones posteriores a la tesis de posgrado. Sara Cortazar Robles,
Universidad Autónoma de Ciudad Juárez., *Sara Cortazar-Robles, Universidad
Autónoma de Ciudad Juárez*

Enseñanza Basada en el Arte para Generar la Reflexión en Estudiantes
Universitarios Mayas, *Paulina Bautista Cupul, UNIVERSIDAD DE ORIENTE*

Producciones de Violencia Institucional: una Perspectiva desde Profesionales del
Sistema de protección en Chile, *krisna tolentino, Sek, Academia de Humanismo
Cristiano*

Reflexiones sobre la Autoría Dialogica de una Tesis Autoetnografica, *Elizabeth
Aguirre-Armendáriz, Universidad Autónoma de Ciudad Juárez, and Sara Cortazar-
Robles, Universidad Autónoma de Ciudad Juárez*

Violencia-Institucional y Narrativas de Resistencias: Metodología Cualitativa
Crítica en las Revueltas de Chile Despierto-Sindémico, *krisna tolentino, Sek,
Academia de Humanismo Cristiano, and Francisco Varvaró, Universidad Jaume I*

Actualización Curricular en Tiempos de COVID-19: Una Lectura Relacional
de la Cibercultura en la Formación de Psicólogos Tomasinos, *Luis F Gonzalez,
Universidad Santo Tomás, and Ximena Figueroa, Universidad Santo Tomás*

“Teníamos que ser una base fuerte para nuestros alumnos”: El Desarrollo y la
Evaluación del Programa RAICES para Docentes en El Salvador Durante la
Pandemia, *Christine Schmalenbach, Nebemiah International, Harold Monterrosa,
Nebemiah International, and Regina Cabrera, Nebemiah International*

Educación secundaria en municipios de sexta categoría en Colombia. Innovación retos y oportunidades, *Henry Rodríguez, Corporación Universitaria del Caribe CECAR, Francia Prieto, UNIVERSIDAD DEL SINU, ELIAS BECHARA ZAINUM, and Laura Orellana, Escuela de Administración Pública, ESAP, Colombia*

Experiências e Narrativas de discriminações numa fast fashion no Brasil - As relações de trabalho sob as lentes da autoetnografia., *Silvio Matheus Alves Santos, University of Campinas*

Martha Casarini una vida en el exilio, *Magda Garcia-Quintanilla, Universidad Autonoma de Nuevo Leon*

Barreras estructurales en la atención nutricional a personas con enfermedad renal crónica en México, *Luis Eduardo Eduardo Hernández-Ibarra, Universidad Autónoma de San Luis Potosí, Nancy Rosas-Cortez, Universidad de Guadalajara, and Yesica Yolanda Rangel-Flores, Universidad Autónoma de San Luis Potosí*

Las paredes hablan en tiempos de crisis: etnografía visual de la Avenida Alameda en Santiago de Chile, 2019, *Raynier Hernández Arencibia, Facultad de Salud y Ciencias Sociales. Universidad de las Américas, Chile, and Beatriz Revuelta, Facultad de Educación y Ciencias Sociales. Universidad Central de Chile*

Historia y dominación. Un recorrido autoetnográfico de la práctica pedagógica en contextos indígenas., *Jorge Luis Cruz Hernandez, Universidad Pedagógica Nacional*

Practicando el Translenguaje como Pedagogía Crítica en la Educación Primaria Bilingüe, *Kevin Donley, University of Oregon*

Autoetnografía: Cuestionamientos sobre Parámetros Socioculturales del Desarrollo Personal y Profesional de una Mujer Adulta, *Maria E Espejo, Universidad Autónoma de Nuevo Leon*

Etnografía Digital y Autoetnografía, Claves para Comprender la Economía Colaborativa: el Caso de los Conductores de Uber en Mérida, Yucatán, *Nelson Ramírez, Universidad Autónoma de Yucatán*

El estudiante indígena universitario frente al diálogo de saberes, *Juan Carlos Silas-Casillas, ITESO, and Karla Susana Lombardi-Gonzalez, ITESO*

Etnografía Multiespecies: teoría, método y desafíos actuales, *Juan David Arias Henao Arias Henao, Universidad Pontificia Bolivariana*

La Investigación Biográfico Narrativa para la Indagación del Concepto de Vida Sostenible, *María E Espejo, Universidad Autónoma de Nuevo Leon, and Magda García-Quintanilla, Universidad Autónoma de Nuevo Leon*

O cuidado de si como estratégia de governo em comunidades: processos de subjetivação em ecovilas, *Luiz Guilherme Mafla Ferreira Mafla Ferreira Duarte, PUC - Minas, and João Leite Ferreira Neto, PUC - Minas*

DEGRADACION AMBIENTAL POR FENOMENOS EXTRACTIVOS Y SU IMPACTO EN GRUPOS ÉTNICOS, *Yennesit Palacios Valencia, Tecnológico de Antioquia Institución Universitaria, and Leonidas Andres Palacios Valencia, SENA - Servicio Nacional de Aprendizaje*

De Nuevo en los Margenes: Entre la Razon, la Emocion, la Espiritualidad, *Elizabeth Aguirre-Armendáriz, Universidad Autónoma de Ciudad Juarez*

Youth, Art, and Collaborative Ethnography in the Crisis Generation, *Kathleen Mari Gallagher, Ontario Institute for Studies in Education, University of Toronto*

Verbatim Theatre in Ethnographic Research Collaborations with Youth: Inviting New Forms of Attention in Inattentive Times, *Christine Balt, Ontario Institute for Studies in Education, University of Toronto*

“What do you need?”: Mobilizing Desire and Risk in the Drama Classroom, *Nancy Cardwell, Ontario Institute for Studies in Education, University of Toronto, Kathleen Mari Gallagher, Ontario Institute for Studies in Education, University of Toronto, Christine Balt, Ontario Institute for Studies in Education, University of Toronto, Lindsay Valve, Ontario Institute for Studies in Education, University of Toronto, and Debleena Tripathi, Centre for Drama, Theatre and Performance Studies, University of Toronto*

The Usefulness of Ambivalence in Cross-Cultural Meaning-Making, *Debleena Tripathi, Centre for Drama, Theatre and Performance Studies, University of Toronto*

Social Impacts as Methodological Prompts: Considering the Effects of Research 'in process', *Lindsay Valve, Ontario Institute for Studies in Education, University of Toronto*

Adult education policy as negotiation: A mixed methods, comparative case study, *Alexis Cherewka, Penn State University*

Round Robin on Topics in Social Work Research, *Jane Gilgun, University of Minnesota, Twin Cities, USA*

