

TWENTIETH

Congress
of
Qualitative
Inquiry

www.icqi.org



NORMAN K. DENZIN MEMORIAL SESSION



INTERIM DIRECTOR

KATHERINE RYAN

ILLINOIS INSTITUTE FOR QUALITATIVE INQUIRY (IIQI)



PRESIDER

MICHAEL D. GIARDINA

FLORIDA STATE UNIVERSITY



PLUS REPRESENTATIVES FROM NORMAN'S FAMILY

THURSDAY, MAY 16, 2024

4:30 PM - 6.00 PM

ILLINI UNION - ROOM 200

REGISTER NOW AT :

WWW.ICQI.ORG/REGISTRATION

SPEAKERS & PERFORMERS



BRYANT KEITH ALEXANDER
LOYOLA MARYMOUNT UNIVERSITY



ANJALI FORBER-PRATT

NATIONAL INSTITUTE ON DISABILITY, INDEPENDENT LIVING, & REHABILITATION RESEARCH



DANIEL X. HARRIS

RMIT UNIVERSITY, AUSTRALIA



PATTI LATHER

OHIO STATE UNIVERSITY



MARIA MAYAN

UNIVERSITY OF ALBERTA, CANADA



ELDER JOSEPH NAYTOWHOW

UNIVERSITY OF SASKATCHEWAN, CANADA



TAMI SPRY

ST. CLOUD STATE UNIVERSITY

Friday, May 17
5:30-7:00pm
Illini Union: 200 Ballroom

PLENARY SESSION

AESTHETIC-BASED RESEARCH



LIORA BRESLER

"INQUIRY ROOTED IN WORLD TRADITIONS OF WISDOM"



MEREL VISSE

"DANCING WITH UNCERTAINTY: ON PRECARITY, CREATIVITY AND WISDOM IN AN AESTHETIC UNIVERSE"



ALEXIS KALLIO

"METHODOLOGICALLY MISBEHAVING: THE POTENTIAL OF CREATIVITY IN RELATIONAL INQUIRY"

For the most up-to-date
information, please visit:

icqi.org/program/

Search your name with:

Ctrl + F

or

Command + F

Wednesday Highlights

13th Annual Indigenous Inquiries Circle (IIC) Preconference

8:30am-onward

Illini Room A

Coalition for Critical Qualitative Inquiry

9am-onward

Union 314A

New Materialisms: New Materialisms SIG Preconference Workshop

10am-12pm

Illini Room C

Arts-Based Research SIG

9am-4pm

Union 103

SIG in Autoethnography

2pm-6pm

Union 314B

A Day in Spanish & Portuguese

8am-onward

Union 209, 210, & 215

Thursday Highlights

Social Work Day

8am-onward

Various Rooms

Getting Successfully Published Workshop (Free Workshop)

1:00-2:15

Union 215

Interpreting Qualitative Data with MAXQDA

1:00

Union 217

Norman K. Denzin Memorial Session

4:30-6pm

Union 200

Friday Highlights

PAR SIG Sessions

9am-onward

Union 103

Mixed-Methods SIG Keynote: Sharlene Hesse-Biber

10-11am

Union 210

Town Hall Meeting on the Future of ICQ/IAQI

12:05-12:55pm

Union 200

Award Ceremony & Plenary: Aesthetic Based Research

5:30-7pm

Union 200

Saturday Highlights

PAR SIG Sessions

9am-onward

Union 103

Patrons

(as of 13 May 2024*)

**Ali-Saleh Darawshy, Neveen
Brizendine, Lisa
Cohen, Flora
Cople, Janie
Grace-Williams, Michelle
Gunn, Amanda
Imam, Dr. Seema
Kennedy, Laura
Malisa, Mark
Veatch, Melissa**

*Patrons help sponsor fee waivers for those who might need them to attend the Congress.

Institute of Qualitative Inquiry Collaborating Sites

Appalachian State University
Art Education and Visual Culture - Northern Illinois University
Association of Qualitative Research – La Trobe University
At Home At School Program - Washington State University (Vancouver)
AUTHER (Africa Unit for Trans-disciplinary Health Research) - North-West University
(Potchefstroom campus)
Body, Movement and Culture Research Group - University of Alberta
Boston College
Bristol Collaborative Writing Group – University of Bristol
Canakkale Onsekiz Mart University
Cardiff University
Center for Biographic Research Ljubljana Institutum Studiorum Humanitatis -Sheffield
University Slovenia
Center for Interpretive and Qualitative Research - Duquesne University
Centre for Nursing and Midwifery Research - James Cook University, Australia
Center for Popular Education and Interculturality (CEPINT) – Universidad Nacional del
Comahue
Center for Social Inquiry - Texas State University-San Marcos
Center of Narratives and transformative learning - University of Bristol UK
Center of Research in Theories and Practices that Overcome Inequalities (CREA)
Centre for Critical Qualitative Health Research - University of Toronto
Centre for Cultural Centered Approach for Research and Evaluation (CARE)
Center for Qualitative Studies – Aalborg University
Centro de Estudios Avanzados – Unidad Ejecutora Conicet
Centro de Investigación e Intervención Psicosocial (CEINPSI) - Universidad de Tarapacá
College of Education Educational Policy Studies - Georgia State University
College of Education - Texas State University
College of Education - University of Florida
College of Human Sciences - Iowa State University
Daphne Cockwell School of Nursing - Ryerson University
Department of Communication Studies - The University of North Carolina at Greensboro
Communication Department - University of South Florida
Department of Curriculum & Instruction - Adelphi University
Department of Media and Communication – Alpen Adria Universitaet Klagenfurt
Department of Social Work Education - California State University Fresno
Department of Sociology - Kaunas University of Technology
Department of Speech Communication - Southern Illinois University
Department of Theater and Film at Bowling Green
Division Academica de Informatica y Sistemas Universidad Juárez Autonoma de Tabasco
Education and Social Research Institute - Manchester Metropolitan University
Educational Research and Evaluation Program – Virginia Polytechnic Institute and State
University

Faculty of Education - University of Auckland
 Faculty of Education - University of Plymouth
 Florida International University
 Georgia Southern University
 Grupo De Investigación Aire Libre fundación Universitaria Del Área Andina
 Grupo de investigación cualitativa, performatividad y psicología narrativa - Universidad Santo Tomás
 Grupo de Investigación e Innovación en Educación - University of A Coruna
 Grupo Interdisciplinario de Investigación Cuatativa - University de Antioquia, Universidad Pontificia Bolivariana and Universidad San Buenaventura
 Hugh Downs School of Human Communication - Arizona State University
 Institute of Applied Social Research - University of Bedfordshire, UK
 Institute of Hygiene and Tropical Medicine - Universidade Nova De Lisboa
 Institute of Media and Communications - Klagenfurt University, Austria
 Instituto de Educación - Universidad Militar Nueva Granada
 Institutum Studiorum Humanitatis Ljubljana Graduate School of the Humanities
 International Association of Educators (INASED)
 International Institute for Qualitative Methodology - University of Alberta
 International Journal of Progressive Education (IJPE)
 International Qualitative Research Collaboration - The University of Melbourne
 Interpretive and Qualitative Research at Carlow (IQ@ Carlow) - Carlow University
 Lenticular Futures - www.lenticularfutures.com
 Literacies in Second Languages Project (LSLP) - Universidad Pontificia Bolivariana, Sede Central Medellín
 Literacy Inquiry Networking Communities - Pepperdine University & Seaver College
 Liverpool John Moores University, CERES (Center for Research in Education)
 McGill Qualitative Health Research Group - McGill University Canada
 Mediterranean Institute of Qualitative Inquiry - University of Malta
 Miami University
 MSU Family & Child Clinic - Michigan State University
 Narrative, Discourse and Pedagogy - University of Western Sydney
 Narrative Inquiry Center – University of Bristol
 National Institute of Education - Singapore
 Nor-Trøndelag University College - Nord-Trøndelag University College
 Northwestern University
 Participatory Action Research Collective at the City University of New York Graduate Center
 Programa de Pós-Graduação em Enfermagem - Universidade Federal de Santa Catarina
 Qualitative Health Research Network Red ICS (Red de Investigación Cualitativa en Salud)
 Qualitative Inquiry Group Universidad Autónoma Metropolitana - Iztapalapa
 Qualitative Research Centre (QRC) - University of Saskatchewan
 Qualitative Research Association Malaysia
 Quallab <https://u.osu.edu/quallab/>
 Queri Qualitative Research and Training
 QUIG (Qualitative Inquiry Group) - University of Toronto
 Research Center for Leadership in Action - Robert F. Wagner School of Public Service

Research Department - Universidad Siglo 21
 Research Institute Gino Germani - University of Buenos Aires, Argentina
 Salud y Sociedad - Universidad Autonoma Metropolitana-Xochimilco
 School for Social and Policy Research - Charles Darwin University
 School of Communication - San Diego State University
 School of Education, College of Arts, Social Sciences & Celtic Studies, University of
 Galway
 School of Education, University of Aberdeen Scotland
 School of Education - Sheffield University
 School of Education - University of the West Indies
 School of Education - University of Colorado, Boulder
 School of Nursing - The University of Massachusetts Amherst
 School of Theatre and Film - Arizona State University
 Sociology of Education, Department of Educational Leadership and Policy -University at
 Buffalo
 Sport & Leisure Qualitative Site - University of Waikato
 St. Cloud State University
 Tennessee Qualitative Inquiry for Social Justice Tennessee Technological University
 Texas A&M
 The Graduate Center CUNY - The City University of New-York
 The Israeli Center for Qualitative Methodologies (ICQM) - Ben-Gurion University of the
 Negev
 The Ohio State University, Qual Methods & EHE QualLab
 The Paulo and Nita Freire International Project For Critical Pedagogy - McGill University
 The Qualitative Research Program - University of Georgia
 The York Management School - University of York
 Universidad de Valladolid, CETIE-UVa. Centro Transdisciplinar de Investigación en
 Educación
 Universidad de la República, Regional Norte
 University of East London
 Universidade de Fortaleza
 The University of Haifa
 University of Ottawa
 University of Calgary
 University of California, Los Angeles
 University of California, San Francisco
 University of Greenwich
 University of Illinois at Chicago
 University of Limpopo-South Africa
 University of Liverpool
 University of Memphis
 University of Nebraska-Lincoln
 University of Northern British Columbia
 University of Oslo
 University of Otago, Christchurch
 University of Roehampton

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

2024 Congress Award Winners

Award Ceremony

5:30-6:00pm

Union 200

2024 Illinois Distinguished Qualitative Dissertation Award

Category A (Experimental):

Winner: Dr. Kali Thompson: "Teacher Ambassador Programs as Pyramid Schemes: A Neoliberal Capitalist Tale of The Exploitation of Women Educators' Labor within Educational Technology Companies"

Honorable mention: Dr. Dawn Demps: "It Was Never Made for Us": Black Mothers Organizing for Educational Possibilities Amidst Anti-Black Realities.

Category B (Traditional):

Winner: Dr. Amanda Ptolomy: Disabled Girls: Doing, Being, Becoming

2024 Outstanding Qualitative Book Award

Winner:

M.F. Alvarez, *Unravelling: An Autoethnography of Suicide and Renewal*. Routledge.

Honorable Mention:

Trish Thompson and Dan Harris, *Collaborative Writing and Psychotherapy: Flattening the Hierarchy Between Therapist and Client*, Routledge.

2024 Emerging and Outstanding Indigenous Scholar

Emerging Scholar: Kelli ate Maiharoa

Phd Student: Geraldine Manossa

Masters Student: Rana Abudahrouj

Past Congresses

5-7 May 2005

General information

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Qualitative Inquiry in a Time of Global Uncertainty

Keynotes: Janice Morse, Linda Tuhiwai Smith

4-6 May 2006

Ethics, Politics, and Human Subject Research

Keynotes: Marie Battiste, Michelle Fine

2-5 May 2007

Qualitative Inquiry and the Politics of Evidence

Keynotes: Julianne Cheek, D. Soyini Madison

14-17 May 2008

Ethics, Evidence, and Social Justice

Keynotes: Gloria Ladson-Billings, Ian Stronach

20-23 May 2009

Advancing Human Rights Through Qualitative Research

Keynotes: Antjie Krog, Frederick Erickson

26-29 May 2010

Qualitative Inquiry For a Global Community in Crisis

Keynotes: Cynthia B. Dillard, Isamu Ito

18-21 May 2011

Qualitative Inquiry and the Politics of Advocacy

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

16-19 May 2012

Qualitative Inquiry as a Global Endeavour

Keynotes: Sarah Delamont, Paul Atkinson

15-18 May 2013

Qualitative Inquiry Outside the Academy

Keynotes: Laurel Richardson, Russell Bishop

21-24 May 2014

Qualitative Inquiry and the Politics of Research

Keynotes: Uwe Flick, Patti Lather

20-23 May 2015

Constructing a New Critical Qualitative Inquiry

Keynotes: Margaret Kovach, Kathy Charmaz

18-21 May 2016

Qualitative Inquiry in Neoliberal Times

Keynotes: Maggie MacLure, Johnny Saldaña

17-20 May 2017

Qualitative Inquiry in the Public Sphere

Keynotes: Susan Finley, Graham Hingangaroa Smith

16-19 May 2018

Qualitative Inquiry in Troubled Times

Keynotes: Bronwyn Davies, Karen M. Staller

15-18 May 2019

Qualitative Inquiry and the Politics of Resistance

Keynotes: Elizabeth St.Pierre, Aitor Gómez González

May 2021

Collaborative Futures in Qualitative Inquiry

Keynotes: Ronald J. Pelias Bryant Keith Alexander and Mary E. Weems

May 2022

Transformative Visions and Utopias of Hope in Qualitative Inquiry

Keynotes: Kakali Bhattacharya & Patrick Lewis

May 2023

Qualitative Inquiry in Post (?) Pandemic Times

Keynotes: Stacy Holman Jones & Devika Chawla

Illinois Distinguished Qualitative Dissertation Award Winners

2006

Traditional: Jessica Polzer, University of Toronto

Experimental: Dalene M. Swanson, University of British Columbia

2007

Traditional: Dixiane Hallaj, George Mason University

General information

Experimental: Gurjit Sandhu, Queen's University, Kingston

2008

Traditional: Mariana Cavalcanti Rocha dos Santos, University of Chicago

Experimental: Nicole Defenbaugh, Southern Illinois University

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

2009

Traditional: Carrie Friese, University of California, San Francisco

Honorable Mention: Chad William Timm, Iowa State University

Experimental: Robin Boylorn, University of South Florida

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

Ken Gale and Jonathan Wyatt, University of Bristol

2010

Traditional: Lfeoma Ann Amah, UCLA

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

Experimental: Mansha Mirza, University of Illinois at Chicago

2011

Traditional: Sharalyn Jordan

Honorable Mention: Toni Shorter Smith, Ohio State University

Experimental: Kristia Bruce Amatucci, University of Georgia

Honorable Mention: Tony Adams, University of South Florida

2012

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

Honorable Mention: Mara Casey Tieken, Harvard University

Experimental: Hilary Hughes-Decatur, University of Georgia

Honorable Mention: Susan Naomi Nordstrom, University of Georgia

2013

Traditional: Ellen Block, University of Michigan

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

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

2014

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

Honorable Mentions: Brenda McPhail, University of Toronto

Experimental: Geo Takach, University of Calgary

Honorable Mention: Elizabeth Cone, Columbia University

2015

Traditional: Chaunetta Jones, Rutgers University

Experimental: Graham Lea, University of British Columbia

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

2016

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

Honorable Mention: Amanda Tachine, Arizona State University

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

2017

Traditional: Erin Parke, University of South Florida.

Shuning Liu, University of Wisconsin, Madison.

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

2018

Traditional: Jennifer James

Experimental: Nancy Emilce Carvajal Medina

2019

Traditional: Pengfei Zhao

Traditional, Honorable Mention: Brynn Adamson

General information

Experimental: Tanja Burkhard

Experimental, Honorable mention: Julia C. Persky

2020

Traditional: Na Ri Shin

Experimental: Maureen Flint

2021

Traditional: Theresa Amalia Burruel Stone

Traditional, Honorable mention: Marcelina Piotrowski

Experimental: Katie Beavan

Experimental, Honorable mention: Jody Thomson

2022

Traditional: Penelope Sanz

Traditional, Honorable Mention: Doo Jae Park

Experimental: Maya Lefkovich

Experimental, Honorable Mention: Matthew Adamson

2023

Traditional: Laura S. Copeland

Traditional, Honorable Mention: Rachel Ranschaert

Experimental: Asia S. Thomas Uzomba

Experimental, Honorable Mentions: Janie Copple; Laura Hartnell

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

2010

Harry F. Wolcott, University of Oregon

2011

Robert Stake, University of Illinois, Mitch Allen

2015

Patricia Leavy

Olivia Inés Sanhueza Alvarado

Landmark Achievement Award

2019

Howard S. Becker

2020

Stacy Holman Jones & Cesar Cisneros Puebla

2022

C. Darius Stonebanks

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

2009

Norman K. Denzin

2010

Yvonna S. Lincoln

2011

Janice M. Morse

2012

Carolyn Ellis

2013

Laurel Richardson

2014

Judith Preissle

2015

Patti Lather

2016

Arthur P. Bochner

2017

Ronald J. Pelias

2018

Kathy Charmaz

2019

Uwe Flick

2020

Kim Etherington

2021

John M. Johnson

2022

Tami Spry

2023

Adele E. Clarke

Outstanding Qualitative Book Award

2010

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

Honorable Mention:

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

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

2011

Co-Winners:

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

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

Honorable Mention:

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

2012

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

Honorable Mention:

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

2013

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

Honorable Mention:

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

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

2014

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

Honorable mention:

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

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

2015

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

Honorable Mention:

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

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

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

2016

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

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

2017

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

Honorable Mention:

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

2018

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

Honorable mention:

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

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

2019

Co-Winners:

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

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

Honorable mention:

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

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

2020

Winner:

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

Honorable mention:

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

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

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

2021

Winner:

Edwards, E. B., & Esposito, J. (2020). Intersectional analysis as a method to analyze popular culture: Clarity in the matrix. Routledge.

Honorable mention:

Faulkner, S. L. (2020). *Poetic inquiry: Craft, method and practice* (2nd ed.). Routledge.

2022

Winner:

Lengelle, R. (2020). *Writing the Self in Bereavement: A Story of Love, Spousal Loss, and Resilience*. London & New York: Routledge.

Honorable Mentions:

Davies, B. (2020). *Entanglement in the World's Becoming and the Doing of New Materialist Inquiry*. London & New York: Routledge.

Rhee, J. (2020). *Decolonial Feminist Research: Haunting, Rememory and Mothers*. London & New York: Routledge.

2023

Winners:

Marisa de Andrade, *Public Health, Humanities and Magical Realism: A Creative-Relational Approach to Researching Human Experience*, Routledge

Stephanie R. Toliver, *Recovering Black Storytelling in Qualitative Research*, Routledge

Honorable Mention:

Thalia Mulvihill and Raji Swaminathan, *Collaborative Qualitative Research*, Guilford Press

Outstanding Book in Spanish or Portuguese

2012

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

2014

Maria do Mar Pereira. 'Fazendo Género no Recreio. A negociação do género em espaço escolar (Making Gender at playtime. Negotiating gender in school space.) Lisboa: Imprensa de Ciências Sociais, 2012.

2016

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

2018

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

Emerging Indigenous Research/Scholar Award

2018

Elizabeth Fast, PhD, Assistant Professor, Indigenous Youth Studies, Concordia University, Montreal, Canada

2019

Robert Henry

2021

Early Career: Jillian Fish, Lana Ray, Jennifer Markides

2023

Laurie Sherry-Kirk

Tania Mullane

Outstanding Indigenous Graduate Student Scholar Award

2018

Mariel Belanger, MFA Candidate Interdisciplinary Studies, University of British Columbia, Okanagan Campus

2019

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General information

Doctoral Graduate Student Award: Cherry Smiley
Masters Graduate Student Award: Brooke Deer
2021

Doctoral Graduate Student Award: Danielle Bird
2022

Dr. Sarag Wright Cardinal

Jamie Folsom

Melissa Shouting

Dr. Carmen Parter

13th Annual Indigenous Inquiries Circle (IIC) Preconference

May 15th 2024

Illini Union: Illini Room A

The circle has no beginning and no end, people come into the circle and people go out of the circle. The circle is always open but never broken.

*Registration is Free for the Indigenous Inquiries Circle (IIC) pre-conference

Sketch of the Indigenous Inquiry Circle Day May 15th

8:30 a.m. Pipe Ceremony on the Quad Green, south side Illini Union Building with Elder Joseph Naytowhow

10:00 a.m. Opening Circle and Welcome Song with Elder Joseph Naytowhow

10:30 a.m. A conversation with Dr. Robert Henry, Department of Indigenous Studies, University of Saskatchewan. Recipient of the 2019 IIC Emerging and Outstanding Indigenous Scholar Award.

11:45 a.m. Invitation for Submissions to an International text: Residential/Boarding School Narratives by Dr. Stephen Minton, Applied Psychology/Director of Research for Doctorate in Clinical Psychology, University of Plymouth, UK

12:15 Lunch Break (on your own, food court in Illini Union or restaurants in town)

1:30 p.m. Gather outside the Illini Building to carpool to the Nature Center:

Theme: Qualitative Inquiry in the Present Tense: Writing a New History (IIC). Indigenous Inquiry Circle imagines ways we can write our way into and out of these times and spaces where climate change, poverty, and war, political and economic strife surrounds us as we explore horizons of hope and possibility through our work that takes up Indigenous research concepts of Respect, Reciprocity, Relevance, and

Relationships.

4:00 p.m. Emerging Voices in Indigenous Research and
Indigenous Communities:

Indigenous Inquiries Circle Awards Presentation

4:45 p.m. Closing Prayer and Song

6:30 p.m. Dinner together at a local restaurant (Location TBA)

Coalition for Critical Qualitative Inquiry

Day in Critical Qualitative Inquiry: Wednesday, May 15, 2024
Illini Union: 314 A

EVERYONE IS INVITED!!

2024 THEME:

Critical Nonviolence as the Foundation for Critical Qualitative Inquiry

Consistent with the 2024 Congress theme “Qualitative Inquiry in the Present Tense: Writing a New History,” the Coalition for Critical Qualitative Inquiry (CCQI) for 2024 will focus on the broad theme of “critical nonviolence” as related to research and activism. As a present concern, violence has become both a dominant choice for solving problems and an often invisible and unquestioned result of human decisions and actions. Whether the use of violence to solve problems against individuals, wars perpetuated across groups and nations, or recent elimination of nonhuman species, along with the continued destruction of the earth, the need to understand and develop forms of nonviolence has never been more necessary than in the present tense.

In the 2024 Day in Critical Qualitative Inquiry, we hope to listen to each other, collaborate, form coalitions, and take actions as we struggle to address these issues. The following are sessions and presenters/discussion leaders for the day.

Sessions 1 and 2 will contain papers presented by invited scholars chosen by the steering committee with specific expertise in research that counters violence that targets particular life forms and materialities or conditions. These papers and the resultant discussions will include critical nonviolence as related to the environment, human beings, animals and life beyond the human, silenced/ignored materialities, and peace studies.

SESSION 1 9:00 am – 10:30 am

Christie Byers and Anna Gonzalez

TOPIC: Autistic Intensity as Feeling (Non)Violence In-the-Making:
An Echolalic Dialogue about Other-Wise Activisms

Jessica Nina Lester, Indiana University-Bloomington

TOPIC: A methodological invitation to think with illegible
bodyminds

Mirka Koro, Amalie Strange, and Gro Amdam, Arizona State University

TOPIC: Non/Violent Honeybee Becomings

Angelo Benozzo, Università della Valle d'Aosta, and Francesco Tommasi, University of Verona

TOPIC: Possibilities for Critical Nonviolence? *Dérives* from Arts, Movements, Spaces, Language and More

BREAK 10:30 am – 10:45 am

SESSION 2 10:45 am – 12:15

Fiona A. Murray, University of Edinburgh, and Giulia Carozzi

TOPIC: Hungry Wondering: Unsettling the too settled in post qualitative inquiry.

Aaron Kuntz, Florida International University

TOPIC: We know Not What We've Done: On Violence, Necessary Violence, and Nonviolence in Our Contemporary Moment.

Jenny Ritchie, Te Herenga Waka Victoria University of Wellington.

TOPIC: What roles can we as critical qualitative researchers play in serving socio-political organizations that reflect cosmologies of interconnectedness, and subverting those that perpetuate hierarchical, patriarchal, exploitation of Earth, people, and biodiversity?

LUNCH 12:15 pm – 1:30 pm

SESSION 3 1:30 pm – 3:00 pm

Session 3 is an interactive and collaborative session which is shaped by the day's earlier sessions focusing on critical non-violence and critical non-violent practices. During the earlier sessions SIG Co-Facilitators and Presenters will write down questions that were not addressed in depth during the session themselves. The questions can be generated by the presenters and/or audience members. At the beginning of the third session, these questions will be shared with all participants who can also add their thoughts and preferences to the proposed questions via sticky notes. Most popular questions will be used to form collaborative working groups. Each group will discuss the question(s) and develop action steps and processes to address the issue collectively to begin implementation during the afternoon.

All conference attendees are welcome to take part in the entire CCQI SIG day. This third session is therefore entirely interactive and will function as a working group.

SESSION 4 Immediately Following Session 3

As in the past, CCQI will plan an extensive directly related special publication. All who have attended the Wednesday activities and would like to contribute to the publication are invited to attend.

Steering Committee:

Gaile S. Cannella, Independent Scholar, gaile.cannella@gmail.com
Donald R. Collins, Prairie View A&M University, drcollins@pvamu.edu
Mirka Koro, Arizona State University, mirka.koro@asu.edu
Aaron Kuntz, Florida International University, aakuntz@fiu.edu
Penny Pasque, Ohio State University, pasque.2@osu.edu

New Materialisms

Illini Union: Illini Room C

New Materialisms: New Materialisms SIG Preconference Workshop

10:00-12:00

This SIG on the ‘new materialisms’ (Coole and Frost, 2010; St. Pierre et al, 2016) aims to provide inclusive, exploratory opportunities for both emerging and established scholars. It will provide an interdisciplinary space in which we can engage with each other in addressing the pressing issues of our time (both within and beyond the academy) through and with new materialist, and related, bodies of theory and research. Such scholarship, in Barad’s terms, is ethico-ontopistemological, and it engages with the space-time-mattering of the world, in which all our actions and utterances matter. Think (for example) Karen Barad, Jane Bennett, Deleuze and Guattari, Kathleen Stewart, and many more, each putting concepts to work in new ways, opening up exciting new possibilities for knowing-in-being.

Rebecca Coleman and colleagues write:

Until recently, the new materialisms have mainly constituted a conceptual field, viewed as ‘high’ theory. However, contemporary work is beginning to explore and develop a range of research methods and practices that both put new materialist concepts to work, and reflect on them, reshaping what new materialisms means as an approach, what it does, what it can do... [This is an] emerging field of methodological and practice work that has not been fully mapped. (Coleman, Page & Palmer, 2019, np.)

They go on to say our current task is to consider and expand “the making and mattering of feminist new materialisms” (Coleman, Page & Palmer, 2019, np.)

This SIG, therefore, both during its pre-congress day and through the main congress itself, will seek to (continue to) put the new materialisms to work and to explore the possibilities and potentialities of what they do, and what they can do, in this moment. All are invited to: (a) attend the pre-congress event, (b) sign up for Thursday workshops that relate to the new materialisms, and (c) submit papers to and/or attend ICQI Friday/Saturday panel sessions sponsored by the SIG.

10:00am-12:00pm, Illini Union: Illini Room C

For the pre-congress event we invite Congress participants to a two-hour ‘round table’ discussion of new materialisms. For the first hour we will invite each participant who has been working with new materialist concepts and practices to speak to the concepts they are mobilising in their own thinking/writing/researching and emergent living. Participants just beginning to engage with the new materialisms in their research and writing are most welcome – and will be invited to speak to what they anticipate new materialist concepts will open up.

For the second hour we will invite each participant to bring some-thing material to the table that is important to them, and to talk about it—specifically about the matter and mattering of it. Collectively, we’ll then discuss new materialist concepts that might be drawn on to enliven the matter-concept mix in our thinking. (Given that some of us will be traveling long distances to be there, you may need to think about creative ways of bringing the thing that you want to bring to the table for story-telling and discussion.)

Please contact us if you’re planning to come to this new materialist SIG so we can plan accordingly:

Bronwyn Davies: daviesb@unimelb.edu.au

Jonathan Wyatt: jonathan.wyatt@ed.ac.uk

Fiona Murray: fiona.a.murray@ed.ac.uk

Giulia Carozzi: G.Carozzi@sms.ed.ac.uk

Arts-Based Research SIG

Illini Union 103

Pre-conference Symposium: *Qualitative Inquiry in the Present Tense: Writing a New History*

A full day in-person interactive symposium led by ABR scholars while engaging participants in addressing current issues in ABR inquiry, expression, and performance with implications for addressing the conference topic and beyond. Although there is no fee to take part in the symposium, all participants must register for the ICQI conference.

Agenda

9:00-9:15 Welcome and Introductions

9:15-10:15 Points of Provocation

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

Provocation Groups

- Group 1: Mandy Archibald: *From Materiality to Meaning: Exploring Positionality Through Re-Working in Collaborative Spaces*
- Group 2: Jacelyn Biondo: *Body Knowledge: Intra- and Inter-Witnessing for Data Generation and Analysis*
- Group 3: Tamryn McDermott and Polly Isurin: *Revisiting Everyday Trace, Layer, Play*

- Group 4: Karen McGarry: *What is in my Pocket? Finding Treasure; Making New Stories*

A new feature this year: Master Class:

Charles Vanover: *Decision-Points in Research-Based Theatre and Ethnodrama*

Break

10:30-12:15 Provocation Workshops and Master Class

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

12:15-1:30 Lunch

1:30-3:15 Afternoon Presentations

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

Break

3:30-4:00

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

RSVP

Dr. Nancy Gerber ngerber@fsu.edu Dr. Amber Ward award2@fsu.edu

SIG in Autoethnography

Illini Union 314 B

Autoethnography 2024 Special Interest Group (SIG):

Presence Tense: Moving Collectively into a New History

Wednesday May 15, 2:00-6:00 pm (US Central Time)

SIG Leaders: Durell Callier, Marcelo Diversi, Elissa Foster, Dominique Hill, and Stacy Holman Jones

The theme of this year's ICQI conference, **Qualitative Inquiry in the Present Tense: Writing a New History** calls us to critically reflect on and creatively imagine how autoethnographers can write a new history of the present that intervenes into and affects change in everyday life.

In this SIG day, we aim to:

- Write and speak and move through space in/with both 'present/ce' and 'tense/time', troubling the waters to arrive in a new present
- Build on collectivity, activity, mindfulness and hope to write the new present while gratefully holding the 'past'
- Honour Norman Denzin in his work and presence to the SIG and autoethnography
- Celebrate 20 years of ICQI and the presence of autoethnography in our history

Format of the session:

2:00-2:30 Presencing Time: A performative opening that evokes our ways for presencing tense so that we might arrive in a new (autoethnographic) present.

2:30-3:45 Pausing Time to (Re)member: Honouring Norman Denzin, his work and importance to this SIG and to autoethnography via a walking/bicycling meditation. This will be live streamed so that folks unable to undertake a physical walk may join us via a virtual journey.

4:00-5:00 Braiding Time: Celebrating 20 years of ICQI and autoethnography's central role in the Congress through a storymaking activity in which we'll share and materially gather past works, memories and favourite moments, building a paper bridge to a shared future.

5:00-6:00 Writing Time: Closing with a collective writing in which everyone who graced the room contributes something to be performed as part of a collective autoethnography on presence, present tense, futurity.

A Day In Spanish and Portuguese

Spanish and Portuguese: Recibimiento

8:00-8:15, Illini Union 210

Spanish and Portuguese: Inauguración y bienvenida

8:15-8:45, Illini Union 210

Spanish and Portuguese: Salud

8:45-10:00, Illini Union 210

Chair: Addis Abeba Salinas, Universidad Autónoma Metropolitana Xochimilco

Vulnerabilidad de los afectados por tuberculosis y determinantes sociales de la salud: Una visión fenomenológica, *César Antonio Antonio Bonilla Asalde, Universidad Privada San Juan Bautista, Lima-Perú; Hospital Daniel Alcides Carrión Callao—Perú Oriana Rivera Lozada de Bonilla, Universidad Nacional Mayor de San Marcos, and Isabel Cristina Cristina Rivera-Lozada, Universidad del Cauca, Colombia*

Not only Sugar matters: A qualitative diabetes vulnerability analysis in Bogotá, Colombia, *Magnolia Ballesteros, Universidad Nacional de Colombia*

Entre el baile y el movimiento cotidiano del cuerpo aparece un problema de salud,

Addis Abeba Salinas, Universidad Autónoma Metropolitana Xochimilco

Problemas de la atención sanitaria de la población sin seguridad social de Tikuch, Yucatán, *María del Carmen del Carmen De la Peña Corral, Universidad Internacional Menéndez Pelayo, and Paulina Bautista Cupul, Universidad de las Artes de Yucatán*

Spanish and Portuguese: Educación

8:45-10:00, Illini Union 209

Chair: Luis Felipe Gonzalez, Universidad Santo Tomás

Teachers' barriers to scientific careers: a qualitative perspective, *Oriana Rivera Lozada de Bonilla, Universidad Nacional Mayor de San Marcos, Perú, Isabel Cristina Cristina Rivera-Lozada, Universidad del Cauca, Colombia, and Cesar Antonio Antonio Bonilla Asalde, Hospital nacional Daniel Alcides Carrión-Callao Perú*

Perceptions of teacher trainees about research: a phenomenological study, Oriana Rivera Lozada de Bonilla, *Universidad Nacional Mayor de San Marcos, Perú*, Isabel Cristina Cristina Rivera-Lozada, *Universidad del Cauca, Colombia*, and Cesar Antonio Antonio Bonilla Asalde, *Hospital nacional Daniel Alcides Carrión-Callao Perú*

La innovación educativa en la formación de postgraduandos de la Universidad Santo Tomás: experiencias en la construcción de saberes compartidos, Luis Felipe Gonzalez, *Universidad Santo Tomás*, and Julio Ernesto Rojas Mesa, *Doctorado en educación VUAD Universidad Santo Tomás*

Cognición distribuida y ChatGPT: Experiencias de estudiantes y profesores universitarios, Samuel Colon, *University of Puerto Rico*

The Use of Film Analysis for Cultural and Subjectivity Studies, Jonas Carvalho e Silva, *TU Dortmund University*, Júlia Sursis Nobre Ferro Bucher-Maluschke, *University Center of Brasília*, and Christoph De Oliveira Käppler, *TU Dortmund University*

Spanish and Portuguese: Género

8:45-10:00, Illini Union 215

Chair: Isabel Cristina Cristina Rivera-Lozada, Universidad del Cauca, Colombia

Brechas de género en investigación en ALAC: una mirada crítica, Isabel Cristina Cristina Rivera-Lozada, *Universidad del Cauca, Colombia*, Gissel Carolina Escobar-Perez, *Universidad del Cauca, Colombia*, Cesar Antonio Antonio Bonilla Asalde, *Hospital nacional Daniel Alcides Carrión-Callao Perú*, and Oriana Rivera-Lozada de Bonilla, *Universidad Nacional Mayor de San Marcos*

Curriculum feminista en economía: una perspectiva fenomenológica para Latinoamérica, Isabel Cristina Cristina Rivera-Lozada, *Universidad del Cauca, Colombia*, and Paula Andrea Meneses-Medina, *Universidad del Cauca, Colombia*

Brechas de género en investigación en ALAC: una mirada crítica, Isabel Cristina Cristina Rivera Lozada, *Universidad del Cauca*, Oriana Rivera Lozada de Bonilla, *Universidad Nacional Mayor de San Marcos, Perú*, Gissel, Carolina Escobar-Perez, *Universidad del Cauca, Colombia*, and Cesar Antonio Antonio Bonilla Asalde, *Hospital nacional Daniel Alcides Carrión-Callao Perú*

Barriers to women teachers' careers in science: a qualitative perspective., Isabel Cristina Cristina Rivera Lozada, *Universidad del Cauca*, Oriana Rivera Lozada de Bonilla, *Universidad Nacional Mayor de San Marcos, Perú*, and Cesar Antonio Antonio Bonilla Asalde, *Hospital nacional Daniel Alcides Carrión-Callao Perú*

Participación Política de la población afrodescendiente en Colombia,

Spanish and Portuguese: Salud

10:15-11:30, Illini Union 210

Chair: Cesar Antonio Antonio Bonilla Asalde, Hospital nacional Daniel Alcides Carrión-Callao Perú

Consentimiento informado del paciente para la practica estudiantil: ¿derecho o nueva forma de enseñanza médica?, *Cesar Antonio Antonio Bonilla Asalde, Hospital nacional Daniel Alcides Carrión-Callao Perú, Oriana Rivera Lozada de Bonilla, Universidad Nacional Mayor de San Marcos, Perú, and Isabel Cristina Cristina Rivera-Lozada, Universidad del Cauca, Colombia*

La Protección de los Participantes en Investigación Biomédica en México y el papel de Los Comités de Ética, *Luis Eduardo Hernández-Ibarra, Universidad Autónoma de San Luis Potosí, Nuria Homedes, and Luis Eduardo Hernández Ibarra, Universidad Autónoma de San Luis Potosí*

Experiencias de Autocuidado de Personas Trans que Conviven con Vih Neiva Huila Colombia, *Yeymi Acevedo Ninco, Universidad Surcolombiana, Calderón Juan Camilo Farfan, Universidad Surcolombiana, Eliana Maria Quintero Trujillo, Universidad Surcolombiana, and Manuel Lozano Nivia, Organizacion Severa Flor*

Spanish and Portuguese: Educación

10:15-11:30, Illini Union 209

Chair: Pamela Zapata-Sepúlveda, Universidad de Tarapacá

Experiencias de docentes universitarios con la educacion a distancia durante el Covid-19, *Keishly Ann Colón Flores, Universidad de Puerto Rico Recinto de Rio Piedras*

Competencias transmedia y estrategias de aprendizaje informal en estudiantes universitarios que usan las redes sociales, *Alejandra C. Cedeño, Universidad de Puerto Rico - Recinto de Rio Piedras*

Redesigning Curriculum for Intercultural Language Teaching in Colombia, *Alexánder Ramírez Espinosa, Universidad del Valle, Cali-Colombia*

Experiencias de investigación sobre educación a distancia en escuelas rurales en el norte de Chile (Fondecyt 1221330), *Pamela Zapata-Sepúlveda, Universidad de Tarapacá, and*

Pablo Espinoza-Concha, Universidad de Tarapacá

Beyond ever anonymity, there is always 'nonimity', *Hernan Sánchez Ríos, Universidad del Valle - Colombia, and José Alejandro Niño, Universidad del Valle*

Spanish and Portuguese: Género

10:15-11:30, Illini Union 215

Chair: Aitor Gomez Gonzalez, Universitat Rovira i Virgili

Voces Diversas: Un Grupo Focal de Mujeres en Condicion de Discapacidad Cognitiva y la Toma de Decisiones., *Teresa Sprenger, Technical University of Dortmund*

El sujeto Grindr situado bajo el régimen de la masculinidad hegemónica: Análisis Crítico de Discurso, *Orlando Maldonado, Universidad de Puerto Rico, Recinto de Río Piedras*

A pesquisa narrativa como caminho para ouvir mulheres professoras, *Eliana Ayoub, Universidade Estadual de Campinas - Unicamp, Marília Velardi, Universidade de São Paulo (Usp), Rosana Baptistella, Universidade Estadual do Mato Grosso do Sul (UEMS), Lilian Freitas Vilela, Universidade Estadual Paulista (Unesp), Marília Del Ponte de Assis, Universidade do Estado de Minas Gerais (UEMG), Marcos Roberto Godoi, Universidade Federal de Mato Grosso (UFMT), Mirza Ferreira, Universidade Estadual de Campinas (Unicamp), and Eliana de Toledo, Universidade Estadual de Campinas (Unicamp)*

Case Study of a Woman's Imprisonment: Repercussions on the Maternal and Familial System, *Jonas Carvalho e Silva, TU Dortmund University, Júlia Sursis Nobre Ferro Bucher-Maluschke, University Center of Brasília, and Christoph De Oliveira Káppler, TU Dortmund University*

SAFE: Impact of bystander Intervention for a school culture that overcomes gender-based violence., *Aitor Gomez Gonzalez, Universitat Rovira i Virgili*

Spanish and Portuguese: Historias de vida y narrativas

1:00-2:15, Illini Union 210

Chair: Consuelo Chapela, Universidad Autónoma Metropolitana-Xochimilco

Diálogos disciplinares: convergencias entre la historia de vida y el periodismo

interpretativo, *Pablo Espinoza-Concha, Universidad de Tarapacá*

Historias de vida para fortalecer la cultura local: Fernando Fernández, un educador rural (Fondecyt Regular 1221330)., *Pablo Espinoza-Concha, Universidad de Tarapacá, and Pamela Zapata-Sepúlveda, Universidad de Tarapacá*

La narrativa y el diario colectivo en la pared como metodología en la comprensión crítica de la investigación cualitativa en contextos positivistas, *Consuelo Chapela, Universidad Autónoma Metropolitana-Xochimilco, Rebeca Consejo, ANIMAH, CONAHCyT, México, and Fernanda García, Universidad Autónoma Metropolitana*

Narrativa colectiva sobre el Modelo CCP (Construyendo mi carrera profesional) como herramienta posibilitadora de nuevas realidades. Co-performing voces., *Magdalena Suárez-Ortega, Universidad de Sevilla, M. Fe Sanchez-Garcia, Universidad Nacional de Educación a Distancia, Madrid, Ana Fernandez-Garcia, Universidad Nacional de Educación a Distancia, Madrid, Carolina Romero-Garcia, Universidad de Sevilla, M. Ines Garcia-Ripa, Universidad Pontificia Católica Argentina, Pamela Zapata-Sepulveda, Universidad de Tarapacá, Chile, Marilía Velardi, Universidade de São Paulo (Usp), and Fabiola GARCIA, Universidad Autónoma Chapingo, México*

Spanish and Portuguese: Educación

1:00-2:15, Illini Union 209

Chair: Christine Schmalenbach, Hamburg University

Social representations of preschool children about the school in the territory., *Hernan Sanchez Rios, Universidad del Valle - Colombia, Javier Noreña Salas, Universidad del Valle, and Mónica Reyes Rojas, Universidad del Magdalena*

Orientacion vocacional desde el contexto triadico de influencia: familia-escuela-individuo, *Francia Helena Prieto Baldovino, Universidad del Sinu, Diego Armando Charris Alba, Institucion Educativa Robinson Pitalua, and Estrella Camacho Albis, Universidad del Sinu*

Experiencias de los coordinadores académicos del centro universitario uteg: una nueva mirada dentro del proceso de la evaluación docente, *Judith Antonia EkChan, Centro Universitario UTEG*

Aprender y Enseñar a Cooperar Juntos: Investigación Basada en el Diseño sobre Aprendizaje Socioemocional en Contextos Educativos, *Christine Schmalenbach, Hamburg University, and Citka Ashouri, Hamburg*

Auge y ocaso de la primera Orquesta Sinfónica Juvenil de Yucatán, *Paulina Bautista Cupul, Universidad de las Artes de Yucatán*

Spanish and Portuguese: Grupos vulnerables y migraciones

1:00-2:15, Illini Union 215

Chair: Sarah Amira de la Garza, Arizona State University

Cartografía social comunitaria como estrategia para el trabajo con jornaleros agrícolas migrantes, *Sandra Vega, Universidad Pedagógica Nacional del Estado de Chihuahua, and Alba Rosalía Rosalía Nunez Soto, Instituto de Pedagogía crítica*

Relacionalidad radical en nuestros esfuerzos por comprender a los migrantes: Hacia una metodología cualitativa transformadora, *Sarah Amira de la Garza, Arizona State University, and Pilar Tarancón Gómez, Universidad de Castilla y La Mancha*

Exploración de los juicios de justicia social acerca de minorías nacionales y migrantes, *Julian Camilo Sarmiento-López, Pontificia Universidad Javeriana, and Jaime Yáñez-canal, Universidad Nacional de Colombia*

Hispanóforos y racistas. Autodesprecios y endofobias en algunos sectores de la intelectualidad hispanoamericana del siglo XIX y de comienzos del siglo XX, *Jorge Polo Blanco, Escuela Superior Politécnica del Litoral, ESPOL, Guayaquil ADISP*

Metodologías y técnicas cualitativas en el trabajo con grupos vulnerables, *Alba Rosalía Rosalía Nunez Soto, Instituto de Pedagogía crítica, and Sandra Vega- Villarreal, Universidad Pedagógica Nacional del Estado de Chihuahua*

Spanish and Portuguese: Hechos, rumbos y pendientes en ICC en Latinoamérica y España

2:30-3:45, Illini Union 210

Chair: Consuelo Chapela, Universidad Autónoma Metropolitana-Xochimilco

Investigación Cualitativa Crítica: un instrumento para la humanización y la reafirmación de la vida, *Consuelo Chapela, Universidad Autónoma Metropolitana-Xochimilco, and Rebeca Consejo, ANIMAH, CONAHCyT, México*

Hechos, rumbos y pendientes en ICC EN Latinoamérica y España, *Aitor Gomez Gonzalez, Universitat Rovira i Virgili*

Caminar y escuchar, dialogar y compartir, *Marília Velardi, Universidade de São Paulo (Usp)*

Reflexiones sobre la Investigación Cualitativa Crítica Hoy en América Latina,
Carolina Martínez-Salgado, UAM-X

Spanish and Portuguese: Autoetnografía y etnografía

2:30-3:45, Illini Union 209

Chair: Elizabeth Aguirre-Armendariz, Universidad Autonoma de Ciudad Juarez

Reflexionando sobre el lugar de la ideología en la metodología cualitativa: una autoetnografía, *Elizabeth Aguirre-Armendariz, Universidad Autonoma de Ciudad Juarez*

Aportes de la (auto)etnografía latinoamericana a los estudios de género y las diversidades culturales, *Pamela Zapata-Sepúlveda, Universidad de Tarapacá, Magdalena Suárez-Ortega, Universidad de Sevilla*

Etnografía visual, acción participativa basada en la cultura para la construcción de paz, *Rodolfo Jiménez-León, Universidad Autónoma de Yucatán, and Edith Cisneros, Universidad Autónoma de Yucatán*

Spanish and Portuguese: Educación

2:30-3:45, Illini Union 215

Chair: Salvador R. Victor, Bethune-Cookman University

Expresiones identitarias del estudiantado en una universidad multicultural de México, *Fabiola GARCIA, Universidad Autónoma Chapingo, México, and Gabriela Larraiguivel Sosa, Universidad Autónoma Chapingo*

El consumo gastronómico como influencia en el proceso de formación profesional, *Antonio Avila, Universidad Pedagógica Nacional del Estado de Chihuahua*

Estudiantes de Bachillerato antes las personas de la Comunidad LGBTQTTTIQA+, *Juan Manuel Piña-Osorio, Universidad Autonoma de México, and Maria Eugenia Chavez-Arellano, Universidad Autonoma Chapingo*

La influencia de la televisión en la construcción de valores profesionales del estudiante de Comunicación y Periodismo, *Eva Escutia Alatorre, Universidad Nacional Autónoma de México*

Herramientas para democratizar con enfoque de diversidades e interseccionalidades en contextos educativos, *Olga lucia Olga Lucia Obando Obando, Universidad del Valle*

Asombrosa recuperación postpandemia: análisis de la campaña promocional

que llevó al reconocimiento de la República Dominicana como destino turístico de primer nivel, *Salvador R. Victor, Bethune-Cookman University, and Alejandro Esteban, Pontificia Universidad Católica Madre y Maestra, Santiago, República Dominicana*

Spanish and Portuguese: Metodologías en contexto: propuestas para la investigación e intervención en grupos vulnerables

4:00-5:15, Illini Union 210

Chair: Guillermina Chávez Torres, Universidad de Colima

Un acercamiento metodológico a la elaboración del diagnóstico sobre la vulnerabilidad social de familias jornaleras migrantes, *Guillermina Chávez Torres, Universidad de Colima*

Investigación-acción feminista en el desplazamiento forzado: resistencias y agencia en mujeres en búsqueda del asilo, *Mónica Ayala-Mira, Universidad Autónoma de Baja California*

Taller “El vuelo de las golondrinas”: dispositivo de intervención e investigación en mujeres migrantes, *Nancy Elizabeth Molina Rodríguez, Universidad de Colima*

Un acercamiento metodológico a la elaboración del diagnóstico social sobre la vulnerabilidad social de familias jornaleras migrantes, *Guillermina Chávez Torres, Universidad de Colima*

De lo observable a lo oculto: La narración colectiva como herramienta para ordenar el conocimiento sobre una población, *Sergio Alberto Alberto López Molina, Universidad de Colima*

Entre Voces: una Metodología Horizontal de Autoría Dialógica, *Rebeca Perez-Daniel, Universidad de Colima*

Spanish and Portuguese: Taller de escucha

4:00-5:15, Illini Union 209

Coordinado y llevado a cabo por Consuelo Chapela, Universidad Autónoma Metropolitana-Xochimilco

Spanish and Portuguese: Presentación de libros y Asamblea

5:15-6:30, Illini Union 210

Paid Workshops

Morning 9:00am

Co-Production: What is it, why do it, and how might it be practiced?

Brett Smith, Durham University, UK

Online: <https://durhamuniversity.zoom.us/j/93520711638?pwd=eDFkbXVxTm9PeTZFbHZBMFU0NmkwUT09>

Meeting ID: 935 2071 1638

Passcode: 521478

Creative-Relational Inquiry: Playing with Concepts

Fiona Murray, University of Edinburgh

Jonathan Wyatt, University of Edinburgh

Illini Union 209

Writing Autoethnography and Narrative Research

Art Bochner, University of South Florida

Carolyn Ellis, University of South Florida

Illini Union 210

Analyzing Images in Visual Research

Kerry Freedman, Northern Illinois University

Richard Siegesmund, Northern Illinois University

Illini Union 314 A

Storytelling as Research/Research as Storytelling

Patrick Lewis, University of Regina

Joseph Naytowhow, University of Saskatchewan

Illini Union 314 B

Afternoon 12:30pm

An Introduction to Kathy Charmaz's Constructivist Grounded Theory

Elaine Keane, University of Galway

Illini Union 209

Writing Qualitative Inquiry: Embracing the Mystery

Christopher Poulos, University of North Carolina, Greensboro

Illini Union 210

Embodying Analysis

Johnny Saldaña, Arizona State University

Illini Union 314 A

Centering Disability in Qualitative Research Design

Jessica Nina Lester, Indiana University

Emily A. Nusbaum, University of California, Berkeley
Illini Union 314 B

Free Workshop

Thu103 Getting Successfully Published Workshop

1:00-2:15

Union 215

Getting Successfully Published Workshop, C Deborah Laughton, Guilford Publications, and Karen M. Staller, University of Michigan

Interpreting Qualitative Data with MAXQDA

1:00

Union 217

Interpreting Qualitative Data with MAXQDA Workshop, Tamara Pataki

Social Work Day

20th International Congress
of Qualitative Inquiry

*Theme: Qualitative Inquiry in the Present
Tense: Writing a New History*

Official Program

Illini Union
University of Illinois
Urbana, Illinois, USA
Thursday, 16 May 2024

Social Work Day is the great global qualitative social work get-together. Held each May at the International Congress of Qualitative Inquiry (ICQI) in Urbana, IL, USA, Social Work Day attracts researchers from throughout the world. This is the premier global qualitative social work conference where scholars present cutting-edge research using both traditional and innovative methods.

Norman Denzin was the founding director of ICQI and emeritus Distinguished Professor of Communications, College of Communications Scholar, and Research Professor of Communications, Sociology, and Humanities, University of Illinois, Urbana-Champaign, USA. Professor Denzin died on 6 August 2023.

The theme of the 20th International Congress of Qualitative Research is writing a new history. For social work, we have an opportunity to write our history by re-claiming it. Social work worldwide is based on care, dignity, equality, worth, and self-determination, seeks to understand persons interacting with and shaping and being shaped by social forces, has the goal of contributing to the common good with particular focus on oppressed persons, and the goal of transforming oppressive social systems. The vision is democratic: equality, self-determination, justice, care, and dignity for all.

Many social workers don't realize that these are principles drawn from pragmatist philosophy that social workers in the US and in Europe contributed to during the progress era (1890s to c. 1918). Furthermore, individuals in some countries may have developed these principles independently of pragmatist philosophy because the principles represent values and world views that respect dignity and value living beings and creation. These principles are present in many cultures and are universal aspirations.

Reflexivity is central to implementing these principles justly and with care. If we don't understand ourselves, we not only cannot understand others, but we risk imposing our views and values on others. Social services, research and polices have long and sorry histories of doing so. By the end of Social Work Day, attendees will have a deepened understanding of the pragmatist roots of qualitative social work research and practice and perhaps the presence of these principles in other cultures independent of pragmatism.

At the end of the program are brief articles relevant to qualitative social work. The authors are Anselm Strauss, Norman Denzin, Jane Gilgun, Shannon Johnson, and Tracie Rogers.

Jane Gilgun is the organizer and chair of Social Work Day. Dr. Gilgun is professor emerita, School of Social Work, University of Minnesota, Twin Cities, USA. Tracie Rogers is the co-organizer and vice-chair of Social Work Day. Dr. Rogers is a lecturer, Department of Sociology, Psychology, and Social Work, University of West Indies, Mona, Jamaica.

The papers are organized into panels based primarily on methods and methodologies. Programs from previous years are available on ResearchGate & Amazon Kindle. Videos from previous Social Work Days are available on YouTube. Here's the link to the most recent one: Social Work Day 2023: <https://www.youtube.com/watch?v=VI6XxJpnhDo>

Imprint: Independently published

Social Work Day

Thursday, 16 May 2024

Theme: *Qualitative Inquiry in the Present Tense: Writing a New History*

8:00-9:20: Illini Union, Illini Room A

Opening Plenary: The Shared Vision and Values of Norman Denzin and Qualitative Social Work Research

Co-Chairs: *Jane F. Gilgun, University of Minnesota, Twin Cities, USA*
Tracie A. Rogers, University of West Indies, Mona, Jamaica

In response to global concerns about the rise of the right, we social workers are seeking language and strategies to that promote policies and civic discourse that serve the common good. In this plenary, we will share ideas about the pragmatist perspectives that we share with Norman Denzin. Briefly, we share notions of imagination and values. To serve the common good, we must have a vision of what that is and how social work has a role in promoting it. Further we must have capacities to imagine the conditions that affect the quality of life of the persons we serve. Denzin shared this vision, based on Mills' notion of the sociological imagination and the pragmatist philosophy that also underpins social work.

For social work and for Denzin, we implement our vision through adherence to values. The roots of our approach to research are within pragmatist philosophy that is based on the democratic values of equality, dignity, justice, care, and self-determination. The callousness and injustices of some social policies and practices make qualitative social work research critical.

9:30-10:50

Concurrent Sessions

Illini Union, Illini Room A Honoring the Legacy of Norman Denzin

Chair: Freda Coleman-Reed

Rethinking Qualitative Social Work: From Reconceptualization to a Denzinian-Inspired Approach

Cesar Cisneros Puebla, Universidad de Tarapaca (ccisnerosp@academicos.uta.cl)
and Vanessa Jara-Labarthe, Universidad de Tarapacá (vjaral@academicos.uta.cl)

Thursday

OFFICIAL PROGRAM

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**Jane the Evangelist vs. Fire-Breathing Dragons:
Dueling Discourses on Sexuality**

Jane F. Gilgun, University of Minnesota, Twin Cities, USA (jgilgun@umn.edu)

The Road to ICQI: A Journey to Today

Joana Okine, University of Alabama (jokine@crimson.ua.edu), Kefentse Princess Malele, University of Botswana, Lai Kwan (Denise) Kan, University of Alabama (kan001@crimson.ua.edu), Debra M. Nelson-Gardell, The University of Alabama (dnelson@sw.ua.edu), Freda Coleman-Reed, University of North Alabama fvc Colemanreed@una.edu, and Anthony Abshire, The University of Alabama (aabshire.crimson.ua.edu)

**Illini Union, Illini Room C
Situated Knowledge in Social Work:
Cross-National Experiences**

Chair: Charles Gyan, McGill University

**Being a Never-Married Single Middle-Aged Arab
Muslim Woman who Married an Older Widower**

Chaya Koren, University of Haifa (salsterk@gmail.com) and Doaa Atamneh, University of Haifa (doaa.atamneh@gmail.com)

**Situated Knowledge-Making in Dynamic Collaboration:
A Reflexive Case Study of Social Work Practice Research in
Mainland China**

Yun Chen, University of Michigan (yunch@umich.edu), Tianqi Shi, Zhejiang Wanli University (shitianqi@zwnu.edu.cn), and Baohong Wu, Xiamen University; Yun Chen (wubaohong@stu.xmu.edu.cn)

**Understanding Motivations of Volunteers
Working with Refugees in Greece and the United States**

Grace Ann Felten, University of Connecticut (grace.felten@uconn.edu), and Kathryn Libal, University of Connecticut (kathryn.libal@uconn.edu)

**Making Sense of Barriers to Integrating into the Quebec Labor
Market: The Experiences of Anglophone Highly Skilled African
Immigrants**

Charles Gyan, McGill University (charles.gyan@mcgill.ca)

**Empowering Highly Skilled African Immigrants:
Key Protective Factors for Success in Quebec's Labor Market**

Charles Gyan, McGill University (charles.gyan@mcgill.c)

11:00-12:20

Concurrent Sessions

Illini Union, Illini Room A
Trauma-Informed Research, Intervention, and Evaluation

Chair: *Tracie Rogers, University of the West Indies, Mona Campus*

Collaboratively Designing a Trauma-Informed Methodological Framework

Anindita Bhattacharya, University of Washington (ab4050@uw.edu)

Employment of Trauma Informed Principles in the Palabras Fuertes Project: Implications for Narrative Research with Older Latinx Communities

David Camacho, University of Illinois at Chicago (dc1981@uic.edu), Anindita Bhattacharya, University of Washington (ab4050@uw.edu), Kiara Moore, New York University (kiara.moore@nyu.edu), Maria P. Aranda, University of Southern California (aranda@usc.edu), and Ellen P. Lukens, Columbia University (el19@columbia.edu)

The Experience of Mental Health Among Postsecondary Students While in Contact with Nature,

Ana Carolina Herrera, University of Calgary (ana.herrera1@ucalgary.ca) and Kathleen Sitter, University of Calgary (kcsitter@ucalgary.ca)

Reflecting on Trauma- Responsive Practices in Social Work Research with Marginalized Populations: A Retrospective Arts-Based Study

Tracie Rogers, University of the West Indies, Mona Campus (tracie.rogers@gmail.com)

Illini Union, Illini Room C
Meeting Teens Where they Are: Understanding and Building Responsive Interventions

Chair: *Cray Mulder, Grand Valley State University*

Clinician Responses to Family Acceptance and Rejection: Results from a Delphi Study

Sarah Reta Young, Binghamton University (sarahretayoung@gmail.com), Adam Zhao, Binghamton University (azhao39@binghamton.edu), Emily Salvemini, Binghamton University (esalvem1@binghamton.edu), Sree Sinha, San Francisco

Veterans Affairs Medical Center/University of California, San Francisco (sree.sinha@gmail.com), and Jenn Geiman, IntraSpectrum Counseling (jgeiman@intraspectrum-chicago.com)

**Illinois Home Visitors' Perceptions of Disparities
in Access to Services in their Communities**

Tuyen Thi Thanh Bui, University of Illinois Urbana-Champaign (ttbui2@illinois.edu), Viviana Deltas, University of Illinois Urbana-Champaign (abuchar@illinois.edu), Abby Snow, University of Illinois Urbana-Champaign (arsnow2@illinois.edu), and Beth Shelton, University of Illinois Urbana-Champaign (stuwkr-es35@ad.uillinois.edu)

**Closing the Racial Disparity Gap in Juveniles
Transferred to Adult Court**

Ebonie Epinger (eepinger@illinois.edu), Lucy Kovacevic (lucyk2@illinois.edu), Doug Smith (smithdc@illinois.edu), Madisyn Welsh (madisyn4@illinois.edu), & Sierra Fitzpatrick-Skinner (sfitz4@illinois.edu)

**“Survival Does Not Equal Success.” Educational Attitudes,
Attainment, and Aspirations in a Residential Facility Serving
Adolescent Female Trafficking Survivors**

Sunny Wells, University of Southern Mississippi (sunny.wells@usm.edu), Gretchen S. Goode, University of Southern Mississippi (gretchen.goode@usm.edu), Kimberly Hogan, University of Southern Mississippi (K.HOGAN@usm.edu), Rebecca Lavigne, University of Southern Mississippi (Rebecca.Lavigne@usm.edu), and Megan Simmons (Msimmons@metanoia-inc.org)

**Considering (Dis)Engagement
Within Teen Parents in a Post-Pandemic Context**

Cray Mulder, Grand Valley State University (muldecra@gvsu.edu)

**Illini Union, 103
Seminar**

**The Critical Role of Qualitative Inquiry for Social Work
in Today's Neoliberal University Environment**

Karen M. Staller, University of Michigan, kstaller@umich.edu

**Lunch
12:25 to 1:55**

1:00-2:20

Illini Union, Illini Room A
Workshop

**Speed Consultations on Proposed
and Current Research Projects**

Festus Moasun, University of Windsor, (fmoasun@uwindsor.ca), Deborah Nelson-Gardell, University of Alabama (dnelsong@sw.ua.edu), Tracie Rogers, University of West Indies (tracie.rogers@gamil.com), Jane Gilgun, University of Minnesota, Twin Cities, USA (.jgilgun@umn.edu)

Illini Union, Illini Room C
Workshop

Getting Successfully Published

*C. Deborah Laughton, Guilford Press, CDeborah.Laughton@guilford.org
Karen Staller, University of Michigan, kstaller@umich.edu*

Illini Union, 103
Variations in Phenomenological Approaches I

Chair: Kori R. Bloomquist, Winthrop University

**Excavation of Self: Integrating Relational Principles
in Phenomenological Methods**

Mariah In, Auburn University at Montgomery (mmoran2@aum.edu)

**Moral Injury Among the Correctional Healthcare
Workforce: An Interpretative Phenomenological Analysis of
Qualitative Findings**

Stephanie Gangemi, University of Colorado Colorado Springs (sgangemi@uccs.edu), Shannon Johnson, University of Colorado Colorado Springs (sjohns36@uccs.edu), and Camille Dysart, University of Colorado Colorado Springs (cdysart@uccs.edu)

**A Multiple Perspective Longitudinal Qualitative Study:
Entering the Profession in Disrupted Times**

Bethany Womack, University of Tennessee Chattanooga (bethany-womack@utc.edu), Junrong Shi, University of Tennessee at Chattanooga (Junrong-Shi@utc.edu), and Jodi Whitted, University of Cincinnati (whittejs@ucmail.uc.edu)

**Exploring Pathways to Permanency for Waiting Children:
Parents' Experiences of Disruption and Adoption**

Kori R. Bloomquist, Winthrop University (bloomquistk@winthrop.edu)

Illini Union, Illini Room A
Disability and Stress in Diverse Populations

Chair: *Festus Moasun, University of Windsor*

**A Qualitative Study to Describe The Veterinary Lived Experience
and Its Implications for Social Work Practice**

Lai Kwan (Denise) Kan, The University of Alabama (kan001@crimson.ua.edu)

**Farmer Stress, Co-op Members, Problematic
Solidarity, and Recommendations from Dairy**

Thomas W. Gray, Program on Co-operatives, RD-USDA (tomgrayrsoc@aol.com)

**How do Vietnamese Parents Deal with their Child's
Diagnosis of Disability? An Ethnographic Study**

Tuyen Thi Thanh Bui, University of Illinois Urbana-Champaign (ttbui2@illinois.edu) and Thanh Kim Nguyen, Open University Hochiminh City (nguyenkimthanh2211@gmail.com)

**Disability, Personhood, and Citizenship: Re-presenting Gendered
Experiences of Adults with Disabilities from a Rural Cultural Context**

Festus Moasun, University of Windsor (fmoasun@uwindsor.ca) and Joana Okine, University of Alabama (jokine@crimson.ua.edu)

Illini Union, Illini Room C
Variations in Phenomenological Approaches II

Chair: *Shannon Johnson, University of Colorado*

**The Impact of being a Master of Social Work Student on my
Teaching: An Autoethnographic Perspective**

Giovanna Follo, Wright State University, Lake Campus (giovanna.follo@wright.edu)

**The Impact of the NeuroAffective Relational Model (NARM)
on Client Agency**

Jennifer Alissa Vasquez, Texas State University, School of Social Work (jvasquez@txstate.edu)

**Understanding Endings Among Library
Social Work Programs in the US**

*Margaret Paauw, Eastern Michigan University (mpaauw@lum.edu)
and Leah Topek-Walker, Stony Brook University (leah.topek-walker@stonybrook.edu)*

**Reconceptualizing Moral Injury in Law Enforcement:
A Cognitive Interview Analysis**

Shannon Johnson, University of Colorado, Colorado Springs (sjohns36@uccs.edu), Stephanie Gangemi, University of Colorado Colorado Springs (sgangemi@uccs.edu), & Mary Karen ("Wren") Lichlyter-Klein (wlichlyt@uccs.edu)

4:00-5:20

Plenary Session

**Illini Union, Illini Room A
Town Hall Meeting**

Reflections on Social Work Day and What's Next

*Co-Chairs: Jane F. Gilgun, University of Minnesota, Twin Cities, USA
Tracie A. Rogers, University of West Indies, Mona, Jamaica*

4:30 to 6:00

200 Illini Union

6:30-8:30

Midwest Barbeque

Alice Campbell Alumni Center, 601 S Lincoln Ave, Urbana.
All are welcome!

Program with Abstracts Social Work Day

Thursday, 16 May 2024

**Theme: *Qualitative Inquiry in the Present Tense:
Writing a New History***

8:00-9:20

**Opening Plenary:
The Shared Vision and Values of Norman Denzin
and Qualitative Social Work Research**

Co-Chairs: *Jane F. Gilgun, University of Minnesota, Twin Cities, USA*
Tracie A. Rogers, University of West Indies, Mona, Jamaica

In response to global concerns about the rise of the right, we social workers are seeking language and strategies to that promote policies and civic discourse that serve the common good. In this plenary, we will share ideas about the vision and values that we share with Norman Denzin. Briefly, we share notions of imagination and values. Jane Addams talked in depth about the importance of imagination for implementing values. Our job is to serve the common good. To do so, we must have a vision of what that is and how social work has a role in promoting it. Further we must have capacities to imagine the conditions that affect the quality of life of the persons we serve. Denzin shared this vision, based on Mills' notion of the sociological imagination.

For social work and for Denzin, we implement our vision through adherence to values. The roots of our approach to research are within pragmatist philosophy that is based on the democratic values of equality, dignity, justice, care, and self-determination. The callousness and injustices of social policies and practices automatically make qualitative social work research critical.

9:30-10:50

Concurrent Sessions

**Illini Union, Illini Room A
Honoring the Legacy of Norman Denzin**

Chair: Freda Coleman-Reed

**Rethinking Qualitative Social Work:
From Reconceptualization to a Denzinian-Inspired Approach**

Cesar Cisneros Puebla, Universidad de Tarapaca (ccisnerosp@academicos.uta.cl) and

Latin American social work experienced a significant process called “reconceptualization” since the 1960’s decade, beginning in Brazil before the coup d’état that overthrew the Goulart regime. Such new conception of the discipline laid the foundations for a new approach for community development, committed to the causes of overcoming poverty, the construction of social equality, and the building of democracy. Chile was also touched by this process, despite the dictatorship and its neoliberal policies established by former Milton Friedman’s students, worldwide known as “Chicago Boys.”

During the 80’s in Latin America - and in the middle of the implementation of neoliberal policies - the methodological debate in the social sciences was about the sociology of underdevelopment and dependency theories, along with civil resistance to dictatorships in the region and the subsequent returns to democracy. The last years of the 20th century saw the global rise of qualitative research methodologies, and Denzin’s influence appeared in the Spanish-speaking world.

In this contribution, we will discuss the eight interpretative criteria that Denzin proposed to strengthen critical qualitative social work in 2002 in the perspective of the historical development of our discipline in Mexico and South America. Our countries are living now different social processes involved in permanent antagonism between populism and neoliberalism. Social workers should make decisions about what moral positionality is pertinent to take in overcoming extreme poverty among our populations.

Without a doubt Norman Denzin built a kind of dialogue with Freire and Boal, trying to promote rapprochement between our worlds. We will strive to address other dialogues that are pertinent to explore. Denzin’s ideas are discussed here from a postcolonial perspective. Finally, the distinction between Chicago Boys and symbolic interactionism, from Chicago or Iowa, is a backdrop in the assessment of Norman’s presence in South America.

Jane the Evangelist vs. Fire-Breathing Dragons: Dueling Discourses on Sexuality

Jane F. Gilgun, University of Minnesota, Twin Cities, USA (jgilgun@umn.edu)

Critical discourse analysis (CDA) is a good fit with the critical dimensions of qualitative social work research as well as the thought of Norman Denzin. In this paper, I will use two different discourses to demonstrate how to do a CDA. The discourses are sex as healthy and sex as dirty. I experienced slut-shaming in my first professional job while I operated out of the sex as healthy discourse as a teacher of health and family life in a suburban USA high school. The sex as dirty discourse that some younger and older men implemented constructed me as a slut, a joke, and entertainment. I experienced this as a figurative burning at the

stake.

I will explore meanings of key terms and use examples to bring the definitions to life. Discourses are texts of various sorts, such as words, actions, music, scents, and objects like clothing and fins of a car. They represent taken-for-granted assumptions about our shared social life. Embedded in them are implicit notions of power that shape who is in charge, who defines who, how people with various degrees of power are supposed to act, and the rewards for conforming and penalties for opposition (Wodak, 2014).

Discourses can be biased regarding gender, race, ethnicities, abilities, income, education, and other markers of identity (Fozdar, 2008). CDA seeks to make the ideologies explicit in order to disempower them, reduce the harm they cause, and to replace them (Huspek, 1993; Vera, 2016; Wodak, 2014).

CDA is part of semiotics which is the study of signs, their interpretations and representations. Signs are representations of the various aspects of experiences and include, like texts, words, objects, music, and silence. Semiotics recognizes that the meanings of signs is an interpretation or construction brought into being through shared meanings (Chandler, 2022); Vera, 2016).

CDA shows that the links between individuals and society are reciprocal, where individuals internalize culture-wide discourses, interpret them, enact them, and perpetuate them. Internalization is an under-conceptualized process in social work's quest to promote justice and care in our share social life.

The Road to ICQI: A Journey to Today

Joana Okine, University of Alabama (jokine@crimson.ua.edu), Kefentse Princess Malele, University of Botswana, Lai Kwan (Denise) Kan, University of Alabama (kan001@crimson.ua.edu), Debra M. Nelson-Gardell, The University of Alabama (dnelson@sw.ua.edu), Freda Coleman-Reed, University of North Alabama (fcolemanreed@una.edu, and Anthony Abshire, The University of Alabama (aabshire.crimson.ua.edu)

Over 19 years of existence, ICQI impacted many lives. For some, it helps sort out the conundrum of “legitimate” research methods taught in higher education. For others, the experience of ICQI unlocks the creativity inherent in the research endeavor. ICQI offers a place where one sees qualitative research in action and intellectually inspires. Each year, returning and new attendees come to ICQI for varying reasons.

In the wake of Norm Denzin's passing and the commemoration of ICQI's 20th anniversary, this collaborative autoethnographic study sought to explore the experience of attending the 2023 conference as first timers and continuing attendees. The group traveled and processed their experiences together. The group included

four first-time attendees and two continuing attendees. We discuss reasons for attending, our lessons learnt through the experience thus offering a glimpse into a group of social work scholars as beneficiaries of the vision realized through Norm Denzin's creation, ICQI.

Illini Union, Illini Room C
Situated Knowledge in Social Work:
Cross-National Experiences
Chair: *Charles Gyan, McGill University*

**Being a Never-Married Single Middle-Aged Arab
Muslim Woman who Married an Older Widower**

*Chaya Koren, University of Haifa (salsterk@gmail.com) and Doaa Atamneh,
University of Haifa (doaa.atamneh@gmail.com)*

The choice for women never to marry and remain single without being involved in a stable partner relationship is a phenomenon developing with modernization in the last few decades. However, despite this, singlehood for women, especially at middle-age, is considered an undesirable status in many societies. This is especially emphasized within the Arab Muslim family in Israel living by patriarchal collectivist values despite rapid modernization they are undergoing. Arab Muslim middle-aged women in Israel could be considered as living by third world values within a more western society. They have a relatively lower education, are less employed and more dependent financially on men in their family.

Our aim is to examine experiences of never married single middle-aged Muslim women within a patriarchal, collectivist Muslim society in Israel who married an older widower with children and grandchildren from his previous marriage, using third world feminism as our study framework. Based on phenomenology principles, to capture the lived experience, in-depth semi-structured qualitative interviews were conducted with 12 Arab Muslim childless women who married for the first time at midlife with a much older widower who has children and grandchildren from his previous marriage.

Data were analyzed based on phenomenology and thematic analysis principles. Three themes were identified. (1) Motivations to marry to avoid loneliness and being named an "old maid". (2) Marital expectations versus reality of care and caregiving, freedom, and restrictions, and an unfulfilled fantasy of becoming a mother at midlife versus being content with enjoying life. (3) Relationships with the husband's family, reflecting the essence of their marriage. Conclusions refer to the exposure of these women to modernization, along with their inability to fulfill its values. They perceive their marriage as a choice to upgrade their status. What is considered in western values as submission to patriarchy, according to third world feminism, is perceived as agency.

Situated Knowledge-Making in Dynamic Collaboration: A Reflexive Case Study of Social Work Practice Research in Mainland China

Yun Chen, University of Michigan (yunch@umich.edu), Tianqi Shi, Zhejiang Wanli University (shitianqi@zwlw.edu.cn), and Baohong Wu, Xiamen University; Yun Chen (wubaohong@stu.xmu.edu.cn)

The relationship between practice and research has been a central concern since the birth of the social work profession. In recent decades, scholars have explored “practice research” frameworks and approaches, aiming to generate social work knowledge more directly from, by, and for practice. Despite the vibrant scholarly efforts in Western contexts, little is known about the status of practice research in places where social work development is still in its early stages.

This paper employed qualitative case study to examine the process and characteristics of a practice research project in mainland China, utilizing participant observation, semi-structured interviews, and document analysis to collect empirical evidence. Through noncoding-based reflexive thematic analysis, our study reveals that the formation of the practice research project was profoundly shaped by the specific conditions of social work development in China, where research and practice were not opposing sides but different types of actions along one continuum.

The interactions between the research and practice teams unveiled dynamics of divergent dominance, further complicated by internal hierarchies within each team. Given these characteristics, knowledge-making in this project was a pragmatic trial-and-error process, bringing together the distinct strengths of each team and resulting in various products holding different significance for the involved participants. This study provides implications for future practice research endeavors and for inquiries on practice research.

Understanding Motivations of Volunteers Working with Refugees in Greece and the United States

Grace Ann Felten, University of Connecticut (grace.felten@uconn.edu), and Kathryn Libal, University of Connecticut (kathryn.libal@uconn.edu)

Support given to refugees/migrants by governments is often inadequate. Volunteers try to fill the gaps, assisting with food, housing, education, employment, security, and healthcare. These efforts are critical, especially given the rising antirefugee sentiment globally. This research explores the motivations of volunteers who support refugees in Greece and in the United States. This is an exploratory qualitative study consisting of interviews with volunteers working with refugees and agency staff that utilize volunteers.

We interviewed 27 participants in Greece and 33 in the United States using thematic analysis and guided by social empathy theory. The most prominent motivation in both contexts was having a personal connection with refugees. Some claimed political motivation. In Greece, this overlapped with promoting solidarity/human rights. U.S. volunteers cited religion and wanting to “make a difference”. This research demonstrates the promise of fostering social empathy to expand voluntarism with refugees and understanding the limits of refugee policies.

Making Sense of Barriers to Integrating into the Quebec Labor Market: The Experiences of Anglophone Highly Skilled African Immigrants

Charles Gyan, McGill University (charles.gyan@mcgill.ca)

Immigrants face several challenges when attempting to integrate into the Canadian labor market. In particular, highly skilled African immigrants (HSAIs) in Quebec encounter significant obstacles when seeking employment. Despite their qualifications and experience, HSAIs frequently experience higher levels of unemployment and lower wages than their non-immigrant counterparts due to racial and ethnic discrimination. To better understand the challenges facing HSAIs, this study conducted in-depth semi-structured interviews with 15 participants to examine their perceptions and experiences of labor market integration in Quebec. The research addresses the various challenges these immigrants face when trying to integrate into the Canadian labor market including language barriers, credential nonrecognition, and cultural barriers. The findings suggest that transparency and equity in hiring procedures are critical to ensuring that HSAIs have access to fair employment opportunities. Additionally, it is important to raise awareness among the Canadian public about the valuable contributions made by immigrants to Canadian society.

Empowering Highly Skilled African Immigrants: Key Protective Factors for Success in Quebec’s Labor Market

Charles Gyan, McGill University (charles.gyan@mcgill.ca)

This study delves into the experiences and protective factors contributing to employment integration of Highly Skilled African Immigrants (HSAIs) into the Quebec labour market. Despite the Canadian government’s considerable efforts to attract and retain skilled immigrants to bolster its economic prosperity, challenges persist for these individuals as they navigate the complexities of the Canadian labour market. While some of these challenges can be mitigated for those in high-demand professions, this research focuses on the specific experiences of HSAIs in Quebec. Drawing on in-depth semi-structured interviews (n = 15) with HSAIs, this study uncovers the multifaceted landscape of labour market integration for HSAIs.

The findings reveal that, although a majority of participants encounter barriers preventing them from fully utilizing their skills, education, and experience, they often overcome these barriers by possessing protective factors such as being in high-demand job sectors, receiving familial support, benefiting from social networks, possessing bilingual proficiency, and engaging in mentorship programs. This research highlights the urgent need for evidence-based policies to ensure employment opportunities commensurate with the academic qualifications and professional skills for highly skilled immigrants in Canada, particularly HSAs. These policies should not only recognize protective factors but also prioritize building resilience and addressing systemic labour market barriers.

11:00-12:20

Concurrent Sessions

Illini Union, Illini Room A

Trauma-Informed Research, Intervention, and Evaluation

Chair: *Tracie Rogers, University of the West Indies, Mona Campus*

**Collaboratively Designing a Trauma-Informed
Methodological Framework**

Anindita Bhattacharya, University of Washington (ab4050@uw.edu)

Including communities' inputs on study designs (and not just data analysis) are central to anti-oppressive social work research. In addition to safety measures, research on violence against women must integrate mechanisms that foster healing, agency, and empowering interactions with survivors. This is particularly critical for women from minoritized communities whose voices have been historically marginalized or misrepresented in research. This presentation will describe a trauma-informed methodological framework that we collaboratively created with survivors and advocates in preparation for a longitudinal qualitative study that will explore survivors' help-seeking pathways.

We conducted interviews with 11 advocates and survivors. During our interviews, we presented our draft study design (e.g., research questions, recruitment plans, data collection tools, outcomes) and invited participants to make recommendations. Interviews were transcribed and key recommendations were summarized and shared with participants for any additional feedback.

Participants unanimously highlighted the need to pay consistent attention to risks and benefits of research participation, potential impacts on survivors, and outcomes that survivors hope to accomplish through the research. In this presentation, we will describe the recruitment section of our trauma-informed methodological framework. This includes participants' critical recommendations on recruitment strategies that center survivors' safety, agency, and healing.

Participants suggested using language on recruitment flyers that ‘would not sound too clinically, fund-raising or academically oriented.’

They suggested we use minimum text on the flyer (to avoid overwhelming women), clearly stating participation-related benefits, and a webpage link that provides context to the study and introduces the study team to help establish trust and transparency. Another critical suggestion was to headline the recruitment flyers explicitly stating that ‘this is for a research project and not a helpline call.’ Participants preferred language on the flyer ‘that builds women up as survivors and invites them not because something happened to them but because they have expertise and experience central to our research.’

Advocates shared that if we invited women directly from the community, we should remain mindful that they may not be currently receiving services. Assessing immediate needs and safety was therefore identified as a critical aspect of recruitment. Ideas shared included creating a brief self-assessment plan that every potential participant can fill out. This plan will help us assess if they are in any immediate danger and if their immediate needs are met. Related to screening, survivors urged us to be mindful of exclusionary criteria that often run the risk of being

Employment of Trauma Informed Principles in the Palabras Fuertes Project: Implications for Narrative Research with Older Latinx Communities

David Camacho, University of Illinois at Chicago (dc1981@uic.edu), Anindita Bhattacharya, University of Washington (ab4050@uw.edu), Kiara Moore, New York University (kiara.moore@nyu.edu), Maria P. Aranda, University of Southern California (aranda@usc.edu), and Ellen P. Lukens, Columbia University (el19@columbia.edu)

In the US, there is a growing number of older Latinx communities. Qualitative approaches such as narrative inquiry may be fruitful endeavors to elucidate their lived experiences. However, older Latinx communities, including sexual minorities, are disproportionately exposed to social, health, and historical challenges that may result in exposure to potentially traumatic events (e.g. discrimination, illness, grief, etc.).

The recognition of high rates of exposure to potentially traumatic events among participants has led to the recommended adoption of Trauma Informed (TI) principles for use in nontrauma specific research. At present, there are limited examples and discussions about the implementation of TI principles in qualitative research and our literature review yielded no discussion of the use of TI principles in narrative inquiry or with older Latinx communities.

In this session, we advocate for the adoption of TI principles when engaging in

narrative inquiry with older Latinx adults. Second, we discuss examples of TI guided practices we employed while conducting the Palabras Fuertes study of life history narratives with older Latino immigrant gay men living in New York City. Finally, based on these experiences, we provide recommendations for incorporating TI into future narrative research with older Latinx communities.

The Experience of Mental Health Among Postsecondary Students While in Contact with Nature,

Ana Carolina Herrera, University of Calgary (ana.herrera1@ucalgary.ca) and Kathleen Sitter, University of Calgary (ksitter@ucalgary.ca)

The mental well-being of postsecondary students has become a pressing global issue. Particularly in North America, there has been a significant increase in the prevalence of anxiety and depression among tertiary students. As such, it is crucial to prioritize research on culturally sensitive and innovative on-campus mental health programs tailored to meet the unique challenges faced by students.

This thesis proposes an interpretative phenomenological analysis to examine how sensory contact with nature influences post-secondary students' mental health-related experience and meaning-making. The study aims to recruit 3 to 6 students who self-identify as having depression or/and anxiety to participate in a sensory path in a park on the University of Calgary campus, incorporating analogue arts-based techniques alongside a sensory walking interview to broaden the scope of traditional data collection. This presentation provides an overview of the motivations and methodological rationale behind it.

Reflecting on Trauma- Responsive Practices in Social Work Research with Marginalized Populations: A Retrospective Arts-Based Study

Tracie Rogers, University of the West Indies, Mona Campus (tracie.rogers@gmail.com)

Social work research characteristically involves sensitive topics and distressing questions that can potentially trigger traumatic responses among vulnerable individuals. There is limited guidance that exists to inform ethical, trauma-informed protocols that can simultaneously uphold “do no harm” principles and garner data to bolster our understanding of the experience of vulnerable and marginalized groups.

This retrospective qualitative study explored the research experiences of 10 participants who experienced various forms of trauma and adversity and engaged across multiple participatory action research (PAR) projects. It used arts-based research methods to understand if and how the research experience allowed trauma-responsive practices. Using photo-elicitation, artmaking prompts, and

autoethnographic inquiry, the co-researchers reflected on their experiences during and 12-36 months after the projects were concluded.

Key findings suggest that the creative nature of these projects supported safety, trust, empowerment, and healing among the participants. The data highlighted perceived benefits and risks of involvement, with inductive analyses uncovering recurring themes. Feelings of empowerment, healing, and compassion emerged by incorporating trauma-responsive research cycles, emphasizing collaboration, meaning-making, and new coping skills. However, the study also highlighted areas for improvement in trauma-responsive research procedures, researcher self-care, and post-project follow-up.

This study offers implications for incorporating trauma-informed lenses in PAR and adopting arts-based, participatory approaches in practice. Adhering to dignified, compassionate standards of care promotes the inclusion of trauma survivors in participatory research while mitigating re-traumatization risks.

Illini Union, Illini Room C
**Meeting Teens Where they Are: Understanding
and Building Responsive Interventions**
Chair: *Cray Mulder, Grand Valley State University*

**Clinician Responses to Family Acceptance and Rejection:
Results from a Delphi Study**

Sarah Reta Young, Binghamton University (sarabretayoung@gmail.com), Adam Zhao, Binghamton University (azhao39@binghamton.edu), Emily Salvemini, Binghamton University (esalvem1@binghamton.edu), Sree Sinha, San Francisco Veterans Affairs Medical Center/University of California, San Francisco (sree.sinha@gmail.com), and Jenn Geiman, IntraSpectrum Counseling (jgeiman@intraspectrum-chicago.com)

Family support and acceptance facilitates wellness for LGBTQ+ youth while rejection contributes to significant negative health outcomes. Existing research constructs a basic understanding of family acceptance and rejection but does little to address the nuances of family relationships and how to work with such complexity to promote greater acceptance. Research Purpose: This interdisciplinary study seeks to determine how mental health practitioners conceptualize family acceptance and rejection for LGBTQ+ youth as well as how they engage clinically across different family dynamics.

This study uses the Delphi method to survey a panel of experts (n = 26) for multiple rounds of data collection about different considerations for clinical engagement with families of LGBTQ+ youth. For Round 1, which we are submitting to be presented, panelists were asked to brainstorm open-ended responses for how families might demonstrate acceptance or rejection of LGBTQ+ youth

as well as ambiguous behaviors that could be accepting or rejecting depending on context. PIs used open and thematic coding to independently generate emerging themes from participant responses and then met to consolidate a comprehensive list of themes shared from each codebook which were used to build case studies for Round 2.

Initial analysis revealed four domains of how clinicians conceptualize family acceptance: micro, mezzo, macro, and self-work. Micro reflected how families directly interacted with LGBTQ+ youth. Mezzo reflected how families promoted further connection to the LGBTQ+ community. Macro reflected how families advocated for LGBTQ+ youth and community across systems. Self-work reflected how family members engaged in their own process of learning and growth to align with LGBTQ+ experiences.

The four-domain framework of family acceptance that emerged from our findings can be valuable for improving clinical engagement with LGBTQ+ youth and their families. Through this framework, clinicians can conceptualize families with more nuance beyond a rigid overgeneralized binary of accepting or rejecting and tailor their interventions accordingly. This research can fill a gap in education to help better guide clinicians across disciplines in their work with families, facilitating acceptance in a manner more responsive to familial diversity and differential developmental needs.

Illinois Home Visitors' Perceptions of Disparities in Access to Services in their Communities

Tuyen Thi Thanh Bui, University of Illinois Urbana-Champaign (ttbui2@illinois.edu), Viviana Deltas, University of Illinois Urbana-Champaign (abuchar@illinois.edu), Abby Snow, University of Illinois Urbana-Champaign (arsnow2@illinois.edu), and Beth Shelton, University of Illinois Urbana-Champaign (stuurkr-es35@ad.uillinois.edu)

Home visiting programs were built to help at-risk pregnant women and babies through positive maternal pregnancy and healthy child development. This study is based on the 2023 Illinois Home Visiting Workforce online survey that included both quantitative and qualitative data. In Illinois, the Home Visiting Workforce survey is conducted annually to obtain feedback from the Home Visiting Workforce, better understand their needs and recommend strategies to address needs and challenges.

This study explores disparities in home visiting outcomes from the staff's perspectives. The disparities section included two open-ended questions and two multiple-choice questions. SPSS was used to analyze quantitative data and Nvivo for qualitative data.

Results from data analysis were integrated to answer research questions about

disparities in home visiting outcomes. The survey was responded to by 153 out of 254 participants, a 60% responding rate. Although most of the survey participants agreed that disparities existed in home visiting outcomes, the level of confidence in addressing disparities varied. Survey participants also identified key disparities in the community they served and expressed their needs for support to address disparities. Findings from the study suggested that strategies to address disparities should include staff at all levels.

Closing the Racial Disparity Gap in Juveniles Transferred to Adult Court

*Ebonie Epinger (eepinger@illinois.edu), Lucy Kovacevic (lucyk2@illinois.edu),
Doug Smith (smithdc@illinois.edu), Madisyn Welsh (madisyn4@illinois.edu), &
Sierra Fitzpatrick-Skinner (sfitz4@illinois.edu)*

One largely unexplored frontier of reducing racial and ethnic disparities within the criminal justice system is juvenile transfers to adult court. We investigated the processes that maintain disproportionate transfers of Black youth to adult court. Legislative reform in 2016 further restricted juvenile transfers to limited circumstances and required data on youth who are transferred to adult court. Data since 2016 have highlighted the persistent racial and ethnic disparities in juvenile transfers. To gain insight, we conducted a series of qualitative interviews with Public Defenders and State's Attorneys, discussing their perspectives on transferring youth to adult court, the reasons behind these racial disparities, and potential solutions to address these disparities. This presentation will showcase trend data from recent years on juvenile transfers and highlight findings from these interviews, aiming to identify potential areas for intervention to reduce racial disparities in juvenile transfers to adult court.

“Survival Does Not Equal Success:” Educational Attitudes, Attainment, and Aspirations in a Residential Facility Serving Adolescent Female Trafficking Survivors

*Sunny Wells, University of Southern Mississippi (sunny.wells@usm.edu), Gretchen
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Simmons (Msimmons@metanoia-inc.org)*

This qualitative case study delves into the educational experiences, attainment, and aspirations of adolescent female sexual trafficking survivors residing in a residential facility. With limited existing research on education, the study emphasizes education's crucial role in both risk and success for these survivors. Twelve current residents, aged 12-17, were assessed through intake surveys, educational achievement data, and interviews. Despite past educational challenges, the resi-

dents, now engaged in online learning with a certified teacher, are making strides toward educational achievements. Two have passed high school equivalency exams and are enrolled in community college. While many aim for high school equivalency, monetary success remains a main goal.

The results of this study challenge conventional success metrics for residential facilities, highlighting the residents' ambitious dreams. The article concludes by urging social workers, educators, and researchers to prioritize education's transformative power in supporting adolescent trafficking survivors and enhancing residential programs.

Considering (Dis)Engagement Within Teen Parents in a Post-Pandemic Context

Cray Mulder, Grand Valley State University (muldecr@mvsu.edu)

The number of three generational households with a parenting teen will most likely continue to rise as many parenting teens do not cohabitate with their partners, have difficulty accessing financial assistance, experience economic strains related to COVID-19, the affordable housing crisis, inflation, and societal rates of three generational households are increasing generally. While educational and social work services often pivoted to virtual delivery or were paused during the peak of the pandemic, services remain impacted. This qualitative study sought to better understand the family environments, roles, and supports utilized by members of three generational households from the perspectives of teen mothers and their mothers, but the investigators had great difficulty recruiting for this research. This paper will consider disenfranchisement, shifts in connecting with young adults, disinterest and/or distrust in the research process, consequences of virtual or canceled social and educational services, and how to promote equity.

**Illini Union, 103
Seminar**

The Critical Role of Qualitative Inquiry for Social Work in Today's Neoliberal University Environment

Karen M. Staller, University of Michigan, kstaller@umich.edu

Drawing on three distinct bodies of work, epistemological unconsciousness in the academy, surveillance capitalism of faculty in the academy, and epistemic injustice and fuzzy epistemologies in a global context, I make a case for the critical role of qualitative inquiry in today's neoliberal university environment. Objectivist epistemological assumptions are deeply embedded—often unconsciously and uncritically—in the university. Furthermore, using objectivist methodologies, for-profit companies are producing analytic data—in an example of surveillance capitalism—to university administrators by drawing data

from faculty interactions with required “workflow” systems. Finally, the Western canon of knowledge is deeply connected to Aristotelian binary logics which undergird objectivist science and have justified global colonization, silencing fuzzy epistemologies in the process. In this session, drawing these three threads together, I will grapple with the question of what qualitative social work researchers need to know to survive in today’s academic environment. I will argue that if social work is to stay true to its values, it must recognize the essential role qualitative inquiry must be playing in knowledge development.

LUNCH
12:25 to 12:55 pm

1:00-2:20

Concurrent Sessions

Illini Union, Illini Room A
Workshop

**Speed Consultations on Proposed
and Current Research Projects**

Jane Gilgun, University of Minnesota, Twin Cities, USA (jgilgun@gmail.com)

This session is a take-off on speed dating, but instead of seeking a soulmate, participants seek consultation on proposed and current research projects. Topics include but are not limited to writing proposals, working with IRBs, values and research, design, recruitment, starting research with prior ideas, and writing up qualitative research. Seasoned researchers will be stationed in talking circles in a large room, and those seeking consultation will spend about 15 minutes with each researcher and then move on to another researcher and topic. The last part of the session will be sharing of experiences.

- Festus Moasun, University of Windsor: Enhancing social work student’s reflexivity and navigating PhD studies and an assistant professorship as a person with immigrant status
- Deborah Nelson-Gardell, University of Alabama: Advising PhD student dissertation research
- Jane Gilgun, University of Minnesota: The pragmatist legacy in social work qualitative research and theory-guided qualitative research (DQA)
- Tracie Rogers, University of West Indies: Arts-based research and participatory action research

Each of the presenters are qualified to talk with you about any other issue as well.

Illini Union, Illini Room C

Thursday

OFFICIAL PROGRAM

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Workshop

Getting Successfully Published

C. Deborah Laughton, Guilford Press, CDeborah.Laughton@guilford.org
Karen Staller, University of Michigan, kstaller@umich.edu

Illini Union, 103

Variations in Phenomenological Approaches I

Chair: Kori R. Bloomquist, Winthrop University

Excavation of Self: Integrating Relational Principles in Phenomenological Methods

Mariah Moran, Auburn University at Montgomery (mmoran2@aum.edu)

The presentation will discuss the integration of relational principles with phenomenological qualitative methods. This methodological innovation draws from multiple social work scholars and relational cultural theory to focus on building connection, managing strategies of disconnection, honoring development, and fostering mattering within the researcher-participant relationship. This integrated approach was developed for a study situated within recent changing geographic mobility patterns that challenged the predominant explanations of (im)mobility. These methods encouraged the participants to excavate their own experiences and respond to multiple dynamics they valued and negotiated in their various mobility decisions.

Complex factors, individual nuances, and deeply personal and meaningful data emerged. The theoretical expansion resulting from this study enhances future mobility research, but perhaps most importantly, it demonstrates that when individuals are given the opportunity to fully express themselves and researchers allow their work to be shaped by their participants, novel contributions can be revealed, and participants' experiences validated.

Moral Injury Among the Correctional Healthcare

Workforce: An Interpretative Phenomenological Analysis of Qualitative Findings

Stephanie Gangemi, University of Colorado Colorado Springs (sgangemi@uccs.edu),
Shannon Johnson, University of Colorado Colorado Springs (sjohns36@uccs.edu),
and Camille Dysart, University of Colorado Colorado Springs (cdysart@uccs.edu)

Moral injury, the "soul wound" that occurs from a betrayal of one's morals in high-stakes situations, is explored through a national, mixed-methods study involving correctional healthcare professionals from diverse practice and insti-

tutional backgrounds. This is the first known study on moral injury among the correctional healthcare work force. This presentation focuses on the six-step process of interpretative phenomenological analysis, the methodology we selected for the qualitative arm of this study due both to its utility in examining psychological constructs and its value in addressing painful and traumatic content.

During qualitative interviews, a semi-structured interview guide was used with participants (N=24) who include correctional mental health professionals, nurses, dietitians, dental assistants, and more. Qualitative findings indicate that all participants found that moral injury held deep relevance to their experiences in correctional healthcare.

There were five notable thematic findings, 1- experiences of moral injury are potent, and moral injury is a new way conceptualize experiences working in corrections, 2 – dynamics between custody and healthcare staff have significant effects on moral injury, 3 - institutional betrayal trauma is a common and central aspect of moral injury in correctional healthcare, 4 – morally injurious experiences among staff have damaging impacts on the treatment of incarcerated clientele, and 5 – despite moral injury, many working in correctional environments remain motivated by intrinsic care and compassion for incarcerated people.

Reaching beyond the conventional notions of burnout, compassion fatigue, and vicarious trauma, this research offers new insights into the experiences of the correctional healthcare workforce, while offering recommendations for mitigating moral injury and enhancing humanizing treatment in these challenging environments.

A Multiple Perspective Longitudinal Qualitative Study: Entering the Profession in Disrupted Times

Bethany Womack, University of Tennessee Chattanooga (bethany-womack@utc.edu), Junrong Shi, University of Tennessee at Chattanooga (Junrong-Shi@utc.edu), and Jodi Whitted, University of Cincinnati (whittejs@ucmail.uc.edu)

The COVID 19 pandemic brought rapid changes across settings. As in person activities were suspended, Spring 2020 social work graduates experienced major disruption in their last semester of school and field placements. Field placement agencies also experienced disruption in their ability to supervise students, provide in-person services, and hire new staff. We began a multiple perspective, longitudinal qualitative study, interviewing Spring 2020 social work graduates and field placement staff over two years to understand how rising social workers experienced their entry into the profession. Initial reaction and adjustment led to feelings of concern and hope. In later months of the pandemic, desire for stability amidst ongoing changes in practice was a primary theme. In the last waves of the study, acknowledgement of both loss and opportunity for the profession

emerged. We will discuss implications for educators in understanding disruption and professional identity for rising and experienced social workers.

Exploring Pathways to Permanency for Waiting Children: Parents' Experiences of Disruption and Adoption

Kori R. Bloomquist, Winthrop University (bloomquistk@winthrop.edu)

Adoption is the permanency plan for more than one-quarter of children in the US child welfare system. More than 113,500 children live in out-of-home care and are awaiting adoption. Pre-adoptive placement disruption, or the disruption of a placement prior to a finalized adoption, is one reason children continue to wait. Numbers of children in foster care and children awaiting adoption have decreased in recent years, but decreases are not due to increased adoptions.

Existing adoption disruption literature, overwhelmingly quantitative in nature, identifies child, family, and system factors associated with the likelihood of disruption. Studies largely answer questions related to “who” and “what,” but fail to acknowledge “how” and “why.”

This presentation helps to fill gaps by purposefully attending to preadoptive foster parents' experiences of placement disruption and adoptive parents' experiences of finalized adoptions from foster care. This study compares experiences of disruption and adoption from the lived perspectives of pre-adoptive and adoptive parents.

This study uses phenomenological and case study methodologies. Eleven in-depth, semi-structured interviews were completed with participants who experienced pre-adoptive placement disruption. Thirteen in-depth, semi-structured interviews were then completed with participants who adopted from foster care. Interviews were completed in one Southeastern state and explored pathways to becoming pre-adoptive parents, placement experiences, factors that contributed to placement and permanency outcomes, and post-placement/adoption experiences.

Data were recorded and transcribed. Disruption and adoption data were analyzed using interpretive phenomenological analysis and post-intentional and pedagogical approaches to phenomenology. The collective data set, including all twenty-four interviews, was then analyzed using case study analysis. Collective and cross-case analysis were used to identify similarities and differences between disruption and adoption cases.

Phenomenological analysis reveals the essential elements of pre-adoptive placement disruption include significant, compound loss, a broken social contract, isolating lived-through placement experiences, and disruption attributions. Essential elements of adopting from foster care include resolute commitment, Good Samaritan principles, and moral worth and intrinsic value. Case study

analysis demonstrates disruption and adoption case differences related to participant recruitment, expressions of commitment, and outcome attribution. Case similarities include roles of informal

2:30-3:50

Concurrent Sessions

Illini Union, Illini Room A
Disability and Stress in Diverse Populations
Chair: *Festus Moasun, University of Windsor*

A Qualitative Study to Describe The Veterinary Lived Experience and Its Implications for Social Work Practice

Lai Kwan (Denise) Kan, The University of Alabama (kan001@crimson.ua.edu)

Both social work and veterinary professionals have mutually shared and acknowledged the value of human-animal bond (HAB). Strong partnerships between social work and veterinary professionals have demonstrated the intersectionality and transferability of social work knowledge and skill sets. These social work professional qualities and attributes have proven in narrowing the existing service gaps in the veterinary industry found in the United States and internationally.

Thematic findings based on secondary data analysis confined the similarities between literature, parent study, and this study regarding the correlation among significant HAB, the practice challenges facing veterinary providers, and the merit of cross-disciplinary collaboration. Data analysis further revealed veterinary providers' desire for social work alliance and how social work transferable expertise would complement veterinary occupational shortcomings.

Data interpretation further suggested HAB incorporation in social work education, practice, and future research development would magnify mutual provision, strengthen advocacy and solidify Veterinary Social Work professional development.

Farmer Stress, Co-op Members, Problematic Solidarity, and Recommendations from Dairy

Thomas W. Gray, Program on Co-operatives, RD-USDA (tomgrayrsoc@aol.com)

This presentation is an analysis of the written comments of a farmer-member survey of a large agricultural cooperative on the west coast of the U.S. Approximately 1000 written comments were analyzed. A social work "life model" and a content analysis are used to organize comments. Nearly all comments expressed levels of frustration and/or discontent. Frustration and

problematic solidarity within the organization are understood as resulting from: 1) maladaptive transactions—i.e. breakdowns in communications, changing and inconsistent expectations, 2) perceived exploitive relationships—as well as 3) environmental unresponsiveness to meet specific member needs within the organization and the larger environment. Recommendations are drawn from the analysis.

How do Vietnamese Parents Deal with their Child's Diagnosis of Disability? An Ethnographic Study

Tuyen Thi Thanh Bui, University of Illinois Urbana-Champaign (ttbui2@illinois.edu) and Thanh Kim Nguyen, Open University Hochiminh City (nguyen-kimthanh2211@gmail.com)

The diagnosis of disability significantly affects families, particularly parents. In the Vietnamese cultural and social context, disability is often viewed as an individual issue or family challenge that parents must encounter and address.

Consequently, access to appropriate professional services is closely tied to parents' socioeconomic status and social networks. In addition, it is uncertain about parents' ability to cope with the disability diagnosis. This study aimed to understand how Vietnamese parents deal with and/or overcome the crisis after their child was diagnosed with a disability in order to suggest support needed for them. Using an ethnographic approach, we observed and interviewed families of children with disabilities that we worked with in more than ten years. Findings indicated that the impact of the diagnosis varied based on the type and severity of the disability. In many cases, parents could not overcome the crisis with diagnose, became depressed, and had suicidal ideas. Thus, this study advocated for crisis intervention and counseling services to support parents during this challenging period.

Disability, Personhood, and Citizenship: Re-presenting Gendered Experiences of Adults with Disabilities from a Rural Cultural Context

Festus Moasun, University of Windsor (fmoasun@uwindsor.ca) and Joana Okine, University of Alabama (jokine@crimson.ua.edu)

Culture plays a critical role in how people experience impairments and the resulting disabilities. In many African cultures, patriarchy thrives, and gender significantly influences people's experiences of agency. In such societies, the male gender assumes superordinate power which tends to be used to repress the female into subordination. This dynamic tends to be transposed in an intersectional manner to men and women's experiences of disability. Our research which was conducted using interpretive phenomenology, explored adults with disabilities' experiences of personhood and citizenship in a rural Ghanaian context. In this presentation we discuss the gendered experiences of disability by men and women. We note that while men and women with disabilities experience poor

personhood and citizenship relative to the general population, the intersection of gender and disability within the culture under discussion exposes women with disabilities to deeper levels discrimination and marginalization, and thus, far worse experiences of personhood and citizenship.

Illini Union, Illini Room C
Variations in Phenomenological Approaches II
Chair: *Shannon Johnson, University of Colorado*

The Impact of being a Master of Social Work Student on my Teaching: An Autoethnographic Perspective

Giovanna Follo, Wright State University, Lake Campus (giovanna.follo@wright.edu)

Taking on two concurrent roles at the opposite ends of the student-teacher dynamic has been enlightening, aggravating, and tiring. This experience began in Fall 2021 when I decided to become a student again and get my master's in social work at the Main (Dayton) Campus at Wright State University. This reflexive narrative discusses several experiences. First, the power dynamic within the classroom between myself, my classmates and colleagues/instructors will be examined. I understood I had privilege as an associate professor and was careful with boundaries. Second, I was able to understand the student's perspective once again. Being out of school for such a long time, I believe we fail to understand the whole student. Third, being a student helped me realize how I could better prepare for courses such as posting the syllabus at least a week early and using rubrics for everything. Finally, navigating between being a student and an associate professor was a tightrope. I knew what it was like to persevere through a graduate program and tried to ease stress. However, as a sociologist, discussing social work theory and ethics sometimes proved dramatic. Therefore, as I approach the completion of my degree in April 2024, I suggest we all experience being a student again.

The Impact of the NeuroAffective Relational Model (NARM) on Client Agency

Jennifer Alissa Vasquez, Texas State University, School of Social Work (jvasquez@txstate.edu)

The neuroaffective relational model (NARM) is a therapeutic model designed to treat complex post-traumatic stress disorder (C-PTSD) integrating top-down (cognitive) and bottom-up (somatic) methods. Reinforcing client agency is one of the four pillars of the NARM model. Feeling a lack of agency is one of the lasting effects of clients who have experienced developmental trauma. This interpretive phenomenological analysis investigated how NARM impacts client agency from the perspective of NARM Therapists. Fourteen NARM Therapists participated in a focus group to describe their work as a NARM trained trauma

therapist treating clients who have experienced C-PTSD. The study revealed four themes that represent the phenomenon of client agency in the NARM model from the perspective of NARM therapists.

Understanding Endings Among Library Social Work Programs in the US

Margaret Paauw, Eastern Michigan University (mpaauw@lum.edu) and Leah Topek-Walker, Stony Brook University (leah.topek-walker@stonybrook.edu)

Though library social work is a relatively new form of social work practice, within the past several years, partnerships between libraries and social workers have increased exponentially. Libraries across the country are requesting assistance from social workers to address a variety of patron and community needs; however, based on previous research, just as quickly as these programs are starting up, they are also ending. The purpose of this study is to investigate why library social work partnerships are ending, what is affecting the sustainability of these programs, and how the termination of this program impacts the community.

This study utilizes a transcendental phenomenological qualitative methodology to investigate endings among library social work partnerships, guided by the meta theory of pragmatism. Through purposive expert sampling, 10 former library social work practitioners will be interviewed about their experiences regarding the end of their library social work program. In addition, one of the researchers will also be interviewed to provide an insider perspective as a practitioner-researcher. Data collection practices will include question bracketing and engaging in the epoche process during the semi-guided interviews.

Data analysis will use a modified van Kamm analysis incorporating processes of horizontalization, composite structural and textural descriptions, and investigating latent meanings. Results will inform sustainable programming practices in library social work with the goal of continuing available community support.

Reconceptualizing Moral Injury in Law Enforcement: A Cognitive Interview Analysis

*Shannon Johnson, University of Colorado, Colorado Springs (sjohns36@uccs.edu),
Stephanie Gangemi, University of Colorado Colorado Springs (sgangemi@uccs.edu),
& Mary Karen (“Wren”) Lichlyter-Klein (wlichlyt@uccs.edu)*

Moral injury (MI) is defined as the enduring consequences of committing, failing to prevent, witnessing, or learning about actions that violate one’s deeply held moral beliefs and expectations.¹ While extensively studied in war veterans, there is limited research on MI among other first responder professionals. This study aims to tailor the conceptualization of MI specifically to law enforcement and assess the applicability of the widely used Moral Injury Events Scale (MIES)

in law enforcement contexts. Given that law enforcement officers routinely face traumatic and morally injurious events, addressing their impact on officer well-being is crucial, particularly amidst growing concerns for first responder welfare.

The study is grounded in the meaning-making model, which posits that a misalignment between an individual's foundational beliefs and subsequent experiences can lead to crises of meaning, particularly in the face of acute trauma. Morally injurious events disrupt one's core belief system, initiating a challenging process of reconciling one's experiences with their original worldview. As law enforcement work often exposes officers to both MI and its negative effects on mental, behavioral, and spiritual health and social well-being, understanding the implications of failed meaning-making becomes imperative.

Cognitive interviewing was employed to examine whether the construct of MI, as measured by the MIES, aligns with the experiences of individual law enforcement officers. This method, rooted in cognitive psychology, assesses the content and construct validity of measurement tools and is commonly used to assess respondents' understanding and processing of survey questions, with attention to comprehension of individual items, retrieval of relevant information, and the interviewee's processes of answer selection and response. U.S. law enforcement operates as a paramilitary organization and, as such, does share commonalities with military context. However, military service and police work are not perfect corollaries, as there are differences in levels of violence, deployment/tours, directives, organizational contexts, and more. Thus, cognitive interviewing is essential to evaluate the relevance of MI and existing measures like the MIES, originally designed for the military context.

Participants (N=6) were selected from a larger survey sample following their participation in the first part of a larger mixed methods study of MI in law enforcement. The interview sample was a racially and gender-diverse selection of active and retired officers across the profession.

Preliminary findings highlight the need to adapt understandings of moral injury to law enforcement, emphasizing organizational culture and acknowledging the complexities of interpersonal relationships within the profession. Participants' reflections suggest that, while the MIES is largely appropriate, it may not comprehensively capture the diverse range of morally injurious events and associated reactions encountered by law enforcement officers. Indeed, participants articulated that while traumatic and morally injurious events in the community are an anticipated aspect of the job, dealing with violations of code and abuses of power pose greater challenges. Interviewees placed significant emphasis on organizational contexts, highlighting individual actors within the power structure whose behaviors deviated from established norms and expectations. Reconciling these behaviors and subsequent feelings of betrayal posed significant and long-lasting challenges for officers in this sample. Also significant in interviewee's stories of moral injury was questioning one's own decisions in specific incidents that

involved trauma or loss of life for others.

Preliminary findings emphasize that, while community events and officers' actions contribute to moral injury, a sizable portion stems from organizational culture and the actions of specific individuals, especially those in positions of power. This nuanced understanding of moral injury in law enforcement will benefit law enforcement professionals themselves, as well as collaborating field that prioritize the advancement of officer well-being and the fostering of positive relationships between law enforcement and the communities it seeks to serve.

4:00-5:20

Plenary Session

**Illini Union, Illini Room A
Town Hall Meeting
Reflections on Social Work Day and What's Next**

Co-Chairs: *Jane F. Gilgun, University of Minnesota, Twin Cities, USA*
Tracie A. Rogers, University of West Indies, Mona, Jamaica

This is a time to reflect on our time together and to plan for next year's Social Work Day. We'll discuss your experiences with Social Work Day. What new insights did you gain? Did your experience clarify issues? Provide new understandings and directions? Did you meet new people?

What would you like more of in Social Work Day? Less of? Thoughts for next year's Social Work Day? Other issues include, how can we build community and support each other's work? Some people are thinking of holding global zoom meetings on topics of people's choices. We could possibly have special interest groups, such as on indigenous, anti-colonial research, on arts-based research, and on mixed/multiple methods.

What are your thoughts about working toward a global coalition of qualitative social work researchers? Do we already have one? Are there advantages of working toward a formalized coalition? Are there disadvantages?

4:30 to 6:00

200 Illini Union

6:30-8:30

Midwest Barbeque

80

OFFICIAL PROGRAM

Thursday

Alice Campbell Alumni Center, 601 S Lincoln Ave, Urbana.
All are welcome!

Brief Articles About Qualitative Research

These articles represent a range of philosophies of science that researchers use in qualitative research. Our goal is to promote the common good and center on human experience for the purpose of transforming unjust practices into egalitarian practices. The organizers of Social Work Day invited presenters to submit brief articles.

Strauss represents research based on pragmatism. Denzin is also a pragmatist, as well as a post-modernist, a researcher who continually looked for more effective ways to promote justice, care, and autonomy, values fundamental to democracy and qualitative research. Gilgun's work here is practical—encouraging qualitative research to use research from the outset of their practice and to purposefully seek to refute their initial and emerging ideas to come up with findings that are inclusive and egalitarian, that implement democratic values. Johnson is a relatively new researcher, and her essay reflects a blend of post-positivism with constructivist perspectives.

A Personal History of Grounded Theory by Anselm Strauss

Coffee with Anselm by Norman K. Denzin

The Intellectual Roots of Grounded Theory by Jane Gilgun

Deductive Qualitative Analysis & Family Theory Building by Jane Gilgun

A Commentary on Qualitative Research in Social Work by Shannon Johnson

A PERSONAL HISTORY OF GROUNDED THEORY

Anselm Strauss

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In this 1992 article, Anselm Strauss's discusses personal meanings of grounded theory. As I read it, I imagine sitting across a table from him as he speaks in his gentle, engaging voice. I spent a few days with Anselm. His presence was unforgettable. I invited Anselm to write this article, which is from Qualitative Family Research, 5(2). Qualitative Family Research was a newsletter of the Qualitative Family Research Network, National Council on Family Relations, Minneapolis, Minnesota, USA. It ceased publication by the end of the 1990s. I was the editor from 1990-1995 and then periodically afterward.

AT THE UNIVERSITY OF CHICAGO where I was a graduate student (1939-1944), there was a well-entrenched tradition of doing what is now called qualitative research. It wasn't called by this name then, and there was no self-consciousness about quantitative versus qualitative studies. Chicago theses and monographs might use both, or one of the other methods. They also used a variety of data sources, interviews, field observations, archival materials, library materials, diaries, governmental reports and statistics.

This department also had close relations with anthropology, and I took a minor in social anthropology. The data for my doctoral thesis were part questionnaire and part in-depth interview. My major post-doctoral research was a study of children's conceptions of money, a Piaget-like developmental study, again using statistics and interviews.

Effective Sociological Theory

During the 1960s, when Barney Glaser and I were doing our research on dying in hospitals, quantitative research was dominant in sociology and qualitative was much eclipsed in the major training university

departments. Perhaps the accident of my own career protected me against abandoning field observation and interviewing. I believed in it, for one thing; and enjoyed doing it. But just as important, perhaps, is that from the beginning I was concerned with developing effective sociological theory. Field observation and interviews were proving appropriate to that aim. Also, I had the opportunity at UCSF to found a doctoral program (1968) and one of its emphases was on training students in qualitative research, and we were being successful at this.

Another important strand in this narrative is that during the psychiatric ideology study, we had begun to do elaborate comparisons in the organizations being studied. This led me to the next study (of dying) to continue with these methodological procedures, and together with Glaser to develop what now is known as grounded theory (Glaser & Strauss, 1967). So it all hangs together for me: theory, grounded theory style and the procedures I've used since its inception, plus the use of materials that are "qualitative." These have induced studies that just use interviews, studies that are based on field observations (most), and studies that basically used library data (autobiographies, journals, newspapers, novels).

A General Way of Thinking

A parenthetical paragraph about grounded theory: This is a general way of thinking about analysis, and we say so in the discovery book, which in its logic is not confined to qualitative research. (In *The Discovery of Grounded Theory*, there is a chapter written by Glaser showing how it could be used with quantitative data.) However, it seems not at all to have been used by quantitative researchers, whereas rather obviously now it has influenced many qualitative researchers.

Stick with Resolve

I don't think my particular career, running as it does through a different set of years and impinging conditions, has any message for anyone today. If there is one, I would put the emphasis on having a sense of what fits your own style and temperament, what too you want to get from research—and sticking with resolve to that, and quite as important attempting to managing conditions that maximize your own creativity and warding off or minimizing those that will lessen or destroy it. If qualitative research lines up with those directives, then you do it and keep on

doing it.

The climate supporting qualitative research has vastly improved, for over the past two decades increasing numbers of persons have turned to it—besides the usual anthropologists and a proportion of sociologists—in education and nursing especially. Social work has yet to work through its reliance on purely quantitative methods, but like nursing it will pass through that phase into one of increasing tolerance and then acceptance of pluralism. The recent book on social gerontology and qualitative methods edited by a sociologist and a social worker (Reinharz & Rowles, 1988) had papers by several researchers in several disciplines and hardly a trace of defensiveness about their qualitative research.

The other trend that will support your kind of interest and work is the general international skepticism and frank attack on “positivism” and taking on uncritically natural science as the model for studying humans. I am skeptical myself about much post-modernism, but it is having an impact on social research and probably some if it will be lasting, at least in some fields—perhaps not in social work, though, which, like sociology, has pressing social problems to address.

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COFFEE WITH ANSELM

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On October 10, 1969, Anselm Strauss called me. It was mid-morning. At the time, I was living in El Cerrito, California, a little town across the bay from 19 Moore Place, San Francisco, where Anselm lived. He introduced himself and wanted to know if I would like to come over for coffee the next day. He said he would like to meet me, as Howie (Becker) had told him all about me. He said he'd heard a lot about my new book, *The Research Act*. He wanted me to talk about what I was doing. I said sure. I'd be over the next day.

When he called, I had been typing up some fieldnotes. I was doing a study of preschools and daycare centers in Berkeley and had spent the previous morning at the University's lab school. The kids had been introduced to people who were starting a new show to be called "Sesame Street." Big Bird had gone out into the courtyard and talked to the girls and boys. The kids were scared of Big Bird.

Good Timing

In fact, Anselm's call had come at a good time. I had finished *The Research Act*, and it would be published in December. I even had a section on grounded theory in the book. Alex Morin, the publisher of Aldine, had given me the page proofs of the new Glaser and Strauss book, *The Discovery of Grounded theory* (Aldine, 1967).

So, I was in between projects, although I was doing the children's day care study and had been pretty systematically recording the language, speech, and interaction of my two daughters who were one and two at the time.

Coffee with Anselm

The next day, I drove across the bay and had coffee with Anselm. I was anxious. This was pretty big stuff. He was one of my heroes. Fran was just leaving as I arrived, and she graciously welcomed me into their home. Ans was gentle and soft-spoken. He put me at ease, thanked me for coming over, and asking how the drive was.

We talked about everything under the sun including Harold Garfinkel and ethnomethodology. Anselm didn't understand what it was all about. "Do you?" I said, "No, I don't." He asked me about *The Research Act* and wondered what I was working on now.

"So how are you doing it?"

I said I was doing this study of little kids and their speech and language patterns. I said no interactionist had really done this since Charles Horton Cooley. He agreed. "So how are you doing it?"

"Pretty straightforward," I said. "Fieldnotes. I look at the use of pronouns, verbs, emotion stuff, first names, nicknames, patterns of interaction with other kids, adults, and parents. I follow them around and write down what they say and do. Nothing fancy. In the schools, I look at the boy-girl stuff.

In one school, the boys have a club, and the girls can't come in. Things like that. But what's important is this stuff seems pretty sophisticated and theorists like Kohlberg and Piaget would argue these things should not be going on at this age."

"Do you see a theory emerging?"

After all of this, I sat back and waited for Anselm to say something. I was still pretty nervous. So he started in. "You know, in the

grounded theory book we talk about the constant comparative method, comparing research sites, looking at emerging concepts, indicators of concepts, links back to theory. Do you see a theory emerging from what you are doing? Are you working in more than one site? How are you doing your fieldnotes?”

I fumbled around, lighted a cigarette, crossed and uncrossed my legs, looked out at their deck. “Uh, hum, not really any of that. Just taking notes and seeing what emerges.”

“Why don’t you try what Barney and I talk about?” he asked. “We feel like it works well for us and our students.”

What could I say? “Sure. I’ll give it a try.”

We chatted a bit more, and then I said, “I’ve got to get back before the traffic gets too bad.” I thanked him again and left.

The next day, I took out my fieldnote books and started making categories: first, second, third person pronouns, time of day, adults’ presence or absence, gender, situation, and so on. I called around and got into a coop daycare center. I stated comparing speech patterns in the two sites. Then I got hooked on the separation crisis phenomenon—kids not wanting to be left alone for the first time, and I lost track of pronouns.

More Grounded Theory Than Fieldnotes

I would go out in the field in the morning and then type up notes in the afternoon. Pretty soon I had more grounded theory notes than I had fieldnotes. I started to worry. I called Anslem. “What’s going on?” I asked. “Be patient,” he replied.

So, I was, and it kept going on like this. Pretty soon it stopped feeling right, this grounded theory work. I felt as if my theory was no lon-

ger connected to the kids. I was a failure at grounded theory.

Shortly after that I became a critic of grounded theory. Later I developed my own version of what Anselm does. I called it interpretive interactionism.

But there is an irony. Anselm's grounded theory approach is the most influential paradigm for qualitative research in the social sciences today. It appeals to many. It provides a set of steps and procedures any researcher can follow in the construction of a theory fit to a particular problem.

The Postpositivist Goals of Grounded Theory

Its goals clearly resonate with the postpositivist program in the human disciplines, especially the emphasis on the importance of induction and deduction, generalizability, comparisons between cases, and the systematic relating of concepts grounded in data. At the same time, Anselm's theory of action celebrates pragmatism's unique contributions to American social psychology, a linguistically based theory of mind, self, and action.

Different Directions, Friends Until the End

We went in different directions but remained friends until the end. I turned away from theory, and he never stopped. He could see things I could not see: matrices of structure and action, trajectories, interconnections in social worlds, but he never criticized me for what I could not see. Instead, he created the spaces for my work. I always return to him, often through Leigh Star, or Ginnie Olesen, or Adele Clarke, or Kathy Charmaz, asking always how would Anselm look at my situated, local readings of ordinary people and their lives.

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About This Article

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THE INTELLECTUAL ROOTS OF GROUNDED THEORY

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When Norman Denzin (2010) changes his mind about grounded theory (GT), you know something important has happened. More than 40 years ago, Denzin (1997) tried GT at the urging of Anselm Strauss. “Pretty soon, I had more GT than fieldnotes,” he said. He found that his efforts distanced him from the children in daycare who were the focus of his participant observations.

Denzin (2010) said, “I had failed at grounded theory.” Soon after he “became a critic of grounded theory” (p. 1). His failure did not affect his relationships with Strauss. For instance, he worked with Strauss and Alfred Lindesmith on several editions of *Social Psychology* (1999).

In 2010, Denzin came out as an enthusiastic promoter of a particular form of GT: collaborative, constructivist, and critical. Forty years earlier, during his first attempts to use GT, Denzin appears to have been caught up in the “trees” of GT; in other words, the technicalities of GT swamped him. He followed instructions that Strauss delivered in person about the constant comparative method, comparisons across field sites, and the search for emerging concepts, indicators of concepts, and links to theory (Denzin, 1997).

By 2010, Denzin saw that GT does not have to be about technicalities, but researchers can use it as an adaptable and open-ended approach to developing understandings of human situations. When researchers view GT this way, the goal is to listen, hear, and understand what others are saying and doing, in their own terms as much as possible. Its open-endedness permits researchers to adapt it to their own particular methodologies and conscious and unconscious biases. In short, there are many ways to do GT. Recently, Denzin adapted GT to serve his commitment to social justice issues in research that includes researcher collaborations with participants, the importance of local knowledge, and, once the research is completed, advocacy for social change.

The Roots of GT

This view of GT is consistent with its roots in the Chicago School of Sociology, where professors such as W.I. Thomas, Florian Znaniecki, & Robert Park urged their students to immerse themselves in the lives and situations of the persons whom they wished to study in order to develop

deep understandings (*verstehen*) that resulted in descriptions of *erlebnis* or lived experience. Many Chicago professors studied philosophers such as Kant, Dilthey, and Simmel when they were students at German universities (Bulmer, 1984; Gilgun, 1999, 2013). These perspectives were embedded in their views about how to do research.

Robert Park's famous words summarize this aspect of the Chicago School methodology. Park talked to his students about the necessity of "getting your hands dirty in research." He didn't stop here, however. He also said

But one more thing is needful: first hand observation. Go and sit in the lounges of the luxury hotels and on the doorsteps of the flophouses; sit on the Gold Coast settees and on the slum shakedown; sit in the Orchestra Hall and in the Star and Garter Burlesk. In short, gentlemen [*sic*], go get the seat of your pants dirty" (McKinney, 1966, p. 71).

As a clear statement of immersion and the importance of multiple perspectives, this quote has few equals.

Theory development was also part of the Chicago School, although different professors had different perspectives on its centrality in research processes. Thomas and Znaniecki (1918-1920/1927), prominent in the Chicago School, believed that the purpose of science was to reach "generally applicable conclusions." This could be done through studying "each datum" "in its concrete particularity." Such strategies, from their view, is the basis of science. They emphasized induction, or the drawing general statements from careful analysis of particular situations (Gilgun, 1999). They said

The original subject matter of every science is constituted by particular data existing in a certain place, at a certain time, in certain special conditions, and it is the very task of science to reach, by a proper analysis of these data, generally applicable conclusions. And the degree of reliability of these general conclusions is directly dependent on the carefulness with which each datum has been studied in its concrete particularity (p. 1191).

This is no less true for the study of the individual who must be understood "in connection with his [*sic*] particular social milieu before we try to find in him [*sic*] features of a general human interest" (Thomas

& Znaniecki, 1927, Vol. 2. p. 1911). Although, as the above excerpt suggests, they valued scientific generalization, they stated that they do not consider their work as giving “any definitive and universally valid sociological truths” (pp, 340-341). Rather, their work is suggestive and prepares the ground for further research.

These are early statements about the importance of theory development through building upon concrete particularities, which today we call case studies. These statements also show connections to the ideas of Strauss and colleagues (Corbin & Strauss, 2008; Glaser, 1978, 1992; Glaser & Strauss, 1967; Strauss, 1987; Strauss & Corbin, 1998) who advise researchers to connect concepts to particularities in their efforts to construct grounded theories.

Although there were variations among researchers, Chicago faculty also had a commitment to social reform (Bulmer, 1984; Deegan, 1990; Gilgun, 1999). John Dewey, for example, set up a series of laboratory elementary schools, where he could try out the ideas being developed in the philosophy department as well as develop new ideas based on his interactions with observations of teachers, students, and other personnel involved in the schools (Bulmer, 1984).

Jane Addams linked poverty and exploitation of workers with oppressive social and economic conditions, and she was a key figure in such reform movements as standards for occupational safety, the establishment of unions and the support of strikes, and various federal legislation on child labor and family social welfare (Bulmer, 1984; Deegan, 1990).

Robert Park and others studied social problems for the purposes of reform but believed that an educated public would bring about social change. They did not directly advocate for change as did Addams and others associated with the Chicago School (Bulmer, 1984).

Denzin’s commitment to social justice and his stance on advocacy, then, is consistent with the roots of GT. His view of GT as constructivist, emancipatory, and action-oriented research has deep intellectual roots.

What’s New?

What’s new about GT is the name and some of its explanations of procedures of qualitative analysis, such as theoretical sampling, theoretical sensitivity, and elaboration analysis. Unfortunately, Glaser, Strauss, and Corbin did not explore or explain the intellectual roots of GT. The brief discussions they had of the Chicago tradition typically were dismissive, such as disparaging negative case analysis while giving a superficial

account of it (cf., Glaser & Strauss, 1967).

What Denzin now calls GT is a good old-fashioned Chicago School of Sociology methodology. Members of the Chicago School did not name this approach to research except to call it fieldwork.

Grounded theory is a suitable name, unless researchers are looking to describe experiences. Then they may call their research interpretive phenomenology, which is a descriptive approach to *verstehen* and *erlebnis*. (See Benner, 2002; Polkinghorne, 1983). Even critical theory has some of its intellectual roots in these philosophies, consistent with Denzin's current perspectives on critical GT.

50 Years of Confusion

If Norman Denzin can experience confusion about what GT is, it is not surprising that legions of other researchers have, too. From the beginning, Anselm Strauss and Barney Glaser (1967), the originators of GT, laid the groundwork for almost 50 years of subsequent confusion, as well, of course, of protecting and promoting a rich intellectual heritage of qualitative research (Gilgun, 1999, 2005).

On the one hand, GT as originally formulated was a set of procedures for generating theory through prolonged immersion in the field. They were responding to concerns that many sociologists had about "grand theories;" that is, theories that were abstract and disconnected from more concrete descriptions of human, social phenomena (Glaser & Strauss, 1967).

This was arm-chair theorizing that Robert Merton (1968), among others, wanted to redress through the concept of "middle-range theories." In fact, Merton's (1968) description of middle range theories sounds like descriptions of GT. This is what Merton said:

theories of the middle range...lie between the minor but necessary working hypotheses that evolve...in day-to-day research and the all-inclusive efforts to develop a unified theory (p. 39).

On the other hand, GT was a set of generic procedures that researchers could use on many different types of qualitative research. Even the subtitles of their main texts show the confusion. The original book, that Strauss and Glaser co-authored, is called *The Discovery of Grounded Theory: Strategies for Qualitative Research*. The most recent iteration, *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (Corbin & Strauss, 2008), continues the tradition of

confusion.

Examples of generic procedures abound. For example, group analysis of data, which they highly recommend, was part of earliest research efforts, including Booth's studies of the London poor (Webb & Webb, 1932). Grounded theory has no claim to this procedure. Even theoretical sensitivity (Glaser, 1978) may not be original because it is similar to Blumer's (1954/1969) notion of sensitizing concepts, which, like theoretical sensitivity, are concerned with researchers' capacities to identify social processes and construct theoretical statements about them.

It has become a cliché that researchers are not really doing GT if they don't come up with a theory (Bryant & Charmaz, 2007). Maybe so, but the originators of GT made claims that their procedures were for doing qualitative research in general. Many of the procedures the originators discussed are useful for generic qualitative research and not necessarily for theory development. Open, axial, and selective coding are generic coding procedures that are not limited to theory-building.

Bryant and Charmaz recognize this confusion. They distinguish between grounded theory as methodology (GTM) and grounded theory (GT) as a product that is theory. They and several authors of chapters in their edited volume attempt to clarify the confusions that have arisen from Strauss' and colleagues' mixing of grounded theory as generic procedures and grounded theory as a product. They discussed such terms as "grounded," "data," "induction," "deduction," "abduction," "theoretical sensitivity," and how to do some of the tasks associated with grounded theory, such as group analysis of data and when and how to include related research and theory.

The Split

As this discussions shows, Strauss, Glaser, and Corbin split off a part of the Chicago School legacy to emphasize theory development. They also made original and enduring contributions to qualitative analysis. Important, too, they kept a significant research tradition alive—this is, the open-ended, flexible approach to understanding of human phenomena.

Other researchers besides Denzin rejected GT and aligned themselves with the interpretive research. One of Strauss's own students, Patricia Benner (1992), is one of them. Benner developed a form of interpretive phenomenology, which she taught to generations of students at the University of California, San Francisco, the same institution where Strauss, Glaser, & Corbin also taught for many years.

Benner's interpretive phenomenology seeks to convey lived experience and what it means to be human, presented in straightforward categories and theoretical statements that are inductively derived. She sees interpretive phenomenology as a scholarly discipline that provides perspectives that can promote understanding of everyday practices and meanings. As a professor of nursing, Benner, like Denzin, is within the Chicago tradition of research to be used to promote the social good.

Discussion

The spirit of GT is open-ended and flexible, a form of research that seeks to understand individuals involved in social interactions of various types within contexts that range from the micro to the macro. Which aspects of contexts researchers chose to address depend upon a variety of factors, but primarily their own biases and perspectives.

Thirty years after his initial failure, Denzin has come back to grounded theory with a deeper understanding of its spirit. He now promotes reformist, interpretive grounded theory. Benner has spent about 30 years doing interpretive phenomenological research, partially in reaction to the distancing she too experienced when she tried to do grounded theory in the mode that Strauss and colleagues promoted (Gilgun, 1999).

Strauss and colleagues seized upon a significant idea and promoted it through many iterations. Their efforts, however, were imperfect. Researchers have spent and will continue to spend time and effort figuring out what they meant and forging their own paths. Strauss encouraged researchers to do this. In his writing, he advised other researchers to be creative, to decide what they want from their research, and to stick with it no matter what others may do to undermine them (Strauss, 1991). As prescriptive as the originators of GT appear to be, Strauss remained until the end a researcher and methodologist within the style of the Chicago School: flexible, open-minded, and committed to the social good.

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Gilgun, Ph.D., LICSW, is editor of this periodical. Individuals may submit short articles up to 1500 words long to Professor Gilgun at jjgilgun@gmail.com.

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DEDUCTIVE QUALITATIVE ANALYSIS AND FAMILY THEORY BUILDING

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Family scholars have a long-term commitment to theory building. Deductive qualitative analysis is a method, or series of procedures, useful for the testing and reformulation of theoretical models (Gilgun, 2002, 2001). In deductive qualitative analysis, researchers begin their research with a conceptual model, study cases in depth, and then reformulate the model to fit the cases. A key procedure in deductive qualitative analysis is the active search for evidence that undermines the current conceptual model. The disconfirming evidence that leads researchers to reformulate their models can be called negative instances or even negative cases within a particular case.

This search for disconfirming evidence guards against the possibility that researchers will impose their model on the phenomena they observe, while missing other phenomena that could contribute to a useful, viable theory. Popper's (1969) idea of conjectures and refutations and the approaches of the developers of analytic induction (Becker et al, 1953; Cressey, 1953; Gilgun, 1999, 2002; Lindesmith, 1947; Znaniecki, 1934) provide the foundation for the seeking of evidence that can disconfirm and lead to a reformulation of conceptual models and theories. The goal for reformulated conceptual models is to be more closely aligned with the diverse experiences of persons who provided the evidence on which researchers build their models.

By analyzing negative cases — that is, cases that are different enough from the cases already analyzed to show promise for the refutation and reformulation of the current model — researchers create concepts and other theoretical constructions that encompass a wide range of variations. In other words, the procedures of deductive qualitative analysis lead researchers to account for diverse patterns in family and social phenomena.

Many people think of qualitative approaches as based on induction, where researchers enter the field with open minds in order to identify social processes and to make theoretical sense of them. Yet many researchers have done considerable work in identifying and theorizing about social processes, while others have developed conceptual models based on what

is already known. Researchers who have theoretical models cannot start anew, or act as if they don't already know something about their areas of interest. Thus, in family scholarship as in other social science disciplines, scholars have a need to develop procedures that allow for the use of conceptual models in the doing of qualitative research when their purpose is theory-building.

Theoretical Sensitivity

As researchers engage in deductive qualitative analysis, they naturally think about theories that fit with and elucidate the processes they are observing. Doing this well requires theoretical sensitivity (Glaser, 1978). The term means that that researchers have knowledge of existing theories that allows them to identify qualities and processes they observe in the conduct of their research. Researchers develop theory through dialectics; that is, their thinking involves a continual interplay between their observations and the theoretical implications of their observations. (Other dialectics are at play, such as researchers' personal biographies and the interactions between researchers and informants, but this discussion is beyond the scope of the present commentary.) Different researchers typically do not bring the same theories—and other assumptions—to bear in their research. Ernest Mowrer (1932) made such an observation more than 70 years ago when he said

But facts are not born full bloom to be plucked by anyone. In every perceptive experience there is an infinite number of observations which might be made but which are not. What the individual sees is determined in part, at least, by what he [sic] is trained to observe (p. 281).

As researchers integrate various theories with their observations, it is important to keep in mind that the theoretical models that we craft are incomplete. We or other researchers will engage in refutations and reformulations of the models that we develop. We also have to go forward with our incomplete knowledge to create policies and programs, but always with an experimental attitude; that is, when evidence presents itself, we are ready to reformulate our models, policies, and programs. Our goal is on-going responsiveness to the social conditions we wish to ameliorate.

Analytic Generalizability

Issues related to generalizability impede some family scholars from using qualitative methods to build theories. Researchers trained in probabilistic thinking, survey research, and group experimental designs find it difficult to shift their thinking to appreciate qualitative approaches. As Cook and Campbell (1979) stated, qualitative thinking underlies all science. In research that is intended to be applied for the purpose of ameliorating social and family processes, it matters little where the guiding principles come from—whether qualitative or quantitative research, clinical observation, or personal experience. What matters is whether applications of principles do what researchers, policy-makers, program developers, and practitioners intend. Many years ago, Cronbach (1975) pointed out that the test of the usefulness of findings is whether they illuminate the social and individual processes of new settings. Applications of theories to new settings is a form of analytic generalizability, where researchers observe how the theories being applied highlight aspects of social processes, test the fit of theories to new situations, and develop more responsive models of social processes (Gilgun, 1994).

Final Thoughts

Researchers and theorists can advance the family theory-building and contribute to the common well-being if we engage in conjectures, refutations, and reformulations. How much more rich our knowledge would be if more researchers and theorists could hold their own ideas lightly and seek evidence that refutes their ideas and leads to formulations that are more responsive to social conditions. The resulting reformulations might be more encompassing, account for more diversity, and contribute more to social and individual well-being.

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A COMMENTARY ON QUALITATIVE RESEARCH IN SOCIAL WORK

Shannon Johnson,
The University of Colorado, Colorado Springs, CO, USA

Qualitative research has been at the heart of my research career from its inception, beginning with my decision to pursue a mixed-methods dissertation that centered on a full-scale grounded theory study. I emphasize qualitative methods in my work because I have found that strategically combining qualitative approaches empowers me to provide understanding in uncharted territories while elevating the voices of people who often go unheard. Over the years, my qualitative expertise has expanded to incorporate grounded theory, thematic analysis, phenomenology, narrative inquiry, memory elicitation, visual analysis, and cognitive interviewing. I have found that incorporating a variety of qualitative methods enables me to leverage the unique strengths of each approach. For example, I used grounded theory to explicate the social process of healing after homicide loss in one study, while in another, I applied phenomenology to elucidate the lived experiences of individuals involved in this process.

Another example is the use of narrative inquiry to document personal stories in a study focused on grief among mothers parenting a child with cancer. In this study, I also utilized memory elicitation to complement narrative findings with participants' raw reactions to stimuli that held special meaning in their narratives. The use of multiple qualitative methodologies has empowered me to deeply explore complex social issues, uncovering the nuances of social phenomena, social processes, and lived experiences that quantitative research is not equipped to detect. It is my belief that by revealing the complex realities of diverse individuals, my work helps to advance more empathetic and informed social work practice.

Despite the undeniable strengths of qualitative research, many researchers gravitate towards quantitative methods even when their natural inclination might be toward qualitative work. Often the hesitation to engage qualitative work stems from concerns that evaluators in the tenure and promotion process may not fully appreciate qualitative approaches. While I have been fortunate to not have this experience, a preference for quantitative work does arguably remain in many academic settings. Indeed, a methodological divide that favors objectivity and other positivist ideals often puts qualitative researchers in the position to have to justify the merits of their work. That said, advancing respect for qualitative research is a worthwhile feat, and an achievable one. Advocating

for the importance of qualitative research positions us to engage and educate colleagues and administrators who come from different research perspectives, thus continuing the process of bridging the gap between quantitative and qualitative approaches.

Scholars' priorities in the evaluation typically include such markers as objectivity, reliability, and validity. While these are indeed important markers, it is critical to note that judging qualitative work through a lens that interprets them according to quantitative paradigms is ill-informed. To claim an equal place at the table, qualitative researchers need both to be fluent in the language of dominant paradigms and to commit ourselves to translation work. By this I mean that we must help those who do not understand qualitative research learn our language and interpret the merits of our work through the appropriate lens.

Part of this is emphasizing that our contributions are marked not by objectivity or generalizability, but rather by the generation of in-depth insight and the elevation of marginalized voices. Also critical is conveying that qualitative research is equally rigorous as compared to quantitative approaches. One simply needs to judge it using the correct criteria. In qualitative research, we ensure the credibility, dependability, and the trustworthiness of our findings through approaches such as reflexivity practice, data triangulation and saturation, prolonged engagement, member checking/participant validation, documentation of methodological process and decisions, and consultation. In my own work, I safeguard trustworthiness by prioritizing reflexivity practice. Reflexivity practice helps me parse out the potential impacts of my beliefs, values, and experiences on the analysis while maintaining an emphasis on co-interpretation. I am intentional about partnering with research participants as findings are unfolding, such that I may be confident that I am elevating their voices and our collective process, rather than my own perspective alone.

I ensure reliability through such methods as working with a co-coder and using an audit trail to support the consistency of my methodological decisions. Use of member checking/participant validation then reinforce trustworthiness and reliability in the end. Explaining the mechanisms through which we produce rigorous qualitative research helps shift the evaluator's focus from the absence of the markers of strength in quantitative research, to the presence of rigor in qualitative work and the strengths introduced by qualitative methods.

Qualitative research offers benefits for social work scholarship that far outweigh the potential drawbacks, and those who are called to this work can be strategic in their choices in order to offset risks. For instance, choose your environment carefully. Does a potential work environment offer a culture of openness in which there is room for growth and healthy discourse? Will the university culture permit engagement and dialogue with tenure review committees? Are the systems in place adequately open to allow for change in research priorities? Will your efforts be resourced appropriately and will the metrics of evaluation honor

the nature of qualitative work? Rather than shying away from qualitative work because of fear of the systems we operate within, we must be strategic about engaging those systems. Asserting our place as valuable contributors will help expand the boundaries of knowledge generation in social work. We can do this by demonstrating rigor and relevance in our work, both through dialogue with our colleagues and through the generation of high-quality publications, presentations at conferences, and participation in community-engaged collaborations and research partnerships that generate meaningful changes in social work practice.

Thursday General Sessions

Thu101 Poster Session 1

10:30-12:00

Union Illini Room B

Professional Development among International College Students in US: Extending the Poetic Portraiture Research, *Ke Ma, University of Georgia*

Liminality, Monsters, and Fabulation as Methodology, *Anna V. Gonzalez, University of South Florida*

Elementary Teachers' Perceptions of Their Preparedness to Teach Children with Autism Spectrum Disorder in the General Education Classroom., *Nyasha Dzenga, Tennessee Tech University*

The Experiences of First-Year Graduate Teaching Assistants (GTAs) Supervising Teacher Candidates in the Field., *Muhammad Tariq, University of Georgia*

Thu102 Poster Session 2

10:30-12:00

Union Illini Room B

Vulnerable Healers: Using Social Media to Investigate Physician Burnout, *Wendy Leigh Vaughn, City University of New York - Hunter College, and Mariah Omadutt, CUNY - Hunter College*

How to become a music teacher in a public school: trainees' experiences in a research-training, *Monica Luchese Marques, Santa Catarina State University- UDESC, and Teresa Mateiro, Santa Catarina State University - UDESC*

Outdoor Pathways to Inner Peace: A Qualitative Investigation of the Therapeutic Possibilities of Contemplative Labyrinth Walking on College Students' Wellness, *Lauri L. Hyers, West Chester University, Thomas Nagle, WCU, Rochell Blygnaut, WCU, Meg Hoffer-Collins, WCU, and Alyssa Rehm, WCU*

"Don't Tell Nobody Nothing": A Phenomenological Study on Fear of HIV Disclosure among Older African Americans During Incarceration Living in Kentucky, USA, *Jennifer Tinman, University of Louisville, Ngobile Nzama, University of Louisville, Jenifer Patterson, University of Louisville, Lesley Harris, University of Louisville, and Jelani Kerr, University of Louisville*

In whose words? Translated and original language data as a synergy for ethical qualitative inquiry, *Emil Asanov, West Virginia University*

Thu103 Getting Successfully Published Workshop

1:00-2:15

Union 215

Getting Successfully Published Workshop, *C Deborah Laughton, Guilford Publications, and Karen M. Staller, University of Michigan*

Thu104 Poster Session 3

1:00-2:15

Union Illini Room B

Impermanence, Non-Self, and Liberation: How Buddhist Philosophy Can Transform How We Approach Social Science Research, *Georgia Heyward, Virginia Commonwealth University*

The Intersection of Disability and Poverty: A Qualitative Case Study Exploring the Experiences of a Family Receiving Early Intervention Services, *Crystal Williams, University of Illinois Urbana-Champaign*

Artist/Researcher: New Materialist Inquiry into Arts-Integration , *Erin Ann Preston, University of Illinois at Chicago, Mark Diaz, and Brandon Phouybanhdyt*

Ethnographic Research on Self-Regulated Learning – Who Regulates and Learns What?, *Citka Ashouri, Universität Hamburg*

“Everyone Logs Out in Their Body Now”: Spatiotemporal Agency in Arts-Integrated Learning, *Erin Ann Preston, University of Illinois at Chicago, and Raúl Figueroa-Rivera, University of Illinois at Chicago*

Using Audio Diaries to Uncover Identity-Based Routines in Public Libraries, *Katherine Klein, University of South Carolina, and Darin Freeburg, University of South Carolina*

Research design for the analysis of health care of the population without social security of Tikuch, Yucatán, *Paulina Bautista Cupul, Universidad de las Artes de Yucatán, and María del Carmen del Carmen De la Peña Corral, Universidad Internacional Menéndez Pelayo*

From Punta Cana to Punta Canada: Reframing, Repositioning and Re-characterizing the Dominican Republic in the Post-Pandemic Travel and Tourism Marketplace, *William Berry, Bethune-Cookman University*

Phenomenological Exploration of Counselor Educators' In-Person to Online Teaching Experience Due to COVID-19, *Brandon Keene-Orton, University of Phoenix*

Integrating History into Mathematics Teaching and Learning: A Mixed Methods Study, *Praveen Chhikara, University of Illinois at Urbana-Champaign*

“So Many Moving Parts”: Applying Qualitative Methods to Improve Treatment Linkage and Support for Criminal Legal System-Involved Individuals, *Jodie M. Dewey, Chestnut Health Systems, Lighthouse Institute, Justin Bell, DePaul, Dennis P. Watson, Juleigh Nowinski Konchak, and Keikei Hinami*

Ergonomics perspective of systems for patient safety and the physical and psychological well-being of health personnel: a narrative review, *Rosa Maria Guadalupe Cardenas Guiltron, Universidad de Guadalajara*

Exploring the Dimensions of Recovery: A Qualitative Study Among Adults in Illinois, *Jenny Mann Evans, University of Illinois at Urbana-Champaign, Doug Smith, University of Illinois at Urbana-Champaign, Flora Cohen, University of Illinois at Urbana-Champaign, and Crystal Reinhart, University of Illinois at Urbana-Champaign*

Thu106 Poster Session 5

2:30-3:45

Union Illini Room B

Care Partners', Patients', and Health Care Professionals' Experiences of Care Partner Engagement in Patient Safety at the Direct Care Level in Hospital: A Qualitative Systematic Review, *Kayley Dianne Peretto, Queen's University, Kingston, Ontario, Canada, Jane O'Hara, Leeds University, Leeds, England, Kim Sears, Queen's University, Kingston, Ontario, Canada, and Lenora Duhn, Queen's University, Kingston, Ontario, Canada*

HIV Pre-exposure Prophylaxis (PrEP) Use and its effects on the Sexual Health of HIV-Negative Adolescent Girls and Young Women Who Engage in Transactional Sex: A Qualitative Study, *nambeela annet, Most At Risk Population Initiative-MARPI Clinic Uganda, John Masika, and Simon Mwima, Most at Risk Populations Initiative*

Examining Gender Differences in Mental Health Stigma Perceptions, *Nicole Paulina Cantoni, Stockton University, and Anissa S Chitwanga, University of Illinois at Urbana-Champaign*

Striving to Fill the Gaps: Relying on NGOs and Volunteers to Provide Services and Fulfill the Rights of Refugees in Greece, *Grace Ann Felten, University of Connecticut*

"I Thought I Was Being Straightforward": Exploring Expressed Needs of Gender and Sexual Minority Adolescents Following Suicidal Ideation or Behaviors, *Amanda Jo Minogue, University of Louisville, and Laura Frey, University of Louisville*

Contributions of NGOs and FBOs in eliminating Money Marriages in Southern Nigeria, *Uche Louisa Nwatu, University of Alabama*

Sistemas de movilidad alternativos que impactan en El barrio el poblado, *Jose Manuel Manuel Moreno Cortes, Universidad de San Buenaventura*

Norman K. Denzin Memorial Session

4:30-6pm

Union 200

Day in Mixed Methods SIG at ICQI

Theme: Qualitatively-Driven Mixed Methods Inquiry: Tackling Complex Realities in an Ever-Changing World

May 17th, 2024

Official Program

The “Day in Mixed Methods” takes a problem-centered approach to Mixed Methods research inquiry, highlighting the importance of employing qualitative and quantitative approaches to understanding and addressing complex social problems. These are challenging and multi-faceted problems that are hard to define, don’t have clear-cut solutions, and often require knowledge from different disciplinary perspectives. These problem characteristics make them ideal for conducting Mixed Methods Research Inquiry. This year’s Day in Mixed Methods Conference features leading scholars in the field and extends a warm invitation to graduate students, faculty, and quantitative and qualitative researchers who seek to learn more about Mixed Methods Inquiry— especially how qualitative researchers can access the potential synergy in applying a Mixed Methods Inquiry to their project. Additionally, this day presents you with a multitude of opportunities to attend mentoring roundtables where you might want to share your current mixed methods research and receive feedback.

Co-organizers: Sharlene Hesse-Biber, James Salvo, Cesar Cisneros

Welcome Remarks

8:30-8:40 a.m.

Location: Union Illini Room 210

Morning Concurrent Sessions and Roundtables:

8:50 - 9:50 a.m.

Concurrent Session 1: Central Ingredients to Growing Mixed Methods Praxis to Tackle Complex Research Questions

Location: Union Illini Room 209

Chair: Mandy Archibald, University of Manitoba

1) Paper 1: A Mixed Methods Cookbook: Ingredients to Guide Interweaving, Mandy Archibald, University of Manitoba

2) Paper 2: The Quintessential Ingredient: Harnessing the Power of Researcher Standpoint in Mixed Methods Inquiry, Sharlene Hesse-Biber, Boston College

3) Paper 3: Expanding the Concept of Design: An Interrelated Approach to Hybrid Designs, Kathleen Collins, University of Arkansas

4) Paper 4: The Finishing Touch: Using Visual Tools in Mixed Methods Research, Timothy Guetterman, University of Michigan

Concurrent Session 2: Integrative Insights: The Role of Creativity and the Arts in Enhancing Mixed Methods Research and Promoting Social Justice

Location: Union Illini Room 211

Chair: Nancy Gerber, Florida State University

1) Paper 1: Imagination and Arts-Based Practices for Integration in Research, Nancy Gerber, Florida State University

2) Paper 2: Yangzhou Block Printing and the Paradox of Authenticity in ICH, Lingran Zhang, The Ohio State University

3) Paper 3: Entering Into Zen Garden with Nature's Queer Performativity, Siyu Zhang, Florida State University

4) Paper 4: Creativity and Community: A Mixed Methods Approach to Research as Advocacy, Jacelyn Biondo, Thomas Jefferson University

Concurrent Session 3: Qualitatively Oriented Mixed Methods Research with Youth

Populations Location: Union Illini Room 213

Chair: Peggy Shannon Baker, Georgia Southern University

1) Paper 1: Reflections on Supporting Youth Participatory Action Research from an Adult Research, Peggy Shannon-Baker, Georgia Southern University

2) Paper 2: Using Mixed Methods to Examine the Access of Young Children of Immigrants Education Entitlements, Cady Landa, University of Illinois at Urbana-Champaign

3) Paper 3: Using Qualitatively-Oriented Mixed Methods to Explore the Use of Trauma-Informed Care in Early Childhood Special Education, Mia Chudzik, University of Illinois at Urbana-Champaign, Catherine Corr, University of Illinois at

Urbana-Champaign

Concurrent Session 4: Visual Inquiry in Qualitative Mixed Methods

Location: Union Illini Room 215

Chairs: Richard Siegesmund and Kerry Freedman, Northern Illinois University

1) Paper 1: Seeing the Whole Picture: Necessity of the Visual in Mixed Methods Research, Kerry Freedman and Richard Siegesmund, Northern Illinois University

2) Paper 2: Stratified Thoughts: Visual Journaling as a Method for Research, Sara Scott Shields, Florida State University

3) Paper 3: Visual Inquiry in Counseling and Eating Disorders: Photo Elicitation, Visual Advocacy, and Social Art, Madeleine Romito, Northern Illinois University

Roundtable A: How to Write Your Mixed Methods Research Project

Mentor: David Morgan, Portland State University

Location: Union Illini Room 210

Roundtable B: Mentoring: Receive Feedback on Your Mixed Methods Project

Mentors: John Hitchcock, Westat

Location: Union Illini Room 217

Keynote Address: Forging a Problem-Centered Qualitatively-Driven Renaissance and the New Frontier of Artificial Intelligence (AI)

10:00 - 11:00 a.m.

Location: Union Illini Room 210

Keynote Speaker: Sharlene Hesse-Biber, Boston College

Refreshment Break:

11:00 - 11:15 a.m.

Morning Symposium:

11:15 a.m. - 12:30 p.m.

How Can We Harness the Power of Qualitatively Driven Mixed Methods to Address Complex Problems?

Location: Union Illini Room 210

Chair: Kathleen Collins

Timothy Guetterman, University of Michigan

Kathleen Collins, University of Arkansas

David Morgan, Portland State University

James Salvo, University of Florida

Lunch:

12:30- 1:30 p.m

Afternoon Concurrent Sessions and Roundtables:

1:30 p.m.- 2:30 p.m

Concurrent Session 5: Barriers to Qualitatively-Driven Mixed Methods Inquiry: Costs to Not Overcoming Them and Ideas for Moving Forward

Location: Union Illini Room 209

Chair: John Hitchcock, Westat

1) Paper 1: Dialectical Pluralism: Opening different ways of knowing the world, Burke Johnson, University of South Alabama

2) Paper 2: Integrating the Research Landscape: Radical Middle, Critical Dialectical Pluralism, and the Emergence of Integrated Mixed Methods Auto-

ethnography, Anthony Onwuegbuzie, University of Johannesburg, Madeline Abrams, Green Meadow Waldorf School, Sandra Schamroth Abrams, University of South Africa

3) Paper 3: Qualitatively-Driven Mixed Methods Inquiry and Causal Inference, John Hitchcock, Westat

Concurrent Session 6: The Application of Innovative Perspectives in Mixed Methods and Multiple Methods to Tackle Complex Problems in Healthcare and Education

Location: Union Illini Room 211

Chair: Kathleen Collins

1) Paper 1: Examining the Potential of Timelines in Mixed Methods Research, Mandy Archibald, University of Manitoba

2) Paper 2: Integrated Approaches to Healing and Expertise in Anorexia Nervosa: An Embedded Mixed Methods Design, Emily Barko, Boston College

Concurrent Session 7: Qualitative Research in the Field of Special Education: Prevalence, Training, and Gatekeeping

Location: Union Illini Room 213

Chair: Catherine Corr, University of Illinois at Urbana-Champaign

1) Paper 1: The Prevalence of Qualitative Research in Special Education, Jisun Oh, University of Kansas

2) Paper 2: Special Education Doctoral Students' Methodological Training Opportunities, Melinda Snodgrass, Illinois State University

3) Paper 3: Methods Gatekeeping in the Publishing Process, Mia Chudzik, University of Illinois at Urbana-Champaign

Concurrent Session 8: Designing Multiple and Mixed Methods Studies to Translate into Systemic Equity-Change

Location: Union Illini Room 215

Chair: Heather Fox, University of Illinois at Urbana-Champaign

1) Illuminating Well-Being for Individuals with Lived Experiences within the Child Welfare System: Using Mixed Qualitative Methods, Heather Fox, University of Illinois at Urbana-Champaign

2) Supporting Race and Cultural Identity Development for Youth in Transracial Placements Using Geospatial Analytic Methods to Provide Context for a Phenomenological

Interview Study, Robin Lasota, University of Illinois at Urbana-Champaign

3) Supporting Race-Equitable Child Welfare Outcomes for Black Children and Youth Using Sequential Methods, Eunjee Song, University of Illinois at Urbana-Champaign

Roundtable Session C: Designing a Mixed Methods Project

Mentor: David Morgan, Portland State University

Location: Union Illini Room 210

Mid-Afternoon Concurrent Sessions and Roundtables:

2:30-3:30 p.m.

Concurrent Session 9: Getting into Print from the Editor's Point of View — A Panel Discussion Location: Union Illini Room 209

Chair: James Salvo, University of Florida, David Morgan, Portland State University
1) Mitch Allen, Scholarly Roadside Service
2) C. Deborah Laughton, Guilford Press
3) David Morgan, Portland State University
4) Helen Salmon, Sage Publications

Concurrent Session 10: Mixed Methods Research in Addressing Complex Problems Within Educational Systems

Location: Union Illini Room 211

Chair: Vanessa Jara-Labarthe, Universidad de Tarapacá
1) Paper 1: Exploring mixed methods to address sexual harassment in Chilean universities, Vanessa Jara-Labarthe, Universidad de Tarapacá
2) Paper 2: Teaching Sustainability sustainably: Perspective-taking, Reciprocity, and Action in a Research Methods Class, Ulrich Teucher, University of Saskatchewan
3) Paper 3: Integrating History into Mathematics, Teaching and Learning: A Mixed Methods Study, Praveen Chhikara, University of Illinois at Urbana-Champaign
4) Paper 4: Navigating the Dilemma: Use of ChatGPT in Social Work Education, Liat Shklarski, Hunter College

Concurrent Session 11: Mixed Methods and Applied Research: Methods from the Field

Location: Union Illini Room 213

Chair: John Hitchcock, Westat
1) Paper 1: Mixed Methods and Applied Research: The Latino Policy Forum, Noreen Sugrue, University of Illinois at Urbana Champaign
2) Paper 2: Internal Review Process for Mixed-Methods Studies, Chen An, University of Chicago
3) Paper 3: Shedding Light on Qualitative Inquiry and Mixed Methods in Large-Scale Education Research Studies, John Hitchcock, Westat

Concurrent Session 12: Important Role of Qualitative Mixed Methods Research in Addressing Complex Research in the Social Sciences

Location: Union Illini Room 215

Chair: César Cisneros Puebla, Universidad de Tarapacá
1) Paper 1: Integration and Unification of Science as an Eternal Dream of Old and New Epistemologies of the Social Sciences, César Cisneros Puebla, Universidad de Tarapacá
2) Paper 2: Helping Professionals Bear Witness to the Lived Experiences of Undocumented Central Americans Seeking Asylum in the United

States, Amy Clark, Midwestern State University
3) Paper 3: Mixed Methods for Strengthening Relational and Experiential Validity in Evaluation, Melissa Goodnight, University of Illinois at Urbana-Champaign

Roundtable Session D: Arts-Based Mixed Methods

Mentor: Mandy Archibald, University of Manitoba
Location: Union Illini Room 217

Roundtable Session E: Mentoring: Receive Feedback on Your Mixed Methods Project

Mentor: Peggy Shannon Baker, Georgia Southern University
Location: Union Illini Room 210

Roundtable Session F: Difference Matters in Genomic Testing for Hereditary Breast and Ovarian Cancer: Intersectional Dialogues on Testing Disparities

Mentors: Elizabeth Pozniakova, Boston College, Maeve Geraghty, Boston College
Location: Union Illini Room 317

Closing Symposium Session II: Future Directions of Qualitatively Driven Mixed Methods Inquiry

3:30 - 4:45 p.m.

Location: Union Illini Room 210

Chair: Burke Johnson, University of South Alabama
Burke Johnson, University of South Alabama
Mandy Archibald, University of Manitoba
Peggy Shannon-Baker, Georgia Southern University
César Cisneros Puebla, Universidad de Tarapacá

Closing Remarks + Post-Conference Networking:

4:45 - 5:00 p.m.

Location: Union Illini Room 210

Friday General Sessions

Fri101 Grounded Theory

9:00-10:15

Lincoln 1090

Innovation in Leisure as a Coping Mechanism with the COVID-19 Pandemic, *Sohyeon Kim, University of Illinois, Urbana-Champaign, Liza Berdychevsky, University of Illinois, Urbana-Champaign, Galit Nimrod, Ben Gurion University of the Negev, Israel, Dana A. Eldreth, University of Illinois, Urbana-Champaign, Stephanie M. Sloane, University of Illinois, Urbana-Champaign, and Jacinda Kay Dariotis, University of Illinois at Urbana-Champaign*

Decolonizing Grounded Theory: A Life Story Approach to Kathy Charmaz's Contributions, *Kumar Ravi Priya, Indian Institute of Technology Kanpur*

Worlding on the Internet: How Families with Disabilities Resource, Manage, and Team, *James W. Jones, Ball State University, and Darolyn "Lyn" Jones, Ball State University*

Fri102 Qualitative Health Research I

9:00-10:15

Noyes 157

Chair: Kim Smallman, Cardiff University

Using The Caregiver-Competency Framework to Understand Sikh Family Caregiver Experiences Coordinating Health and Disability Supports for Older Adult Family Members in Saskatchewan, Canada, *Ramneet Kaur Jassal, University of Saskatchewan, and Paulette Hunter, University of Saskatchewan*

Considerations in the use of 'Big Qual' data in public health research: Insights from the UK-REACH study, *Mayuri Gogoi, University of Leicester, Irtiza Qureshi, University of Leicester, Jonathan Chaloner, University of Leicester, Zainab Lal, University of Leicester, Amani Al-Oraibi, University of Leicester, Holly Reilly, University of Leicester, Laura Nellums, University of New Mexico, and Manish Pareek, University of Leicester*

Constructing HIV as Non-normative in Everyday Conversations, *Jeffrey Aguinaldo, Wilfrid Laurier University*

We Hear You! The Potential of Brokered Dialogue and Deliberative Elicitation Methods in the Co-Production of Complex Health Interventions, *Kim Smallman, Cardiff University, Ceri-Ann Lynch, Cwm Taf Morgannwg University Health Board, and Cheney Drew, Cardiff University*

Vaccine Uptake Personas and Relevant Health Communication Strategies, *Jacinda Kay Dariotis, University of Illinois at Urbana-Champaign, Dana A. Eldreth, University of Illinois, Urbana-Champaign, Stephanie M. Sloane, University of Illinois, Urbana-Champaign, Iffat Noor, University of Illinois, Urbana-Champaign, Sloane O.A. Ward, University of Illinois, Urbana-Champaign, Sohyeon Kim, University of Illinois, Urbana-Champaign, Liza Berdychevsky, University of Illinois, Urbana-Champaign, and Rebecca L. Smith, University of Illinois, Urbana-Champaign*

Knowledge Building: Learning From Unintended and Unexpected in Qualitative Inquiry

Fri103

9:00-10:15

Noyes 162

Knowledge Building: Learning From Unintended and Unexpected in Qualitative Inquiry, *Allison Barlow Coutinho, Tennessee Tech University*

Students with Physical Disabilities Perception of Self-Advocacy Development Through Academic Coaching in Higher Education: A Critical Case Study, *Hannah Willis, Tennessee Tech University, Allison Barlow Coutinho, Tennessee Tech University, Shawn Marie Hinkel, Tennessee Tech University, Nyasha N/A Dzenga, Tennessee Tech University, and Adrienne Pennington, Tennessee Tech University*

How High School English Teachers Encourage Students to Read, *Shawn Marie Hinkel, Tennessee Tech University*

Knowledge Building: Learning From Unintended and Unexpected in Qualitative Inquiry, *Nyasha N/A Dzenga, Tennessee Tech University*

Reflection on the Unanticipated Intersection of Childhood Adversity, Language and Perception, *Adrienne Pennington, Tennessee Tech University*

**New Logics for Social Science Inquiry: Slow and
Fri104 Quantum**

9:00-10:15

Noyes 217

Quantizing Research in Education: Post Qualitative, Post Quantitative?, *patti Ann lather, ohio state university*

Quantum Logic and Other Paraconsistent Logics in Posthumanist Inquiry: Politics and Futurities, *Gerald Lee Rosiek, University of Oregon, and Scott L Pratt, University of Oregon*

The seductions and im/possibilities of slow inquiry, *Lucy Bailey, Oklahoma State University*

Fri105 Education: Higher Education and Pedagogy

9:00-10:15

Lincoln 1065

Chair: Jurana Aziz, University of Minnesota, Twin Cities

Impact of Educator Identity on Curriculum & Instructional Decisions When Instructing English Language Learners , *Jenna Nelson, Concordia University Chicago, and Élina Giatsou*

“Not That I Can’t Speak English”: Identifying with Intercultural Me, You, and Them in and beyond

Culturally Resourced and Conditioned Identity-Structure, *Xinging Dorcas Miao*

. Navigating A Third Space to Support International Students’ Cultural Crisis, *Jurana Aziz, University of Minnesota, Twin Cities*

The Public Pedagogy of the “Karen”: Examining the Intersection of Race and Gender, *Mahreen Mamoon, Purdue University, and Steven Jake Burdick, Purdue University*

**“In a pandemic!?”: Black Women Doctoral Students
Fri106 Critiques of Academia**

9:00-10:15

Lincoln 1002

“In a pandemic!?”: Black Women Doctoral Students Critiques of Academia ,
Dajanae Palmer, University of Missouri

Fri107 Directions in Arts-Based Research I

9:00-10:15

Lincoln 1027

Chair: Walter S Gershon, Rowan University

Crossing the Threshold of Self-Care through Arts-Based Contemplative Practices,
Melanie Reaves, Montana State University Billings

Inquiry Practices from Mermaids: Learning the Skills to Imagine Ourselves
Otherwise, *Casper Gemar, University of Georgia*

Poeticizing period knowledge: Poetic (re)presentations of mothers preparing
children for menstruation, *Janie Cople, Georgia State University*

Between Persimmon, Daisy, and Rock Tea: An Autoethnography of a Tea
Gathering, *Ran Xiang, UBC*

Everything is Improvised: Capacity Building, Critical Social Change, and Ethical
Commitments in Qualitative Research, *Walter S Gershon, Rowan University*

Fri108 Health and Human Services

9:00-10:15

Lincoln 1022

Chair: Aitor Gomez Gonzalez gomez, Universitat Rovira i Virgili

My Voice Matters: The Impact Of Natural Disasters On The Deaf Adult
Population, *Lai Kwan (Denise) Kan, The University of Alabama*

Epistemic justice and injustice among youth with mental health concerns, *Andrea
Greenblatt, Hospital for Sick Children, Eunjung Lee, University of Toronto, Rachelle
Ashcroft, University of Toronto, and Barbara Muskat, University of Toronto*

I Exist”: Victimized Homeless Women and Their Efforts to become Visible ,
Francisco Alatorre, Bridgewater State University

Using Visual Elicitation to Develop an Integrated Model for Clinical Mental Health Care, *Jennie Pless, The University of Georgia, and Jennifer Elkins, University of Georgia*

Humanizing Research Process with Salubrious Effects: Intentional Ethical Action or Natural Paradigmatic Result?, *Govind Dhaske, University of Montana*

Successful social work practice: giving voice to Roma women through qualitative communicative methodology, *aitor Gomez Gonzalez gomez, Universitat Rovira i Virgili, Ariadna Munté Pascual, and Ane Lopez de Aguilera*

Fri109 The Norman effect in our critical qualitative quest

9:00-10:15

Union 104

The Norman effect in my healing qualitative quest, *Consuelo Chapela, UNIVERSIDAD AUTÓNOMA METROPOLITANA - XOCHIMILCO*

Remembering Norman in our communicative researching way, *aitor Gomez Gonzalez gomez, Universitat Rovira i Virgili*

A very inspiring thinker in my life as a researcher, *Carolina Martínez-Salgado, UAM-X*

Fri110 Qualitative Highlights I

9:00-10:15

Union 314 A

Chair: Joshua Michael Cruz, Texas Tech University

Authoritarian Archives, *Paul William Eaton, Sam Houston State University, Maureen A Flint, University of Georgia, and Laura Smithers, University of Nevada, Reno*

When Data Surprise Us or Analytical Data Surprises, *Angelo Benozzo, Aosta Valley University, Maria Luisa Farnese, University La Sapienza Rome, María del Río Carral, University of Lausanne, and Mirka Koro, Arizona State University*

Transmethodologies: Transnationalism as post-qualitative analogy to transgress and destabilize epistemological boundaries., *Marco Gemignani, UNIVERSIDAD LOYOLA in Spain*

Creating a polyphony of data scores , *Mirka Koro, Arizona State University, Anani Vasquez, Corey Reutlinger, Cole Mcleod, Seth Thorn, and Kristin Kennedy*

The place of theory in narrative analysis: Toward a theoretically-based storytelling, *Joshua Michael Cruz, Texas Tech University, Emily J. Laehr, Texas Tech University, and Lindsay Green, Texas Tech University*

**Narrative Imaginings: Stories and Fictions across
Fri11 Spaces and Places**

9:00-10:15

Union 314 B

An Imaginary Departure, *Alex Kasper Withey, Glasgow School of Art*

Mothers and Fathers and Recipients and Donors: Stories of Online Sperm Donation, *David Carless, University of the West of Scotland, Francesca Taylor-Phillips, Leeds Beckett University, Georgina Forshall, Leeds Beckett University, Lucy Eldred, Leeds Beckett University, Lauren Smith, Leeds Beckett University, Rhys Turner-Moore, Leeds Beckett University, Georgina Jones, Leeds Beckett University, Allan Pacey, University of Manchester, and Aleks Krotoski*

Into The Midst of It: confronting historical privilege, *Teiji Donnelly Wallace-Lewis, Independent artist-researcher-storyteller*

Creating Deeper Attachments: , *Kitrina DOUGLAS, University of West London & Leeds Beckett University*

Stories I still live by , *Patrick John Lewis, University of Regina, Faculty of Education*

**Indigenous Inquiries: Building Relationships with
Fri12 Indigenous Knowledge**

9:00-10:15

Union Illini Room A

Chair: Shawn Wilson, University of British Columbia - Okanagan

Coyote the modern warrior: Contemporary Indigenous knowledge sharing through traditional Sylix stories., *Noah Chenoweth, The University of British Columbia Okanagan*

Facilitating Relations with Knowledge , *Shawn Wilson, University of British Columbia - Okanagan*

Cree Knowledge is Patient , *Geraldine Manossa, University of British Columbia*

Building the Story: How Playbuilding rewrites the narrative in/through artful ways of knowing

Fri113

9:00-10:15

Union Illini Room C

Chair: Kevin Hobbs, Brock University

Building the Story: How Playbuilding rewrites the narrative in/through artful ways of knowing, *Kevin Hobbs, Brock University, Joe Norris, Brock University, Sheila O'Keefe-McCarthy, Brock University, Michael M. Metz, Brock University, Nadia Ganesh, Brock University, and Valerie Michaelson, Brock University*

Fri114 Education: Higher Education, I

9:00-10:15

Noyes 161

Emotions, emotion regulation, and interpersonal emotion regulation: Getting stuff done in a doctoral writing group, *Karen Julien, Brock University*

1. International Students' Critical Events in American Universities: "A Student Can Become Homeless in a Foreign Country", *Karina Oliveira Oliveira de Paula, Texas Tech University*

Applying adult learning theories to qualitative research pedagogy, *BEIXILI, Western Michigan University, and Ajit Bhattarai, Idaho State University*

Leader Workaholism and Learning Outcomes: Exploring the Role of Leader Workaholism in Working Student School Disengagement, *Sunjin Pak, California State University Bakersfield, Jemima Plascencia, California State University Bakersfield, Norma Federici, California State University Bakersfield, and Jonathan Bong, California State University Bakersfield*

Fri115 You and Futures of Qualitative Research Publishing

10:30-12:00

Union Illini Room C

Chair: Charles Vanover, University of South Florida

Panelists, *Mitch Allen, Scholarly Roadside Service, C. Deborah Laughton, Guilford Publications, Chris Meyers, Myers Education Press, and Helen Salmon, SAGE Publishing*

Discussant, *Paul Mihas, University of North Carolina Chapel Hill*

Qualitative Health Research: Experiencias y prácticas de personas con Enfermedad Renal Crónica en torno a la búsqueda de trasplante renal durante la pandemia de la COVID-19 en San Luis Potosí. Sánchez Montoya Mariana, Hernández Ibarra Luis Eduardo, Universidad

Fri116 Autónoma de San Luis Potosí.

10:30-12:00

Lincoln 1090

Experiencias y prácticas de personas con Enfermedad Renal Crónica en torno a la búsqueda de trasplante renal durante la pandemia de la COVID-19 en San Luis Potosí. Sánchez Montoya Mariana, Hernández Ibarra Luis Eduardo, Universidad Autónoma de San Luis Potosí. , *Mariana Sánchez Montoya, Universidad Autónoma de San Luis Potosí, and Luis Eduardo Hernández Ibarra, Universidad Autónoma de San Luis Potosí*

Fri117 Qualitative Health Research II

10:30-12:00

Noyes 157

Chair: Caitlin Vitosky Clarke, University of Illinois at Urbana Champaign

Why is the Phenomenological Objectivity of Hair Dye, Chemical Straighteners, and Breast Cancer Prevalence Missing?, *Govind Dhaske, University of Montana, and Deja Williams, University of Montana*

Writing our way into new spaces to affect change in everyday lives of adolescents who are sedentary: Three ifs and four buts. , *Geoffrey Meek, BGSU*

From Brazilian to Scottish Landscapes: An Autoethnographic Exploration of a Clinical Pharmacist, *Djenane Ramalho Ramalho-de-Oliveira, Universidade Federal de Minas Gerais (UFMG), Brazil*

Scoping Review: Existing Research in Mental Health Condition of Esports Athletes, *Caitlin Vitosky Clarke, University of Illinois at Urbana Champaign, Lingtao Zeng, University of Illinois Urbana Champaign, and Jesse Couture, University of Illinois Urbana-Champaign*

Materialities of Professionalization in 20th Century Animal Sheltering, *Jillian Crocker, SUNY Old Westbury, and Martha Stone, University of Pennsylvania*

Fri118 Spotlighted Papers

10:30-12:00

Noyes 162

Chair: Yixuan Wang, University of Georgia

New educators in training and their evolving through a post-pandemic pedagogy: A qualitative inquiry, *Benedict Lazarus Adams, Missouri Western State University*

Reflexivity, Subjectivity, and Biography in Migration Research, *Jana Sladkova, University of Massachusetts Lowell, Marco Gemignani, UNIVERSIDAD LOYOLA in Spain, and Yolanda Hernández-Albújar, UNIVERSIDAD LOYOLA in Spain*

Reconsider Qualitative Inquiry through Daoism and Daoist Nothingness, *Yixuan Wang, University of Georgia, and Maureen A Flint, University of Georgia*

Women Writing: A Verbal Tapestry of Female Doctoral Student Identities, *Staci L. Tharp, Texas Tech University, Johanna Keene, Texas Tech University, Wendy Pray, Texas Tech University, and Sara Abi Villanueva, Texas Tech University, and Karina Oliveira Oliveira de Paula, Texas Tech University*

(Re)presentations of Disability: Images of Persons with Down Syndrome, *Jennifer Lee Mooradian, Brock University, and Maureen Connolly, Brock University*

Fri119 Childhoods, Culture, and Critical Qualitative Inquiry

10:30-12:00

Noyes 217

Chair: Christopher Pierce Brown, University of Texas at Austin

An Unforgetting Cradling: A Performative Witnessing of a Mother's Return to a Children's Orphanage, *James Gerard Deegan, Mary Immaculate College, Limerick, IRELAND*

Kia āta mahi... Complex Considerations for Critical Qualitative Childhood Studies in Aotearoa (New Zealand), *Jenny Ritchie, Te Herenga Waka Victoria University of Wellington*

Competitive Junior Golf: A Physical Cultural Study, *Ryan King-White, Towson University, Kÿche Curtis, Towson University, Matthew Hawzen, Fairleigh Dickinson University, and Marty Clark, Mount Royal University*

Childhoods, Lives, and Histories of Critical Qualitative Inquiry, *Gaile S. Cannella, independent Researcher*

The Biopolitical Kindergarten: A Critical Qualitative Examination of the Intersection Between Policymakers' Neoliberal Reforms and Children's Figuring of Themselves as Learners , *Christopher Pierce Brown, University of Texas at Austin*

Fri120 Spotlighted Morning Session

10:30-12:00

Lincoln 1065

The Power of Refusal: Bonnie Honig's Feminist Theory and its Relevance to Women's Book Clubs, *Diana Quito, University of Alabama*

Access for All: Digital Games and the right to play them, *Kara Lynn Fedje, Florida State University*

Visualizing opportunity: Using community asset mapping to uncover trends in resource mobilization and positive outcomes in Detroit's Motor City Match grant program, *Marya R Sosulski, Michigan State University School of Social Work, and Nayan Suryavanshi, Michigan State University*

Academic and Social Outcomes of Hispanic Alumnae of an Early College High School Program: A Narrative Inquiry , *Sara Abi Villanueva, Texas Tech University*

Always between temporalities: PhD students and honeybee conceptualizations of lived time and clock time, *Amalie Strange, Arizona State University, and Marina Pliushchik, University of Oulu*

Technology and Education: Theoretical, Methodological, and Historical Perspectives on Instructional Technology

Fri121
10:30-12:00

Lincoln 1002

Qualitative research and its silver lining in the instructional designers , *Zülfükar Özdoğan, Indiana University*

Two Sides of the Instructional Technology: Insider and Outsider Perspectives, *Deniz Bulut, Texas Tech University*

How to Align Theory and Practice in Instructional Design and Technology Education, *Ibrahim Akdilek, Texas Tech University*

A Manifesto: Rehabilitation of the Educational Technology Research in Turkey,
Merve Basdogan, Texas Tech University

Fri122 Directions in Arts-Based Research II

10:30-12:00

Lincoln 1027

Chair: Walter S Gershon, Rowan University

Dadiiri and Pauline Oliveros: Deep Listening and Qualitative Research, *Walter S Gershon, Rowan University*

Against the Machine: A Punk Rock Ethnodrama about Qualitative Inquiry,
Saralyn McKinnon-Crowley, Baylor University, and Joseph David Sweet, UNC Pembroke

The Discontinuities of Everyday Life, *Wade Tillett, University of Wisconsin - Whitewater*

Critical Inquiry Into the Process of Making Unique Academic Contributions in a Second Language Mapped Through the Use Handmade Zines , *Delilah D. Pacheco, Michigan State University*

Paramathematical Screenwriting: One Way to Integrate Arts with Math, *Anthony Dickson, Michigan State University*

Fri123 Directions in Ethnography I

10:30-12:00

Lincoln 1022

Chair: Jocelyn McKinnon-Crowley, Syracuse University

Fortress Besieged: An Ethnographic Study on the Chinese Art College Entrance Examination, *Jiayi Guo, University of Georgia*

On Sketching: A Personal Journey of Conducting Fieldwork in Cultural Anthropology, *Priyanka Jayakodi, Department of Anthropology, Michigan State University*

Teachers' Perception and Experiences of Using Music in an Early Childhood Education Setting, *Hong Li, University of Illinois at Urbana-Champaign, and Jacinda Kay Dariotis, University of Illinois at Urbana-Champaign*

MULTI-FLEXIBILITIES: HOW TAIWANESE COFFEE SHOPS FOUND NICHES IN THE GLOBAL AND LOCAL FOODSCAPE, *Tzuyi Kao*

Tensions in Teaching Occupational Norms Across Race, Gender, and Age in Local Nonprofit News Organizations, *Jocelyn McKinnon-Crowley, Syracuse University*

**Onward!: The Enduring Legacy of Norman K Denzin in
Fri124 Shaping Knowledge through Research**

10:30-12:00

Union 104

You Are Most Powerful When You Use Your Voice: On Norman K. Denzin, the Sociological Imagination, and the Importance of Agape, *Emily Noelle Sanchez Ignacio, University of Washington Tacoma*

Denzin's Lighthouse, *Marcelo Diversi, Washington State University Vancouver*

Fri125 Qualitative Highlights II

10:30-12:00

Union 314 A

Chair: Susan Ophelia Cannon, University of Georgia

Letters to...: Re-membling Qualitative Research Practices, *Jessica N. Lester, Indiana University Bloomington, Vivek Vellanki, Indiana University Bloomington, Darcy E. Furlong, Indiana University Bloomington, Renae Lesser, Indiana University Bloomington, Pei-Jung Li, Indiana University Bloomington, Dorcase Miao, Indiana University Bloomington, and Danielle Layton, Indiana University Bloomington*

Exploring the "Pinterest-Perfect" Classroom as an Object of Discourse, *Christina Hyer Gillespie, University of Georgia*

Dialoguing Across and Against Research Norms in the Social Sciences: (Re) Envisioning Social Studies Education Research in Current Times, *Sarah A Mathews, Florida International University, Craig M. McGill, Kansas State University, Ryan Cowden, Indiana University, Rebecca C. Christ, Florida International University, and Denisha Jones, Sarah Lawrence College*

What is (your) methodology?: Methodological literacies in qualitative inquiry, *Carlson Coogler, The University of Alabama*

Listenings From Afar: Reprocessing Audio Interactions In-the-Moment, *Susan Ophelia Cannon, University of Georgia*

Arthur P. Bochner: Celebrating 10 Years of Coming to

Fri126 Narrative

10:30-12:00

Union 314 B

Chair: Lisa Tillmann, Rollins College

Arthur P. Bochner: Celebrating 10 Years of Coming to Narrative, *Lisa Tillmann, Rollins College, Tony E Adams, Bradley University, David Carless, University of the West of Scotland, Darlene Demarie, University of South Florida, Kitrina Douglas, University of West London, Liora Bresler, University of Illinois Champaign Urbana, Arthur Bochner, University of South Florida, and Csaba Osvath, University of South Florida*

Indigenous Inquiries Circle: Disrupting Colonial Child

Fri127 Welfare Practices

10:30-12:00

Union Illini Room A

Chair: Janice M Victor, University of Lethbridge

Narratives of Aging Out from Child Welfare: Using the Arts to Reform Policy, *Janice M Victor, University of Lethbridge, and Anika Dirk, University of Lethbridge*

Indigenous Child Welfare Dispute Resolution Circles as an Ethical Space of Engagement, *Laurie Sherry, McMaster University, Doctoral Candidate*

'Jeg vil have vores skæbnehistorie til at gå ud til verden' ['I want our fate-story to go out to the world']: Greenland's stolen Indigenous children, *Steve Minton, University of Plymouth, UK / University of South-Eastern Norway, and Helene Thiesen, Greenlandic Inuit Author and Speaker*

Fri128 Education: Higher Education, III

10:30-12:00

Noyes 161

Chair: Fangfang Mo, Purdue University

Mobile Devices in Teacher Education: Reflections of Preservice Teachers from Lesotho, South Africa, and Zimbabwe, *Thuthukile Jita, University of the Free State, and Loyiso Currell Jita, University of the Free State*

Impact of the use of artificial intelligence text generators in journalism teaching in Dominican universities, *Alejandro Eduardo Esteban, Pontificia Universidad Católica Madre y Maestra (PUCMM)*

Teaching/learning practices that value social and racial injustices in research ethics, *Janice B. Fournillier, Georgia States University, Boshi Wang, Georgia State University, Tonya DeGeorge, Georgia State University, Alice Shelia Oliver, Georgia State University, Kwang Daun, Georgia State University, Candace Pettaway, Georgia State University, Hannah Carter, Georgia State University, and Saniba Lakhani*

Transforming Education with Artificial Intelligence: Insights from College Faculty Perspectives, *Fangfang Mo, Purdue University*

Relationships in-the-making: Mapping & Knitting Relationships in Online Learning Communities, *Jenna Nelson, Concordia University Chicago, and Seunggho Moon, Loyola University Chicago*

Fri129 Town Hall Meeting on the Future of ICQ/IAQI

12:05-12:55

Union 200

Fri130 Writing As Method of Inquiry

1:00-2:15

Lincoln 1090

Chair: Laurie Macgillivray, University of Memphis

The Precarity Project: Understanding Urban, Low-Resourced Teachers of Linguistically Diverse Transnational Students, *Ann Frkovich, Concordia University Chicago, and Jenna Nelson, Concordia University Chicago*

Examining Imposter Phenomenon Through our Lived Experiences and Research as Doctoral Students, *JD Dillensnyder, University of South Carolina, Aimee Herring, University of South Carolina, Theresa Harrison, University of South Carolina, and Samantha Martin, University of South Carolina*

“Can We Require Vulnerability in a Service-Learning Course?”, *Laurie Macgillivray, University of Memphis, and Sarah Burson Langley, University of Memphis*

Fri131 Qualitative Health Research III

1:00-2:15

Noyes 157

Chair: Lisa A. Hillman, University of Minnesota

Transnational elder care in Mexican families: a generational analysis, *MARLA GUADALUPE GUADALUPE RAMIREZ CONTRERAS, UNIVERSIDAD DE GUADALAJARA*

Crossfit, Aging, and Identity, *Dale Spencer, Carleton University*

Food Insecurity in Atlanta Regions: A Case Study of Food Agencies in Atlanta, Georgia. , *Jiyee Park, University of Georgia, Abigail Borron, UNIVERSITY OF GEORGIA, Jerry Shannon, UNIVERSITY OF GEORGIA, Maya Ranta Rao, UNIVERSITY OF GEORGIA, and JUNGSUN Lee, UNIVERSITY OF GEORGIA*

“We come from strong people”: A Qualitative Examination of the Psychological Impact, Transmission, & Undoing of Racial Trauma, *Kaleea Regina Lewis, University of Missouri - Columbia, Tiara Watson, University of Missouri - Columbia, and Kymbriona Taylor, University of Missouri - Columbia*

The Medication Experience: Key Insights for Practitioners, *Lisa A. Hillman, University of Minnesota, and Djenane Ramalho Ramalho-de-Oliveira, Universidade Federal de Minas Gerais (UFMG), Brazil*

Fri132 The Posthuman

1:00-2:15

Noyes 217

Chair: Gerald Lee Rosiek, University of Oregon

Nurturing Response-Ability in Mental Health Research: Relational Entanglements of Teacher Union Research Amid the COVID-19 Pandemic, *Pamela Rogers, University of Ottawa, and Nichole Grant, Canadian Teachers' Federation*

Living the Questions of Posthuman Affirmative Ethics in a Humanist World, *Paul William Eaton, Sam Houston State University, and Kirsten Robbins, SUNY Oneonta*

Images of Learning: Conceptions of Learning Outside Learning as Achievement, *Lindsey Lush, University of Georgia*

Reimagining Education Beyond Anthropocentrism, An Application of Judith Butler's "Nonviolence" Theory, *jihan Haidar, Florida International University*

Posthumanist Educational Research: An Inclusive Review of the State of the Literature, *Gerald Lee Rosiek, University of Oregon, MaryJohn R. Adkins Cartee, University of Oregon, Kevin Donley, Georgetown University, and Alexander Pratt, Pennsylvania State University-Altoona*

Fri133 Spotlitged Afternoon Session

1:00-2:15

Lincoln 1065

Mapping The Gap Between Nursing Practice and Knowledge Development Regarding Sexual Violence in Canada, *Sandrine Vallée-Ouimet, Université du Québec en Outaouais, Pierre Pariseau-Legault, Université du Québec en Outaouais, and Lisandre Labrecque-Lebeau, Université du Québec en Outaouais*

Flashpoint Methodology, a Framework for Critical Qualitative Inquiry, *Sarah T. Travis, University of Illinois Urbana-Champaign, Emily J. Hood, University of Arkansas at Little Rock, and Christina Donaldson, University of North Texas*

**Critical Qualitative Inquiry: Critical Inquiries into the
Fri134 (Hi-)Stories of School Closings and Openings in Chicago**

1:00-2:15

Lincoln 1002

From Overcrowded and Segregated to Underenrolled and Closed: The Long History of Undercutting Black Schools, *Maximilian Cuddy, University of Chicago*

The Absent-Presence of School Closure: Resisting through Remembering, *Kristy Ulrich Papczun, University of Illinois at Chicago*

The Right to Urban Schools - Middle-class Parents' Appropriation of Reopened and Remodeled Schools, *Carlotta Reh, University of Zurich, Switzerland*

Whose Voice Matters? Positioning Communities of Color as School Policymakers, *Kylee Coney, University of Illinois Chicago*

Fri135 Directions in Autoethnography I

1:00-2:15

Lincoln 1027

On Blackgirl Sadness & Epistemological Openings , *Jessica Kristina Reed, Michigan State University*

At the Crossroads: Autoethnographic Reflections on Gendered Harm in Black and Asian Communities, *Jayna Tavares, University of Massachusetts Amherst, and Yelim Lee, University of Massachusetts Amherst*

“It Happened Again”. How my Yogic Informed Autoethnographic Research allowed me to “Survive the Stop” and prevented me from being shot (possibly murdered) by law enforcement at a gas station in Holton, Kansas. While allowing me to heal and discuss the trauma safely as a Black Man. , *Brett Lesley Cumberbatch, UNIVERSITY OF MANITOBA DEPARTMENT OF APPLIED HEALTH SCIENCES*

Me and bell hooks: An Autoethnography on My Search for Homeplace, *Michele Johnson, University of Georgia*

Growing from Grief~An Emerging Underground Exploration of Psilocybin Mushrooms and Psychedelic Feminism, *Sydney Millman, University of Edinburgh*

Fri136 Interview Research I

1:00-2:15

Lincoln 1022

Chair: Shannon Kimberly Johnson, University of Colorado Colorado Springs

Hearing silence in secondary data analysis, *Ping-Chun Hsiung, University of Toronto*

A Methodological Thinking of Designing Interview Questions via Three Interviews with a Same Interviewee, *Jingxian Li, University of Georgia*

Western Flavor Wheel and Local Palate- How Baristas' Taste Work Serve Customer's Need, *Tzuyi Kao*

Exploring an alternate narrative for DEI: Black student attitudes towards self-accountability in a PWL., *Jasen L. Knight, Tennessee Tech University*

Reconceptualizing Moral Injury in Law Enforcement: A Cognitive Interview Analysis, *Shannon Kimberly Johnson, University of Colorado Colorado Springs, Stephanie Gangemi, University of Colorado Colorado Springs, and Wren Lichlyter-Klein, University of Colorado Colorado Springs*

**Autoethnography: “All in! The Curiosity of Norman
Fri137 Denzin in the present tense” I**

1:00-2:15

Union 104

Fri138 Arts-Based Research: Qualitative Highlights III

1:00-2:15

Union 314 A

Chair: Aravindhana - Natarajan, University of Toledo

Black Composition Part II: An Aesthetic Geo-Spatial Theory-Method, *gloria j. wilson, The Ohio State University*

Analyzing the Created Image in Research, *Richard Siegesmund, Northern Illinois University, and Karin Hannes, KU Lueven*

Using Photography to Examine Place in Qualitative Research, *Raji Swaminathan, University of Wisconsin-Milwaukee, and Thalia Mulvihill, Ball State University*

The Arts for Work-Life Balance in Social Work, *Aravindhana - Natarajan, University of Toledo*

The art of inquiry: From aesthetically intelligible inquiry towards a relational co-imaginary, *Alexis A. Kallio, Queensland Conservatorium Griffith University, and Aaron M. Kuntz, Florida International University*

**Ronald J. Pelias: Celebrating 20 Years of A Methodology
Fri139 of the Heart**

1:00-2:15

Union 314 B

Chair: Lisa Tillmann, Rollins College

Ronald J. Pelias: Celebrating 20 Years of A Methodology of the Heart, *Lisa Tillmann, Rollins College, Carolyn Ellis, University of South Florida, Tami Spry, St. Cloud State University, Lesa Lockford, Bowling Green State University, Tony Adams, Bradley University, and Ronald J. Pelias, Southern Illinois University, Carbondale*

Indigenous Inquiries Circle: Experiences of SAGE (Supporting Aboriginal Graduate Enhancement)

Fri140 Research Project

1:00-2:15

Union Illini Room A

Chair: H. Monty Montgomery, University of British Columbia

Experiences of SAGE (Supporting Aboriginal Graduate Enhancement) Research Project, *H. Monty Montgomery, University of British Columbia, Margaret Kovach, Educational Studies, UBC (Van), and Shawn Wilson, University of British Columbia - Okanagan*

Autoethnography: Dialogues and silences in the face of insensible reality

Fri141

1:00-2:15

Union Illini Room C

Chair: Michal Krumer-Nevo,

We don't know anything but that: relationship is knowledge, *maya lavie-ajayi, Ben-Gurion University of the Negev, and Neveen ALI SALEH-DARAWSHA, Bar Ilan University*

Dialogues with children and parents about war, life, and death: Finding words when there aren't any, *Yuval Saar-Heiman, Ben Gurion University of the Negev*

How to Be Alive in the Midst of All This Death? An Autoethnography of Casualty Notification Office, *Shachar Timor-Shlevin, Bar-Ilan University*

Self-Censorship or Personal Responsibility? Navigating The Post October 7th Political Restrictions, *Ruth Soffer-Elnekave, Haddassah Academic College*

Fri142 Leadership

1:00-2:15

Noyes 161

Examining Reproductive Health and Career Continuity Among Prospective Parent Leaders, *Sunjin Pak, California State University Bakersfield, Sang-Hoon Lee, Loyola Marymount University, America Hernandez, California State University Bakersfield, Ana Cabrera Ortiz, California State University Bakersfield, and Janelle Ortega, California State University Bakersfield*

Supervisory Ethics: The Ethical Imperative to Consider Supervisees Peers, *Bradley Gangnon, Touro University WorldWife*

Between bulele and daijin: constructing a youth-centered process of wellbeing through trauma and violence, materiality and movement, *Chun Wang, Swarthmore College*

Mindfulness in Action: Integrating Arts-Based Methods for Self-Regulation and Community Connection in Social Work Practice and Classroom Settings

Fri143

2:30-3:45

Lincoln 1090

Chair: Caitlin A. Caswell, School of Social Work, Tulane University

Mindfulness in Action: Integrating Arts-Based Methods for Self-Regulation and Community Connection in Social Work Practice and Classroom Settings, *Caitlin A. Caswell, School of Social Work, Tulane University, M. Candace Christensen, School of Social Work, University of Michigan, and Inci Yilmazli Trout, Dreeben School of Education, University of the Incarnate Word*

Fri144 Qualitative Health Research IV

2:30-3:45

Noyes 157

Chair: Shabzad Inayat, University of Calgary

An Analysis of Protestant Christian Leader Perspectives: Church Culture and Health Behaviors, *Michael Phillips, Tennessee Technological University, Bobbi Severt, Tennessee Technological University, Darek Potter, Tennessee Tech University, and Jessica Richards*

A Qualitative Study of Interactive eText Activity Answers from the EMPOWER Weight Management Program, *Jin Yu, University of Illinois at Urbana-Champaign, Vanessa Parker, Indiana University, Bloomington, Nakamura Manabu, University of Illinois at Urbana-Champaign, and Janet Liechty, University of Illinois at Urbana-Champaign*

Engaging Community and University Partners in a Participatory Research Approach to Increase Feasibility and Acceptance of a School-Based Intervention among Preschoolers, *Yuliana Soto, University of Illinois at Urbana-Champaign, Hong Li, University of Illinois at Urbana-Champaign, Dana A. Eldreth, University of Illinois, Urbana-Champaign, Rachel Jackson-Gordon, University of Illinois at Urbana-Champaign, and Jacinda Kay Dariotis, University of Illinois at Urbana-Champaign*

Examining community agency efforts to offer charitable food assistance through the lens of the Community Capitals Framework , *Jiyea Park, University of Georgia, Abigail Borron, UNIVERSITY OF GEORGIA, Jerry Shannon, UNIVERSITY OF GEORGIA, Maya Ranta Rao, UNIVERSITY OF GEORGIA, and JUNG SUN Lee, UNIVERSITY OF GEORGIA*

Dialectical Pluralism: A Viable Worldview to Inform Qualitative Descriptive Studies, *Shabzad Inayat, University of Calgary*

Fri145 Spotlitged Papers

2:30-3:45

Noyes 162

Incomplete Toy: Exploring Personal Loss and Societal Struggle Through Art, *Ava Maken Ali, University of Illinois Urbana-Champaign*

Surprising/Challenges: Fieldwork, Subjectivity, and Inquiring Otherwise as Early Qualitative Scholars , *Angela Kraemer-Holland, Kansas State University, Ellen Moskowitz, Kansas State University, and Jennifer Ramirez, Kansas State University*

Supporting Literacy In A Technology-Driven Post-Pandemic Library: Exploring Librarian Narratives, *Wenddy Pray, Texas Tech University*

Legal Counsel, Moral Expectations, and Youth Justice: economies of worth in youth courts, *Dale Spencer, Carleton University, Daniella Bendo, Western University, and Nathan Innocente, University of Toronto*

Fri146 Qualitative Inquiry and the Arts

2:30-3:45

Noyes 217

Chair: Brendon M. Soltis, Michigan State University

I'm Not a Poet / Researcher Identity / Explored Through Haiku, *Jake D Mitchell, University of Tennessee, Knoxville*

Arts Leadership in the Bay Area, *Antonio C. Cuylar, University of Michigan*

Celebrating the In-Between Spaces of Participatory Research, *Whitney Danielle Blaisdell, University of Regina*

"I Carry a Piece of Home Through my Art" – an Autoethnography of an (Im-) Migrant-Dancer in Germany , *Sara Rodríguez Lugo, University of Applied Sciences Würzburg - Schweinfurt, Germany*

Capturing the Liminal: An Exploration of “Extraracial” Identity Using Arts-Based Methods, *Brendon M. Soltis, Michigan State University*

Arts-Based Research: Factors That Lead To Principal Retention: An Arts-Based Narrative

2:30-3:45

Lincoln 1002

Factors That Lead To Principal Retention: An Arts-Based Narrative Inquiry, *Melissa Fae Veatch, University of Missouri Kansas City*

Fri148 Feminist Autoethnographies

2:30-3:45

Lincoln 1027

Chair: Tara McGuinness, University college Dublin

Territory, Body, Blood., *Tara McGuinness, University college Dublin*

Childless Lived as an Absence of Intimacy: An Autoethnographic Account, *Amanda Meris Gunn, Denison University*

What Makes Feminist Methodologies Feminist? An Autoethnographic Exploration of Feminism and Mental Illness in Higher Education, *MICHELLE Nicole WALTER, University of Melbourne*

The Unspoken Moments and Embodied Silence: A Autoethnography of Pauses in Qualitative Interviews, *Anamika Dhakse, Indiana University*

I’m Here: Black Literacies, Embodied Presence, and Culturally Sustaining Pedagogy in Teacher Preparation, *Michelle Grace-Williams, Northern Michigan University*

Fri149 Interview Research II

2:30-3:45

Lincoln 1022

Chair: Brandi Lawless, University of San Francisco

Survival Communication: A linguistic Analysis of Captivity Narratives of Migrant Filipinos, *Melicent Jalova Alpern, Campbell Adult and Community Education, and Jean A Saludadez, University of the Philippines Open University*

Unraveling Corruption within the Context of Climate Vulnerability: A Study on Four Coastal Villages in Southwestern Bangladesh., *Arup Ratan Paul, Texas Tech University, and Patricia Maloney, Texas Tech University*

Vulnerability, Empathy, and Support: Upper-Elementary Student Interactions during Group Interviews, *Amy Lynn Damrow, Kent State University*

There's more to coaching than just what you see": Using solicited time diaries and semi-structured interviews to account for women high performance sport coaches' work, *Michele Donnelly, Brock University*

Understanding the Experiences of Immigrant Women Faculty: A Critical Qualitative Approach to Longitudinal Data, *Brandi Lawless, University of San Francisco, and Yea-Wen Chen, San Diego State University*

Fri150 Autoethnography: "All in! The Curiosity of Norman Denzin in the present tense" II

2:30-3:45

Union 104

Fri151 Arts-Based Research: Qualitative Highlights IV

2:30-3:45

Union 314 A

Chair: Renae Lesser, Indiana University Bloomington

Brown Sugar Paradigms, *Lynn Robinson, The Ohio State University*

Defamiliarizing Graduate School Culture: Collaborative Art Making Workshop, *Esra Ibil, Indiana University*

Introducing art in my research practice , *Anne Namatsi Lutomia, Purdue University*

Period Talk, *HSIN FANG, Florida State University, and Amber Ward, Florida State University*

Doodles as Methods: Arts-Based Inquiry in the Margins, *Renae Lesser, Indiana University Bloomington*

**Arts-Based Research: TBA: The Emergent Nature of
Fri152 Arts-Based Research**

2:30-3:45

Union 314 B

TBA: The Emergent Nature of Arts-Based Research, *Nancy Gerber, Florida State University, Tamryn McDermott, Ohio State University, Merel Visse, Drew University, Karen A. McGarry, Oakland University, and Polina Isurin, Ohio State University*

Encountering oneself through memory, discourse, materials, and space, *Polina Isurin, The Ohio State University*

Living entanglements: inquiring materialized care, *Merel Visse, Drew University*

The Process of Creating Spaces for Unexpected Possibilities . . . , *Tamryn McDermott, The Ohio State University*

What happens when we indwell?, *Karen A. McGarry, Oakland University*

Fri153 Indigenous Inquiries Circle: Lessons from the Land

2:30-3:45

Union Illini Room A

Chair: Warren Linds,

Land-based Learning Methodology as a form of Climate Change Adaptation: A decolonial Learning from the Indigenous Community in Bangladesh, *Arifatul Kibria, American International University-Bangladesh, and Barsha Koiri, University of Dhaka*

Re-connecting to mother earth, our "selves" and others: Lessons learned from Colombia's Truth Commission, *Nancy Emilce Carvajal Medina, Universidad Pedagógica y Tecnológica de Colombia*

Indigenous Land-based Practices as Decolonial Disaster Adaptions Research Methodology, *Ranjan None Datta, Mount Royal University, Calgary, Canada, and Barsha Koiri, University of Dhaka*

Qualitative Research And Artificial Intelligence: Questions For Qualitative Data Analysis Software

Fri154 Publishers

2:30-3:45

Union Illini Room C

Chair: Charles Vanover, University of South Florida

Panelists, *Silvana Di Gregorio, Lumivero, Stacy Penna, Lumivero, Susanne Friese, Qeludra B.V, Neringa Kalpokas Matulaityte, ATLAS.ti, Tamara Pataki, MAXQDA, and Daniel Turner, Quirkos*

Discussant, *Paul Mihas, University of North Carolina Chapel Hill*

Fri155 Education: Autoethnography

2:30-3:45

Noyes 161

Chair: Ricardo Montelongo, Sam Houston State University

Community Autoethnography Reveals the Power of Culturally Responsive Relationships, *Esperanza De La Vega, Portland State University, and Carrie Larson, Pacific University*

Autoethnographic Reflection on Living Pedagogy to Empower Teachers' Transversal Skills, *Rajendra Dabal, Kathmandu University*

Autoethnography of a Teacher Educator: Disempowering Phenomenon Being Visibly Muslim in a Landscape of Disdain, Ridicule, and Lies., *Dr. Seema A. Imam, National Louis University*

What do you want me to do? Exploring power and knowledge among central office educational staff, *Charli Celine Kerns, Knox County Schools district Knoxville, TN*

The Eras Tour: Nine Schools, A Retrospect, and New Histories for a Chicano Scholar, *Ricardo Montelongo, Sam Houston State University*

**Building an Anti-Ableist Community of Practice in
Fri156 Higher Education: Conspiring Toward Equity**

4:00-5:15

Lincoln 1090

Chair: Elena Hatton Silverman, Indiana University Indianapolis

Building an Anti-Ableist Community of Practice in Higher Education: Conspiring Toward Equity, *Elena Hatton Silverman, Indiana University Indianapolis, and Mercedes Adell Cannon, Indiana University - Indianapolis*

Fri157 Qualitative Health Research V

4:00-5:15

Noyes 157

Chair: Velette Christine Britt, University of Colorado Colorado Springs

Breathe More: A Culturally Tailored Eight-Week Yoga and Mindfulness and Workbook for Low-Active Latina Youth, *Yuliana Soto, University of Illinois at Urbana-Champaign, Susan Aguiñaga, University of Illinois at Urbana-Champaign, and Jacinda Kay Dariotis, University of Illinois at Urbana-Champaign*

“Best to take care of yourself”: Exploring farmers’ perceptions of mental health, *Alyssa Billington, University of Illinois, Courtney Cuthbertson, University of Illinois Urbana-Champaign, Samantha Iwinski, University of Illinois Urbana-Champaign, Madhulika Krishnaswamy, University of Illinois Urbana-Champaign, and Yifan Hu, University of Illinois Urbana-Champaign*

“They’re playing fast and loose with your life”: A phenomenological understanding of patients’ and partners’ medical experiences of perinatal loss, *Jennifer Kendrick, University of Louisville, and Kristin Baisch, University of Louisville*

Exploring the Lived Experiences of Financial Burden among Breast Cancer Survivors: A Phenomenology Study, *Majdleen Abu Fasheh, University of Louisville, Shubha Sapkota, University of Louisville, and Lesly M. Harris, University of Louisville*

Determinants of Physical Activity Self-Efficacy among those with Spinal Cord Injury: A Photo-Elicitation Study, *Velette Christine Britt, University of Colorado Colorado Springs, Jessica Kirby, University of Colorado Colorado Springs, Amy Silva-Smith, University of Colorado Colorado Springs, and Brynn Adamson, University of Colorado Colorado Springs*

Fri158 Critical Pedagogy

4:00-5:15

Noyes 162

Chair: Minki Jeon, Florida State University

Report on the Use of Film in AP African American Studies: A Narrative Analysis, *Dennis Matt Stevenson, University of Tennessee - Knoxville*

Reimagining Refugee Education: Decolonization as a Path to Liberation, *Adnan Turan, Arizona State University*

When They See Us: Narrowing the Science Achievement Gap Through Culturally Responsive Teaching, *LaTanza Lashae Haggerty-Allen, Texas A&M University, College Station*

Shaping Futures and Envisioning Change: Teachers and Students as Agents of Change in Interdisciplinary Arts Curriculum, *Minki Jeon, Florida State University*

Fri159 Directions in Arts-Based Research III

4:00-5:15

Noyes 217

Chair: Kiana Willis, The University of Georgia

Collaging Awakening and Resistance with/in Artful Inquiry, *Maureen A Flint, University of Georgia, Kiana Willis, The University of Georgia, Ashley Williams, The University of Georgia, Venessa Silveria, The University of Georgia, Jennie Pless, University of Georgia, Brandon Isome, The University of Georgia, Joy Green, The University of Georgia, Casper Gemar, The University of Georgia, and Lauren Copelan, The University of Georgia*

Acompañamiento: Journeying Together Towards Racially and Linguistically Just Spaces & Places, *Reka Barton, University of San Diego, and Cecilia Valenzuela, University of San Diego*

COVID-19 Visual Artistic Expressions of Caribbean Families, *Karina Donald, Florida State University, Daniel Vasquez, Florida State University, and Cole Lin, Florida State University*

Disrupting Powerlessness: The Reterritorialization of Dual Credit Curriculum and Instruction, *Lara Colleen Alvarenga*

More Than Words: Black Women and Girls Expressions of Schoolhouse Captivity., *Dawn M. Demps, University of Arizona*

Mirrors in a Crooked Room: Visual Inquiry as a Healing Praxis, *Kiana Willis, The University of Georgia*

Potlucks, Mystery, Magic & Sneakiness in Institutional Spaces
Fri160

4:00-5:15

Lincoln 1065

Chair: Tim Abel, University of Illinois at Urbana-Champaign

Potlucks, Mystery, Magic & Sneakiness in Institutional Spaces, *Tim Abel, University of Illinois at Urbana-Champaign, Ishita Dharap, University of Illinois at Urbana-Champaign, Paulina Camacho Valencia, University of Arkansas, Allison Yasukawa, School of the Art Institute of Chicago, and Azlan Smith, University of Illinois at Urbana-Champaign*

Implications of art and poetry for social transformation through qualitative research
Fri161

4:00-5:15

Lincoln 1002

Our poetry: our history, our voice, our soul, *Marília Velardi, Universidade de São Paulo (Usp)*

Decolonizing research and art, *Eva Marxen*

Arts-Based Research: Distilling Pedagogy: Arts-Based Inquiry towards Gender, Place, Culture, and Teaching Reflection
Fri162

4:00-5:15

Lincoln 1027

Making in Trio: (Re)engaging Second Sexual Characteristics to Untangle Womanhood, *HSIN FANG, Florida State University, Ling-Yu Chou, University of Arizona, Pin-Hsuan Tseng, Pennsylvania State University, and Alice Yu-Chin Cheng, The Department of Art Administration, Education, and Policy at the Ohio State University*

Tent as my Studio as a transnational participatory arts-based approach, *Pin-Hsuan Tseng, Pennsylvania State University*

Bridging Cultures through Art: When East Asian Ink Painting Techniques Meet the American Southwest Landscape, *Ling-Yu Chou, University of Arizona*

Blacking Out to Focus: A Teacher Reflection Blackout Poetry for Teaching in the Pandemic., *Alice Yu-Chin Cheng, Ohio State University*

Fri163 Education: International Perspectives

4:00-5:15

Lincoln 1022

Chair: Eduardo de Jesús Rubio-Díaz, Universidad Autónoma de Yucatán

Exploring Instructional Leadership Practices in Institutional Schools of Kathmandu: A Narrative Inquiry, *Subash shrestha, Kathmandu University of Education*

Education Planning and School Governance in Federal Context: A Case of Nepal, *Krishna Prasa Prasad Paudel, Kathmandu University, Nepal, and Surya Prasad Gautam, Tribhuvan University*

Becoming second-career teachers in Taiwan, *Yu-ping Cheng, Southern Taiwan University of Science and Technology, Taiwan*

The narrative research as a way of listening to women teachers, *Eliana Ayoub, Universidade Estadual de Campinas - Unicamp, Marília Velardi, Universidade de São Paulo (Usp), Rosana Baptistella, Universidade Estadual do Mato Grosso do Sul (UEMS), Lilian Freitas Vilela, Universidade Estadual Paulista (Unesp), Marília Del Ponte de Assis, Universidade do Estado de Minas Gerais (UEMG), Marcos Roberto Godoi, Universidade Federal de Mato Grosso (UFMT), Mirza Ferreira, Universidade Estadual de Campinas (Unicamp), and Eliana de Toledo, Universidade Estadual de Campinas (Unicamp)*

“The tooth fell out, and I felt like I’m gonna grow taller real soon”: Perspectives on Growing Up from Urban Chinese Preschoolers, *Yinshan Su, Nanjing Normal University, and Jin Huang, Nanjing Normal University*

Historical Background on Male Representation in the Bachelor’s Degree in Preschool Education at a Teacher Training College in the Yucatan, *Eduardo de Jesús Rubio-Díaz, Universidad Autónoma de Yucatán*

Writing Our Way Through: Past-Present-Future-Hope-Recovery
Fri164 Recovery

4:00-5:15

Union 104

Chair: Christopher Norman Poulos, UNC Greensboro

Writing Our Way Through: Past-Present-Future-Hope-Recovery , *Christopher Norman Poulos, UNC Greensboro, Ronald J. Pelias, Southern Illinois University (Emeritus), Bryant Keith Alexander, Loyola Marymount University, Elissa Foster, DePaul University, and Lesa Lockford, Bowling Green State University*

Fri165 Qualitative Highlights V

4:00-5:15

Union 314 A

Chair: David Lee Lee Carlson, Arizona State University

Qualitative Inquiry Syllabi as Productive (Mis)Readings, *Rebecca C. Christ, Florida International University*

¡Viva Zapata!? Community Research Collectives and other necessary ways to throw all caution to the wind, *Mathias Urban, Dublin City University*

I Am Not a Dick! Or the Musings of Someone Whose Name Is Not Richard...or Worse, *Ricardo Montelongo, Sam Houston State University*

Readers Researching and Researchers, *David Lee Lee Carlson, Arizona State University*

Fri166 Arts-Based Research: More-than-human Art

4:00-5:15

Union 314 B

The Natureculture Body: Matterphoric Fieldnotes, *TAMI SPRY, St. Cloud State University*

Backcountry Coyotes, *Jake Simmons, Missouri State University*

A trans-poetics of composting the futurepresent, *Daniel X. Harris, RMIT University*

The poetics of moving/writing through the everyday, *Jonathan Gunning Wyatt, University of Edinburgh,*

A Million Silver Eyes: The Posthumanities at Slack Tide, *Travis Paine Brisini, Louisiana State University*

Fri167 Indigenous Inquiries Circle: Colonial Unsettling, Transformation and Possibilities

4:00-5:15

Union Illini Room A

Chair: Nancy Emilce Carvajal Medina, Universidad Pedagógica y Tecnológica de Colombia

A Family Story, of sorts, *Patrick John Lewis, University of Regina, Faculty of Education*

“Decolonizing the Self: From Research to Re-Self-WE-Search”, *Nancy Emilce Carvajal Medina, Universidad Pedagógica y Tecnológica de Colombia*

Beadwork and Decolonizing Kenya’ Curriculum to Emancipate Indigenous Languages, *Jackson Mainai Shaa, Texas Tech University*

Fri168 Teaching Practical and Conceptual Qualitative Methods

4:00-5:15

Union Illini Room C

Chair: Charles Vanover, University of South Florida

Panelists, *Charles Vanover, University of South Florida, Rebecca Shargel, Towson University, and Elaine Keane, University of Galway*

Discussant, *Paul Mihas, University of North Carolina Chapel Hill*

Fri169 The Digital

4:00-5:15

Noyes 161

Chair: David L Morgan, Portland State University

The (Digital) Forensic Files of Queer Inclusion within Higher Education, *S. Gavin Weiser, Illinois State University, and Travis Wagner, University of Illinois*

Pandemics, GenAI and Disruption: the future of Qualitative Analysis, *Silvana di Gregorio, Lumivero*

Flying lies: Imposter participants and impresses in online qualitative research,
Yixuan Wang, University of Georgia

Query-Based Analysis: A Strategy for Analyzing Qualitative Data Using ChatGPT,
David L Morgan, Portland State University

Fri170 Spotlited Papers

4:00-5:15

Noyes 163

Chair: Angela Kraemer-Holland, Kansas State University

With a Click of my Heels: Becoming [a] Kansan through the Everything Else,
Angela Kraemer-Holland, Kansas State University

Collage making as a Reflexive Research Practice: Novel ways of engaging in the
graduate classroom, *Tracie Rogers, University of the West Indies, Mona Campus, and
Cynthia Lubin Langtiw, Chicago Professional School of Psychology*

Exploring the importance of temporality in social movement research, *Mark
Turner, Manchester Metropolitan University*

Award Ceremony

5:30-6:00pm

Union 200

Plenary: Aesthetic Based Research

6:00-7:00pm

Union 200

Saturday General Sessions

sat101 Education: STEM

9:00-10:15

Lincoln 1024

Chair: Theresa Conefrey, Santa Clara University

Ungrading as a Pedagogy for Teaching Qualitative Research in STEM Disciplines, *Priya C. Kumar, Pennsylvania State University*

USING RUBRICS AS A CONTINUOUS ASSESSMENT TOOL IN TEACHING MATHEMATICS IN SCHOOL LEVEL, *Sagar Dabal, The Celebration Co-Ed School/College, Kathmandu, Nepal, and Dhanapati Subedi, Kathmandu University School of Education, Lalitpur, Nepal*

Cultural and Interdisciplinary Immersion in STEM Graduate Student Training: A Qualitative Investigation into Insights from Appalachian, Cherokee, and Other Rural Contexts, *Carey Ann Wilson, Tennessee Technological University, Katie Pabody, Tennessee Technological University, Andrea Arce-Trigatti, Tennessee Tech University, and Pedro Arce, Tennessee Tech University*

Writing: an Evolving History, *Theresa Conefrey, Santa Clara University*

Arts-Based Research: Against Closure: Becoming, sat102 Incompleteness, Absence, and the Liminal

9:00-10:15

Lincoln 1060

Chair: Ruth Seonaid Gailey, University of Edinburgh

Fa(r)thering: Multifaceted Narratives of Be/coming Father., *Seungho Moon, Loyola University Chicago*

To See What Is There and What Is Absent: Analysis of the Solidarity Symbols in Public Space in Poland, *Agata E. Morgan, Jagiellonian University*

Chasing Dreams at Chautari, *Haris Chand Adhikari, Kathmandu University*

Revision as Provocation for Arts-Based Exploration, *Alexa R. Kulinski, Indiana University Indianapolis*

Lineage of Felt: using Felt Sense to Explore (Neuro)Diverse Female Experience in Affect-ionate Spaces., *Ruth Seonaid Gailey, University of Edinburgh*

Facing the Monster: Disrupting Mental Barriers In and Through an Informal Learning Community

9:00-10:15

Lincoln 1066

Chair: Rachel Yan Gu, UIUC

Facing the Monster: Disrupting Mental Barriers In and Through an Informal Learning Community, *Rachel Yan Gu, UIUC, Natalie Smith, UIUC, Umar Hameed, University of Illinois Urbana-Champaign, and Ava Maken Ali, University of Illinois Urbana-Champaign*

How We Teach, How We Learn: The PhD Experience as a Pedagogical Pathway

9:00-10:15

Lincoln 1028

Applying Universal Design for Learning (UDL) to Arts Management Curriculum, *Maclain Hardin-Kurza, Florida State University*

Understanding through the Visual: A Doctoral Student's Exploration of Social Theory, *Catherine Anne Usewicz, Florida State University*

A Palette of Methodologies: Exploring our Teaching in Arts Education, *Maclain Hardin-Kurza, Florida State University, Catherine Anne Usewicz, Florida State University, and Audrey Jacobs, Florida State University*

Pictures of Inquiry as Educators: Reflexive Synthesized Analysis of a PhD Student's Journey, *Minki Jeon, Florida State University*

Game Night at the Museum: The Gallery Tour as Table Top Game, *Audrey Jacobs, Florida State University*

Sat105 Digital Tools

9:00-10:15

Lincoln 1065

Collective narrative about the CCP Model (Building my professional career) as a tool to enable new realities. Co-performing voices., *Magdalena Suárez-Ortega, Universidad de Sevilla, M. Fe Sanchez-García, Universidad Nacional de Educación a Distancia, Madrid, Ana Fernandez-García, Universidad Nacional de Educación a Distancia, Madrid, Carolina Romero-García, Universidad de Sevilla, M. Ines García-Ripa, Universidad Pontificia Católica Argentina, Pamela Zapata-Sepulveda, Universidad de Tarapacá, Chile, Marília Velardi, Universidade de São Paulo (Usp), and Fabiola GARCLA, Universidad Autónoma Chapingo, México*

Digital technologies and issues in transcription, *Rebecca Brusseau, Longwood University*

Mobile Devices in Teacher Education: Reflections of Preservice Teachers from Lesotho, South Africa, and Zimbabwe, *Loyiso Currell Jita, University of the Free State, and Thuthukile Jita, University of the Free State*

How Do You Know? Parsing the Infocalypse, *Sylvia Sylvia Weintraub, The University of Tennessee at Martin, and Lauren Stetz, The University of the Arts*

Sat106 Autoethnography Session I

9:00-10:15

Lincoln 1027

Chair: Jennifer Lynne Morey Hawkins, St. Cloud State University

Changing Spaces and Changing Positionality: Duo-Autoethnographic Study on the Transformative Process of Faculty Research Mentorship in Higher Education, *Mitsumori Misawa, University of Tennessee Knoxville, and Patricia J Higgins, University of Tennessee Knoxville*

Unpacking Authenticity as Nonresident Aliens: Reflections on Being Relevant in the US Academia, *Betül Demiray Sandıraz, Michigan State University, Department of Teacher Education, Seungwoo Hwang, Michigan State University, and Kasun Gajasinghe, Department of Teacher Education, Michigan State University*

Assembling our Collaborative Coven: Posthuman Feminist Incantations for Thriving on the Tenure Track, *Gretchen S. Goode, University of Southern Mississippi, Sunny Wells, University of Southern Mississippi, and Kimberly Hogan, University of Southern Mississippi*

Putting the “Me” in Research Mentoring, *Rachel Wagner, Clemson University, and Faiza Jamil, Clemson University*

Navigating the journey from student to early-career scholar: A duoethnographic inquiry of women in/on the higher education pipeline, *Janie Copple, Georgia State University, and Jiyea Park, University of Georgia*

Gaslit and ghosted: A story shared through the lens of creative-relational inquiry, *Jennifer Lynne Morey Hawkins, St. Cloud State University*

sat107 Feminist Qualitative Research I

9:00-10:15

Lincoln 1022

Chair: Shaimaa Khanam, University of Illinois Urbana Champaign

Experiences of Women in the Ginger Value Chain in Nepal, *Anne Namatsi Lutomia, Purdue University, and Julia Bello-Bravo, Purdue University*

Texas SB8: How Texas Legislators Constructed a Prison without Walls, *Shaimaa Khanam, University of Illinois Urbana Champaign*

sat108 Anti-Racist, Decolonial Reflective Learning

9:00-10:15

Union 209

Anti-Racist, Decolonial Reflective Learning Research Methodology, *jebunnessa chapola, University of Regina, SK, Canada, Ranjan None Datta, Mount Royal University, Calgary, Canada, Prarthona None Datta, Central Memorial High School, Calgary, Canada, and Prokriti None Datta, Central Memorial High School, Calgary, Canada*

sat109 New Methods and Methodologies: I

9:00-10:15

Union 210

Chair: Mostafa Adel Mahmoud Hanafy, University of Illinois Urbana-Champaign

Using ‘Modes of Thinking’ to Push a Field Towards New Analytical Visions in Research., *Sarah A Mathews, Florida International University*

Diffraction Iconoclastic Theoretical Bricolage: Thinking Differently about Bloom's Taxonomy through Creative Irreverence, *Brandon Sherman, Indiana University Indianapolis*

Researcher-Data-World Shimmers, *Christie C. Byers, George Mason University, and Mirka Koro, Arizona State University*

Bodyography: An Invitation to Engage with the Bodies Collective, *Ryan Paul Bittinger, Independent Academic and Psychotherapist, The Bodies Collective 2024, and Jess A.L. Erb, Independent Academic and Psychotherapist*

Exploring Photovoice as an Empowering Evaluation Method: Lessons Learned from a High School Summer Bridge Program, *Mostafa Adel Mahmoud Hanafy, University of Illinois Urbana-Champaign*

Sat110 Disability I

9:00-10:15

Union 215

Chair: Brynn Adamson, University of Colorado Colorado Springs

Young Disabled Artists Thinking with Materials, *Emily Jean Hood, University of Arkansas at Little Rock*

Managing interpersonal dynamics between disabled and non-disabled participants in community-based exercise classes: Insights from instructors, *Brynn Adamson, University of Colorado Colorado Springs, Mina Woo, University of Illinois Urbana-Champaign, Latashia Key, University of Illinois Urbana-Champaign, Jenna Fesemyer, University of Illinois Urbana-Champaign, Chung-Yi Chiu, University of Illinois Urbana-Champaign, Toni Liechty, University of Illinois Urbana-Champaign, and Laura Rice, University of Illinois Urbana-Champaign*

WHY AND WHAT FOR TO IDENTIFY DIVERGENT EPISTEMOLOGIES OF DISABILITIES IN THE CONTEXT OF QUALITATIVE RESEARCH, *Consuelo Chapela, UNIVERSIDAD AUTONOMA METROPOLITANA - XOCHIMILCO, Alejandro Cerda, Universidad Autónoma Metropolitana-Xochimilco, Dulce-María García-Lizárraga, Universidad Autónoma Metropolitana-Xochimilco, and Javier de-la-Rosa, Universidad Autónoma Metropolitana*

Re-writing the Invisible Disability Narrative in Post-Pandemic Times: Integration of Student Voices with Transformative Leadership , *Umair Iqbal, University of Western Ontario*

“Beyond the Ivory Tower: Autoethnographic Insights into the Lived Experiences of Sick and Disabled Academics in Conference Spaces, *Jesselyn Rose Dreeszen Bowman, University of South Carolina, and Leah Dudak, Syracuse University*

Autoethnography: Relational Collaborative

Sat111 Autoethnography Methodology

9:00-10:15

Union 217

Community Women-led Climate Change Solutions and Resilience Stories from an Anti-Racist, Decolonial Feminist Perspectives Through Relational Collaborative Autoethnography Methodology, *jebunnessa None chapola, University of Regina, SK, Canada*

Sat112 Arts-Based Research: Identity and the Relational

9:00-10:15

Union 314 A

Chair: Marquis B. Holley, University of South Florida

Black, queer, and femme all over: Envisioning endarkened poetic inquiry, *Meghan Green, Erikson Institute*

Dialoguing Relationship(s) through Narrative Storytelling. Seoyeon Jenn Kim, University of Arizona, and Ling-Yu Chou, University of Arizona, *Seoyeon Jenn Kim, University of Arizona, and Ling-Yu Chou, University of Arizona*

Exquisite Wanderings, *Karen A. McGarry, Oakland University*

Re-Actors and the Creation of “Meaning”; Drama—a Reflective Site of Collision , *Gustave John Wéltsek, Indiana University*

Soul Sista (Remix): Displaying Strength, Courage, And Wisdom Through Arts Based Research, *Marquis B. Holley, University of South Florida*

sat113 Dear Research: Meditations with Katherine McKittrick

9:00-10:15

Union 314 B

Dear Methods, or Queering the (Research) Process, *David Lee Lee Carlson, Arizona State University*

Dear Scholars, *Joshua Palkki, Arizona State University*

Dear Citational Practice, *Sun Young Lee, Wichita State University*

Dear Academy, *Shawn Kimbrel, Arizona State University*

Dear Theory: Your Work is Fictive, *Marina Basu, Arizona State University*

Indigenous Inquiries Circle: Indigenous Feminist Research: Considering Resistance, Indigeneity and

sat114 Settler Colonialism

9:00-10:15

200 Ballroom

Chair: Roe Bubar, Colorado State University

Disrupting Settler Denialism in the Federal Indian Boarding School and Residential Systems , *Roe Bubar, Colorado State University*

Strengthening Indigenous Digital Kinship Routes: Memes & Beads in Response to Cultural Moments Online, *Jennifer "Jamie" Folsom, South Dakota State University*

Indigenous Representation in Upper Administration: Higher Education as a Project of Settlement , *Tiffani Kelly, University of Oklahoma*

Panelist, *Caridad Souza*

sat115 The Pandemic and Beyond

9:00-10:15

Lincoln 1064

Chair: Salvador R. Victor, Bethune-Cookman University

English Language Learning during a Time of Crisis. A Phenomenological Study in El Salvador, *Jeany Liseth Argueta, Universidad Gerardo Barrios, and José Eliseo Villanueva, Universidad Gerardo Barrios*

Navigating the Shift from the Unsayable to Radical Hope: Cross-Cultural Reflections on the Intersection of COVID-19 and America's Racial Reckoning , *Lydia Stetson, Fielding Graduate University, Leticia Berg, Fielding Graduate University, Adair Roberts, Fielding Graduate University, and Megan Spees, Fielding Graduate University*

Amazing Post-Pandemic Recovery: Analysis of the Promotional Campaign that Led to the Recognition of the Dominican Republic as a Top-Level Tourist Destination, *Salvador R. Victor, Bethune-Cookman University, and Alejandro Esteban, Pontificia Universidad Católica Madre y Maestra, Santiago, República Dominicana*

sat116 Education: Inclusivity

10:30-12:00

Lincoln 1024

Chair: Fuyi Feng, Ohio State University

“It Really Happened!”: Reflections about the Men of Kennis Initiative in Addressing the Teacher Diversity Gap , *Tedi Taylor Gordon, Athens State University, Lisa Brizendine, Athens State University, and Darlene Turner-White, Athens State University*

Education as Hospitality: What Can We Learn from Japanese Tea Ceremony as a Pedagogical Model?, *samantha shoppell, University of Illinois Urbana Champaign*

Students' Responses To Multicultural Picturebooks in Teaching Literacy, *Fuyi Feng, Ohio State University, Andri Andriansyah, The Ohio State University, and Yueyue Li, The Ohio State University*

Voices of a Community Librarian and Public-School Educator on the Co-Production and Collaborative Efforts to Improve Literacy Education, *Larissa Rector, Putnam County Schools, Snug as a Bug Foundation, and Kathryn Wisinger, Putnam County Public Library, Check It Out! Podcast*

sat117 Mixed Methods:

10:30-12:00

Lincoln 1060

Sat118 Noise is Everything and Everything is Noise

10:30-12:00

Lincoln 1066

Noise is Everything and Everything is Noise, *Ilayda Altuntas Nott, Indiana University Bloomington*

Spotlight session on Democracy, Academic Freedom, & Sat119 Qualitative inquiry.

10:30-12:00

Lincoln 1028

Chair: Marc Spooner, University of Regina

Spotlight session on Democracy, Academic Freedom, & Qualitative inquiry., *Marc Spooner, University of Regina, Kakali Bhattacharya, University of Florida, and Yvonna Sessions Lincoln, University of Texas A & M*

Sat120 Postqualitative Research I

10:30-12:00

Lincoln 1065

Chair: Elizabeth Abraham, Florida International University

Post Qualitative Inquiry and Me, *Kali Thompson, University of Lincoln*

Constellating : Conceptualising an Approach to Affective Entanglement in Data Analysis , *Mindy Ptolomey, Glasgow Caledonian University and University of Glasgow*

Bouncing as Methodology in Art Education Research and Social Practice, *Lisa Novak, University of Texas at El Paso*

Can Autoethnography Exist Without the “I”?: An Attempt to Reconcile Post- Qualitative Inquiry and Autoethnography, *Elizabeth Abraham, Florida International University*

sat121 New Materialisms: New Materialisms I

10:30-12:00

Lincoln 1051

Rethinking collective biographies and memory work , *Helle Plauborg, Aarhus University, The Danish School of Education*

A New Materialist Becoming of the Sexuality-Assemblage Hyphen, *Toni Ingram, Auckland University of Technology (AUT)*

WRITING AS A BLOC OF SENSATION: MO[VE]MENTS THAT CARRY A FEELING, *Karen S Kaufman, The University of Edinburgh, Centre For Creative-Relational Inquiry, and Andrew Mark Gillott, University of Stirling*

Listening to the World: Interpreting Art through the Concept of “Sonic Materialism, *Jack Douglas Richardson, The Ohio State University - Newark*

Navigating the More-Than-Human World: GeoCaching’s Educational Potential, *Shagun Singha, Arizona State University*

sat122 Autoethnography Session II

10:30-12:00

Lincoln 1027

Chair: Joy A. Oslund, Grand Valley State University

Who Save Karnali Soil and Souls, Self or Others? Insights and Lessons Learned from the School at Dullu, *Indra Mani Shrestha, Kathmandu University School of Education, Department of STEAM Education, Nepal, Bal Chandra Luite, Kathmandu University School of Education, and Peter Charles Taylor, Murdoch University, Australia*

Mall-walking with my father: Finding common ground, step-by-step, *Lisa Spinazola, Western Governors University*

Identity Redacted: Examining Scholarly Peer Review as an Adopted Person, *Joy A. Oslund, Grand Valley State University*

Researching Dehumanization of teachers in Neoliberal Schools in India: The Potential of Autoethnographic Method, *Shilpi Kukreja, CSJM University, Kanpur, India*

Telling Personal Stories in Relation to Peer Review: A Meta-Autoethnography , *BEIXI LI, Western Michigan University, and Ajit Bhattarai, Idaho State University*

Verisimilitude in Poetic Inquiry: The Making of A Feminist in the Buckle of the Bible Belt, *Staci L. Tharp, Texas Tech University*

Sat123 Directions in Ethnography II

10:30-12:00

Lincoln 1022

Chair: leslie louise wood, Kent State University

: “You’re gonna have to lie a little bit and say, “Oh yeah, I do slow.”: How people who use meth feel left behind while attention is focused on opioids., *leslie louise wood, Kent State University*

Understanding research relationships reciprocally: Positionality and trust in the midst of differences, *Mili Bhatnagar, Department of Educational Policy Studies, University of Wisconsin-Madison*

“I am struggling to do well but haven’t lost my hopes”: Narratives of newcomer immigrant youth’s sense of belonging in a US high school, *Laxmi Prasad Ojha, Michigan State University*

Theorizing ‘cultural authenticity’ in Australian youth tourism: English language schools, the Anglophone West, and holding a koala, *Phiona Stanley, Edinburgh Napier University, and Alexander Craig Wight, Edinburgh Napier University*

High-Jacking History: A Timely Reconsideration Of Historical Conundrums, Five Years Later, *Marquis B. Holley, University of South Florida, and Winsome Nisbett, University of South Florida*

Qualitative Health Research: Contributions and Barriers of Qualitative Research in the Training of Medical

Sat124 Specialists in Colombia

10:30-12:00

Union 209

Qualitative research and Death education , *Ana María María Medina, Pontificia Universidad Javeriana*

experience of feeling of loneliness in hospitalized older adults, *Mariel Nathalia Zea, Pontificia universidad javeriana*

Seeing and hearing beyond the barriers: the adaptation of the comprehensive geriatric assessment to culture and visual and auditory disability of the elderly, *Johana Katherine Katherine Rodriguez Gonzalez, Pontificia universidad javeriana*

Building bridges: The role of narrative medicine in Geriatrics, *Kristiel Tatiana Céspedes, Pontificia Universidad Javeriana, and Jerónimo Ramirez, Pontificia Universidad Javeriana*

Exploring the notion of 'good dying': Unveiling insights through social representations, *Andrea Mejía-Grueso, Pontificia Universidad Javeriana*

Sat125 New Methods and Methodologies: II

10:30-12:00

Union 210

Chair: Nikki Kendra Davis, New York University (MA 2021); Ohio State University (Current Employee)

Ghostly Matters at Ravensbrück: A Method for Tracing Erasure and Analyzing Present Hauntings, *Nikki Kendra Davis, New York University (MA 2021); Ohio State University (Current Employee)*

Material Portraiture: Researching through and with Material, *Alexa R. Kulinski, Indiana University Indianapolis*

Duoethnography as critical collaborative praxis, *Wendy Lawrence, University of Michigan Student Life*

Make an Impact with Socially Conscious Gifting; A Case Study, *Katrina Noelle*

Sat126 Critical Perspectives on Science and Technology

10:30-12:00

Union 213

Chair: Jocelyn McKinnon-Crowley, Syracuse University

A Critical Approach to AI-Assisted Local News Products for Accessibility, *Jocelyn McKinnon-Crowley, Syracuse University*

Maternal Pandemic Rhetoric on Twitter, *Sarah Walden, Baylor University*

Re-imagining Climate Change Education Through a Latourian Perspective on Collective Responsibility Towards the Earth, *Sophia Jeong, The Ohio State University, and Elena Hatton Silverman, Indiana University Indianapolis*

Epistemology, STEM, and Barriers to Collaboration in Higher Education, *Saralyn McKinnon-Crowley, Baylor University, and Evelyn Ambriz, Cornell University*

Arts-Based Research: WORKSHOP: The Art of Creative Inquiry
Sat127

10:30-12:00

Union 215

Chair: Warren Linds, Concordia University

WORKSHOP: THE ART OF CREATIVE INQUIRY, *Warren Linds, Concordia University*

Sat128 Education: Highlights

10:30-12:00

Union 217

Chair: CHARLES SECOLSKY, CIRCE_ ILLINOIS

Navigating internal dissonance: A supervisor's tale, *Sarah Jane Penwarden, Laidlaw College, Auckland*

Changing Course: An Inquiry into Experienced Teacher Attrition, *Chloe Fann, The University of Memphis*

Possibilities and Challenges of Using Movement-based Elicitation Techniques: Role of the Researcher, *Marina Basu, Arizona State University*

Developing intercultural competence in qualitative research training programs, *BEIXI LI, Western Michigan University*

Somatic Struggles: Mapping the Traces of Unwellness in Higher Education, *Samantha Silberstein, University of North Carolina Wilmington, and Katherine Cho, Loyola University Chicago*

How Do You Know When You Have Gone Too Far in Understanding in an Intrinsic Case Study, *CHARLES SECOLSKY, CIRCE_ ILLINOIS*

sat129 Critical Race Theory and Intersectionality

10:30-12:00

Union 314 A

Chair: Venus E. Evans-Winters, Ohio State University

Intersectionality in Qualitative Research: Toward a Praxis-informed Methodology, *Venus E. Evans-Winters, Ohio State University, and Jennifer Esposito, Georgia State University*

Unveiling the Lived Realities of Black Students in Elementary and High School in Regina, Saskatchewan: Mental Well-Being and Social Connection , *Juliet Obianuju Bushi, University of Windsor*

Arts Governance and Cultural Organizations: The Experiences of Board Members of African Descent in the U. S., *Antonio C. Cuyler, University of Michigan*

Perspectives of Indian Americans in Predominantly White Music Education Programs, *Saleel Adarkar Menon, Michigan State University*

‘What Would You Do?’: Prompting White Racial Socialization through the Performing Arts. Michael J. Haverty, Department of Early Childhood and Elementary Education, Georgia State University, *Michael Joseph Haverty, Georgia State University*

sat130 Ethnography in Classroom: New Approaches and Implementations for Teaching Sport Studies

10:30-12:00

Union 314 B

Chair: Caitlin Vitosky Clarke, University of Illinois at Urbana Champaign

Ethnography in Classroom: New Approaches and Implementations for Teaching Sport Studies, *Caitlin Vitosky Clarke, University of Illinois at Urbana Champaign, Jacob Fredericks, University of Illinois Urbana-Champaign, Synthia Sydnor, University of Illinois Urbana-Champaign, Jesse Couture, University of Illinois Urbana-Champaign, and Yannick Kluch, University of Illinois Urbana-Champaign*

Indigenous Inquiries Circle: Transforming Education sat131 through Indigenous Pedagogies

10:30-12:00

200 Ballroom

Chair: Virginie Magnat,

Foreign Language Teacher Mentoring: Metaphors and the Significance of Indigenous Cultural Knowledge, *MOR GUEYE, Université Gaston Berger (SENEGAL)*

Life Story Oral Histories Through Conversations on Film: Longitudinal Relational Dialogues with Guatemalan Maya Tz'utuhil Painter Pedro Rafael González Chavajay, *Kryssi Staikidis, Northern Illinois University*

Righting the Present to Address Past Wrongs: Educational Research with Indigenous Community Partners, *Jennifer Markides, Werklund School of Education, University of Calgary*

sat132 The Critique of Academe and Everyday Life

10:30-12:00

Lincoln 1064

Chair: Debra K Askelson, Northern Illinois University

“I didn’t know you could get a Ph.D. in that.” A Dual Narrative of Interdisciplinary Scholarship, *Dennis Matt Stevenson, University of Tennessee - Knoxville, and Adam H. Ibrahim, University of Tennessee - Knoxville*

The Hauntings of a Queer Latinx Doctoral Student: Invoking an Autoethnography Using Media Elicitation Techniques, Visual Analysis, and Reflexivity, *Salomón Antonio Rodezno, Michigan State University*

Self-liberation revisited: Ripples of an early collaboration, *Rebecca Brusseau, Longwood University, Betsy Scotto-Lavino, George Mason University, and Maria Rybicki-Newman, George Mason University*

An Autoethnography of Strict Parenting, Consuming Representations of Fathering Online, and Experiencing Fatherhood in the Age of #Instadad, *Daniel Wade Clarke, The University of Dundee*

“Together in care: A duoethnography on the Caregiving Experience”, *Arna Elliott-Ratray, University of West Indies, Mona, and Kimberly Hinds- Heron, University of the West Indies, Mona*

Orphaned in middle age: Creating a more authentic identity, *Debra K Askelson, Northern Illinois University*

sat133 Education: Curriculum

1:00-2:15

Lincoln 1024

Coalition building in support of civic curriculum: Classroom, community and campus in collaboration, *Rachel Fendler, Florida State University, and Sara Scott Shields, Florida State University*

Reductionism in the Reading Curriculum and the Exclusion of Teachers' Voices, *Dory Ann Lightfoot, IISSE*

(Mis)Alignment between learning and being in a play-based teacher education course, *XIAOYING ZHAO, Illinois State University, and Christie Angleton, Illinois State University*

Mixed Methods: Qualitative Research in the Field of Special Education: Prevalence, Training, and**sat134 Gatekeeping**

1:00-2:15

Lincoln 1060

Special Education Doctoral Students' Methodological Training Opportunities, *Melinda R. Snodgrass, Illinois State University*

Methods Gatekeeping in the Publishing Process?, *Mia Chudzik, University of Illinois Urbana-Champaign*

sat135 Reimagining School as a Socially Engaged Arts Lab

1:00-2:15

Lincoln 1066

Chair: Jennifer Bergmark, University of Illinois Urbana-Champaign

Reimagining School as a Socially Engaged Arts Lab, *Jennifer Bergmark, University of Illinois Urbana-Champaign, Andres Martinez Ruiz, University of Illinois Urbana-Champaign, Ava Maken Ali, University of Illinois Urbana-Champaign, Lindsay Edwards, University of Illinois Urbana-Champaign, Umar Hameed, University of Illinois Urbana-Champaign, Gabriel Ibarra, University of Illinois Urbana-Champaign, and Josh Rushing, University of Illinois Urbana-Champaign*

sat136 Spotlited Papers

1:00-2:15

Lincoln 1028

Chair: Joshua Michael Cruz, Texas Tech University

Co-Production of Research in an Era of Disconnection, *Danielle Lane, Western Oregon University, Nicholas Catania, Jessica Hinton, University of South Florida, and Sarah Semon, Vanderbilt University*

Speculative Field Guide/s for Visual Research and Pedagogies in Education, *Randall Beaver, Florida International University*

Still Life with Sabarmati: reading a dying river , *Harmony Sigamporia, MICA, India*

Exploring the rhetoric behind book bans in the US: A discourse analysis in three parts, *Joshua Michael Cruz, Texas Tech University, Johanna Keene, Texas Tech University, Staci L. Tharp, Texas Tech University, and Bethany Berg, Texas Tech University*

Portraiture as a Lens to Paint with Words Mathematics Teachers' Curricular Reasoning during Planning, *Ana Maria Haiduc, Purdue University West Lafayette*

sat137 Futures for Qualitative Inquiry

1:00-2:15

Lincoln 1065

Chair: Franklin Nii Amankwah Yartey, University of Dubuque

Whose Voices Are Invited to the Future (Of Psychotherapy)?, *Ryan Paul Bittinger, Independent Academic and Psychotherapist, and Jess A.L. Erb, Independent Academic and Psychotherapist*

Hearing Race in the Social Studies: A Critical Interpretive Synthesis of Culturally Responsive, Relevant, and Sustaining Pedagogies, *Karen Hazel Washburn, Montana State University Billings*

“Chess Speaks for Itself”: A Critical Discourse Analysis of the Niemann/Carlsen Cheating Scandal, *Franklin Nii Amankwah Yartey, University of Dubuque*

sat138 Autoethnography Session III

1:00-2:15

Lincoln 1027

Chair: Aravindhan - Natarajan, University of Toledo

Qualitative Research – Impact on Life and Learning, *Aravindhan - Natarajan, University of Toledo*

Anything Anywhere All at Once, *Grace Ann Giorgio, University of Illinois at Urbana Champaign*

A Desire to Be Illiberal: An Autoethnographic Exploration of Relational Responsibilities in Neoliberal Educational Landscapes, *Seungwoo Hwang, Michigan State University*

Critical Autoethnography as Creative Vulnerability, Hope & Transformation, *Kari Ann Lerum, University of Washington Bothell*

Study abroad as colonial reproduction or decolonial praxis? A critical autoethnography, *Lamia Bagasrawala, Michigan State University*

sat139 Directions in Autoethnography II

1:00-2:15

Lincoln 1022

Lingering Traces of Community Trauma: , *Susan G Goldberg, Fielding Graduate University*

An autoethnographic account of disenfranchised grief and mourning, *Alice Shelia Oliver, Georgia State University*

A Giraffe in Outer Space: A Poetic (Auto)Ethnography of Suicide, *Mike Alvarez, University of New Hampshire*

Saying Goodbye to the Dead: An Autoethnography of Material and Memory, *Karl Ayers Sandin, Art History and Visual Culture, Denison University*

Assemblage and/as autoethnography: The paradoxical co-production of solo subjectivity on hiking trails, *Phiona Stanley, Edinburgh Napier University*

Arts-Based Research: Breathing Life into Text: The Body Sat140 (without Organs) of the Literature Review

1:00-2:15

Union 209

Chair: Amber Ward, Florida State University

Folding and Reviewing Literature on Folk School Relational Pedagogies, *Amber Ward, Florida State University*

Poetic Inquiry as Multimedia Literature Review, *Tamryn McDermott, The Ohio State University*

Alternative Approaches to Footnotes, *Polina Isurin, The Ohio State University*

Literature Review as Assemblage, *Rebecca C. Christ, Florida International University*

Sat141 Methodological Reflections

1:00-2:15

Union 210

Chair: Consuelo Chapela, UNIVERSIDAD AUTONOMA METROPOLITANA-XOCHIMILCO

The data that didn't bark: Finding what isn't there in qualitative research, *Brandon Sherman, Indiana University Indianapolis*

Towards Greater Involvement of Bicultural Researchers in Qualitative Research with Culturally and Linguistically Diverse (CALD) Populations, *Shahzad Inayat, University of Calgary, and Abtisham Younas, Memorial University of Newfoundland, Canada*

Visual ethnography, culture-based participatory action for peacebuilding, *Rodolfo Jiménez-León, Universidad Autónoma de Yucatán, and Edith Cisneros, Universidad Autónoma de Yucatán*

Gendered Nature of Researcher-Participant Relationship: A Medium to Explore Patriarchal Nature of Acid Attack-Related Suffering. *Mridusmita Bhagawati, Indian Institute of Technology Kanpur, Mridusmita Bhagawati, Indian Institute of Technology Kanpur*

UNDERSTANDING METHODOLOGY AS BRIDGE, FROM EPISTEMOLOGICAL REFLECTION TO THE CONCEPTION OF METHOD, *Consuelo Chapela, UNIVERSIDAD AUTONOMA METROPOLITANA - XOCHIMILCO*

Sat142 Writing (and) the Everyday

1:00-2:15

Union 104

She(’s) curses/d everyday , *Karen S Kaufman, The University of Edinburgh, Centre For Creative-Relational Inquiry*

Writing from the Garden...Everyday, *Tamy Spry, St. Cloud State University*

Good Mourning Father and Melancholy Men, *Tim Ernest Vermeulen, The University of Edinburgh*

Everyday writing, every day, *Jonathan Gunning Wyatt, University of Edinburgh,*

Witnessing and Scribing Absurdity, *Kakali Bhattacharya, University of Florida*

**Critical Phenomenological Perspectives of Embodiment,
Sat143 Space, and Identity**

1:00-2:15

Union 213

Chair: C Matthew Stapleton, University of Indianapolis and Hui Zhang, University of Indianapolis

Contested Everyday Spaces: The Experience of Nepali College Students in the U.S., *C Matthew Stapleton, University of Indianapolis, Chandani Rana, Boston University, Michela Tenuta, University of Indianapolis, Andrea Garcia Estrada, University of Indianapolis, Riley Park-Bove, University of Indianapolis, and Hui Zhang, University of Indianapolis*

Stories of Motherhood in the Context of Homelessness, *Cassidy A Keelen, University of Indianapolis, Wade T Rawlinson, University of Indianapolis, C Matthew Stapleton, University of Indianapolis, and Hui Zhang, University of Indianapolis*

(Mis)recognized identities in the conversations of Southeast Asian Americans, *Alex Kathryn Wyatt, University of Indianapolis, Aimee Megan Chamness, University of Indianapolis, C Matthew Matthew Stapleton, University of Indianapolis, and Hui Zhang, University of Indianapolis*

Lived Experiences of Ethnic Minority Student Teachers, *Hui Zhang, University of Indianapolis, Utsavi Tak, Leena Mayi, Allison Whitcraft, Kailee Cornell, Razan Murshid, Elliot Froese, C Matthew Matthew Stapleton, University of Indianapolis, and John Kuykendall*

Thinking with Immanence: Contesting Constructs of Individualism

1:00-2:15

Union 217

Troubling the Economy of Time in Schools, *Leigh S Elliott, University of Georgia*

Discourses of Individualism in Divisive Concepts Laws, *Melissa D. Kurtz, University of Georgia*

Intraactive Readings of Difference in Assessment, *Lindsey Lush, University of Georgia*

Classroom Transformations and Neoliberal Individualism, *Christina Hyer Gillespie, University of Georgia*

Marinating on a Concept I: Thinking through Fundamental Ideas of Qualitative Research

1:00-2:15

Union 314 A

Chair: Venus E. Evans-Winters,

On Power, *Venus E. Evans-Winters*

On Language, *David Lee Lee Carlson*

On Philosophy, *Marek Tesar*

On Worldview, *James Salvo*

Sat146 LGBTQ+ Research I

1:00-2:15

Union 314 B

Chair: Leia K. Cain, The University of Tennessee

Performances of Canadian Queer Theatre Festivals: An Ethnographic Study, *Craig M. McGill, Kansas State University, and Alan J. Chaffe, University of Victoria*

We Don't Fall: T4T Love and Discomfort, *Max Gonen, University of Massachusetts*

Open—Bless Your Heart!: Queering Regional Kinship, *Leia K. Cain, The University of Tennessee, and Jake D Mitchell, University of Tennessee, Knoxville*

Indigenous Inquiries Circle: Navigating Racism in the Academy

1:00-2:15

200 Ballroom

Chair: Warren Linds,

The Experiences of Native American Students in Higher Education: A Narrative Inquiry, *Christina Alexander, Barry University, Heidi Whitford, Barry University, Carmen McCrink, Barry University, and Judy Harris-Looby, Barry University*

The Life of a White Native: Whitewashing, White-Passing, and Other White BS, *Gemini Gemini Creason-Parker, Texas A&M University*

The Recalcitrant Academy: Resistance to racism research in the Ivory Towers, *Raven Sinclair, University of Saskatchewan, Amanda LaVallee, University of Victoria, Jaime Lavallee, University of Saskatchewan, Dale Spencer, Carleton University, and Willow Samara Samara Allen, University of Victoria*

Sat148 Arts-Based Research: The Aural

1:00-2:15

Lincoln 1064

Chair: Ilayda Altuntas Nott, Indiana University Bloomington

Rhythm: Everyone Marches to the Beat of Their Own Drum, *Ilayda Altuntas Nott, Indiana University Bloomington*

Sound, Rhythm, Refrain: Sonic Inquiry with Children and Youth, *Kimberly Powell, Penn State*

Recording!: Emergent Curricula and a Joyful Noise, *Walter Gershon, Rowan University*

You Are Here. Rediscovering spaces through the making of audiowalks., *Veronica Soria-Martinez, University of Wisconsin - Whitewater*

Music Selection for Student Representation and Engagement, *Adrianne Lynn Gallagher-Beetstra, Northern Illinois University*

Sat149 Education: High School

2:30-3:45

Lincoln 1024

Chair: Jennifer L. Martin, University of Illinois Springfield

How High School English Teachers Encourage Students to Read, *Shawn Marie Hinkel, Tennessee Tech University*

Can School be a Health-Creating System?, *Georgia Heyward, Virginia Commonwealth University*

The readiness of teachers to the application of ICT and GIS in teaching Geography at secondary school level in Limpopo Province, SA, *Sibonangaye Dick Nkalanga, University of Limpopo*

Stitches of Survival: Writing for a Reckoning, *Jennifer L. Martin, University of Illinois Springfield*

Sat150 Ethical AI in Higher Education

2:30-3:45

Lincoln 1066

Chair: Paula Menezes Caffer, University of the Incarnate Word

Ethical AI in Higher Education, *Paula Menezes Caffer, University of the Incarnate Word, Norman St. Clair, University of the Incarnate Word, and Christopher Pespino, University of the Incarnate Word*

Sat151 Spotlighthted Papers

2:30-3:45

Lincoln 1028

Chair: Sterling Stutz, University of Toronto

On writing a colonial history of the present of (English language teaching in) Sri Lanka: Experimenting with creative nonfiction, *Kasun Gajasinghe, Department of Teacher Education, Michigan State University*

Teacher Identity(ies): A Duoethnography of International Women Scholars in the U.S., *Sonia Sharmin, Augusta University, and Junana Aziz, University of Minnesota, Twin Cities*

Untitled: personal, emotional, and professional risks of engaging in autohistoria-teoría, *Martha Lorena Hernández Flores, Florida International University*

Loss Accumulation among Latinx Immigrant Families: A Meta Ethnography ,
Sarah Clem, University of Maryland School of Social Work, and David Camacho,
University of Illinois at Chicago

Relationality & Reciprocity in Indigenous Health Research: A Non-Indigenous
Researchers Approach to Ethical Research with Indigenous Communities and
Nations, *Sterling Stutz, University of Toronto*

sat152 Arts-Based Research: International Perspectives

2:30-3:45

Lincoln 1065

Exploring the Narrative of the Life of DINK Family in South Korea: Focusing on
Stories of Korean Millennials, *Jiyea Park, University of Georgia, and Jinhee Yang,*
KOREA NATIONAL UNIVERSITY OF TRANSPORTATION

Drama-Based Approaches in English Language Teacher Education: a Case Study
in Brazil, *Newton V. Lima Neto, Universidade Federal de Minas Gerais/Visiting*
Researcher at the University of Georgia

Sisyphus and Trishanku: 'Not fate but destiny! Go reverse the position!', *Haris*
Chand Adhikari, Kathmandu University, and Sandip Dabal, Aastha College,
Damak

sat153 New Materialisms: Transient Intimacies

2:30-3:45

Lincoln 1051

Café encounters, *Jonathan Gunning Wyatt, University of Edinburgh,*

Waiting for Writing 2: the unacknowledged, *Fiona Alana Murray, University of*
Edinburgh, and Giulia Carozzi, University of Edinburgh

Intimating: Attuning with Transience, *Ken Gale, University of Plymouth*

Observing Transient Encounters: The Significance of Fleeting Interactions in the
Everyday, *David Purnell, Western Washington University*

You'll never walk alone: Problematizing 'solo' hiking , *Phiona Stanley, Edinburgh*
Napier University

sat154 Arts-Based Research: The Sensory

2:30-3:45

Lincoln 1027

Chair: Maria Reynalyn Helm, University of Georgia

Examining Visual Data: Artists and Non-Artists Perspectives of Qualitative Analysis, *Karina Donald, Florida State University, and Xingyi Li, Florida State University*

Accessible Curation in Non-traditional Spaces: Multisensory Modalities and the Accessibility of the Built Environment , *Kathleen Sitter, University of Calgary, Ana Carolina Herrera, University of Calgary, Alison Grittner, University of Calgary, Heath Birkholz, Cape Breton University, and Fiona Schick*

A Hole Story: A Digital Book Reading Project , *Paria Peyravi, University of Illinois at Urbana-Champaign*

Lipstick, *Carol Ann Opie, Michigan State University*

MIRROR: Multisensory Engagement in Service Learning Reflection, *Maria Reynalyn Helm, University of Georgia*

sat155 Post COVID-19 Considerations

2:30-3:45

Lincoln 1022

Chair: Irtiza Qureshi, University of Leicester

Dealing with Scam in Online Qualitative Research: Strategies and Ethical Considerations , *Annie Pullen Sansfaçon, Université de Montréal, Élio Gravel, University of Montreal, and Morgane A. Gelly, University of Montreal*

Being, Becoming, and Belonging: A Constructivist Grounded Theory Study Describing the Process of Social Norm Formation of Nurses Working in Groups , *Catherine A Schoales, Lakehead University*

Discrimination, disadvantage and disempowerment during COVID-19: A qualitative intrasectional analysis of a diverse healthcare workforce in the United Kingdom, *Irtiza Qureshi, University of Leicester*

sat156 Postqualitative Research II

2:30-3:45

Union 209

Chair: Kala Jones,

Using Diffraction Analysis to Detangle Intersectionality through Context., *Robert Alan Randez, Western Michigan University*

Indexicality and its Functions in Qualitative Inquiry , *George Alan Kamberelis, Kent State University, and Alyson Welker, Colorado State University*

Axiologies of Font: Ethics and Aesthetics of Writing in Qualitative Inquiry, *Kala Jones, and Rebecca C. Christ, Florida International University*

Troubling Progress in Schools, *Leigh S Elliott, University of Georgia*

sat157 Lifeworlds in Research-Based Theatre

2:30-3:45

Union 104

Chair: Charles Vanover, University of South Florida

Panelists, *Svetlana Fourer, Young Theater Köln, Karoline Berg, Young Theater Köln, Dara Wystavkina, Young Theater Köln, Ksenia Lazorenko, Young Theater Köln, Daria Vystavkina, Cologne/Bonn Academy in Exile, and Charles Vanover, University of South Florida*

Discussant, *Beth Blacksin, University of Missouri-Kansas City*

Doing Critical Qualitative Research with Children in Multilingual and Non-Western Contexts: Reflections of Working with Chinese and Chinese Diasporic Children

sat158 and Youth

2:30-3:45

Union 213

Chair: Pengfei Zhao, McGill University

Roles of Parents/Caregivers in Critical Qualitative Research with Children , *Pengfei Zhao, McGill University, and Peiwei Li, Lesley University*

Using Affect Maps to Understand Affect and Space in Narrative Inquiry, *Xuanya Zhou, University of Florida*

A Reconstructive Analysis of Chinese Migrant Children's Navigation Processes between Urban and Rural Norms, *Siyuan Wu, University of Florida*

Translanguaging Conversation Analysis in Parent-child Shared Book Reading of Chinese Immigrant Families, *Xiaolu Liu*

Discussant, *Barbara Dennis, Indiana University*

**Arts-Based Research: Representations of Gender and
sat159 LGBTQ+ Research**

2:30-3:45

Union 215

Chair: Leia K. Cain, The University of Tennessee

Using Art-Based Research to Re-Examine my Past and Imagine the Future as a Gay Educator, *Matthew Panozzo, University of Memphis*

Activating Archives, Amplifying Voices: Uncovering an Inclusive Art Education History through Feminist Artivism, *Nupur Manoj Sachdeva, The Ohio State University*

How gender influences drama-based classes? –a case of a storytelling activity about learning vectors, *Fuyi Feng, Ohio State University, and yilang zhao, University of Tennessee*

“Christianity, Racism, and Ignorance:” Quilting Queer Southern Gothic Narratives, *Leia K. Cain, The University of Tennessee, and Jake D Mitchell, University of Tennessee, Knoxville*

sat160 Collage as Method

2:30-3:45

Union 217

Piecing it together: Exploring academic leadership through collage, *Rosemary C. Reilly, Concordia University*

The Order of Collage: Inviting the Paradoxical Equilibrium of Method, *Sarah Amira de la Garza, Arizona State University*

From Spellcraft to Wellcraft: Capitalist Recuperation of Witchcraft into Wellness in 21st Century America, *Susan Harper, Iowa State University*

Ethnography of the Horse: Engaging in Multispecies Research, *Jessica Gullion, Texas Woman's University*

**Marinating on a Concept II: Thinking through
sat161 Fundamental Ideas of Qualitative Research**

2:30-3:45

Union 314 A

Chair: Marina Basu, Arizona State University

On Knowledge, *Marina Basu, Arizona State University*

Focusing on Interiority with Mindful Awareness, *Kakali Bhattacharya, University of Florida*

On Quality, *Carlson H. Coogler, The University of Alabama, and Kelly W. Guyotte, The University of Alabama*

sat162 LGBTQ+ Research II

2:30-3:45

Union 314 B

Chair: Barbara Dennis, Indiana University

Self-Advocacy in Political Violent Climates: Critical Ethnographic Commitments, *Barbara Dennis, Indiana University*

Breaking Binary Barriers: Nonbinary Teachers in South Carolina, *Jonathan Michael Coker, Coastal Carolina University, and Chris Divens, Coastal Carolina University*

"I Retired and I Transitioned": Employment Experiences of Transgender and Gender Diverse Texans., *Paola Marcela Roldan, Virginia Commonwealth University*

Fighting Heteronormativity in Schools: Addressing Challenges Faced by New LGBTQ+ Teachers Through Induction Program Supports, *Shawn Ryan McElveen, Texas A&M University, and Andrew Louis Kipp, Texas A&M University*

Indigenous Inquiries Circle: Promoting, Protecting and Honouring Indigenous Epistemologies

2:30-3:45

200 Ballroom

Chair: Shawn Wilson, University of British Columbia - Okanagan

Honoring Indigenous Ethico-Onto-Epistemologies across (K)new Materialist, Posthumanist, and Postqualitative Inquiry, *Virginie Magnat, University of British Columbia*

The Kaswenta: Deepening Our Understanding of Re-Search through the Three White Beads between the Purple Rows., *Bonnie Marie Freeman, McMaster University & Six Nations of the Grand River Territory, and Trish VanKatwyk, Renison College, University of Waterloo*

Promoting and Protecting Sacred Indigenous Knowledge , *Shawn Wilson, University of British Columbia - Okanagan*

sat164 Arts-Based Research: The Poetic, I

2:30-3:45

Lincoln 1064

Chair: René Saldaña, Texas Tech University

Using Deleuze and Poetry to Find Your Voice , *Erin Boiles, Texas Tech University*

When words fail: Poetic and artistic encounters with emerging educators, *Laura M. Kennedy, Northern Michigan University, Kaitlin Glause, Millikin University, and Eden Langlois, Northern Michigan University*

North Star Moments: An Exploration of Journeys into Liberation, *candace l. moore, Michigan State University*

A Poetical and Narrative Exploration of Queer Women's Experiences with Food, Foodwork, and Kinship, *Alexis Isabella Carraway, University of Georgia*

The Hardscrabble Story of Boxing in West Texas as DocuPoetry: A Research Exhibit, *René Saldaña, Texas Tech University*

Sat165 Education: Innovative Practice

4:00-5:15

Lincoln 1024

Exploring the Effective Use of ICT Tools to Teach Grade 10 Learners Population Geography in South Africa. A Case Study of Eagle's Nest Christian School, *Tebogo Malablela, University of Limpopo, Salvado Bila, University of Limpopo, and Sibonangaye Dick Nkalanga, University of Limpopo*

Appreciative Education in Music Therapy Education, *Raquel Ravaglioli, Biola University*

Discovering Qualitative in the Everyday: Teaching Qualitative Inquiry through Media and Everyday Explorations, *Jenna LaChenaye, The University of Alabama at Birmingham*

Using Participatory Methods to Optimize Social Work Practice and Advance Cognitive and Social Justice

4:00-5:15

Lincoln 1066

Chair: Katherine Tyson McCrea, Loyola University Chicago School of Social Work

Using Participatory Methods to Optimize Social Work Practice and Advance Cognitive and Social Justice , *Katherine Tyson McCrea, Loyola University Chicago School of Social Work, Yigermal Demissie Ayalew, Loyola University Chicago School of Social Work, Kevin M. Miller, Dominican University School of Social Work, and Amzie Moore, Chicago State University School of Social Work*

Sat167 Spotlighted Papers

4:00-5:15

Lincoln 1028

Chair: Lisa M Westbrooks, Wayne State University

Black Aesthetics as Method-Making, *Kaha Abdi, Ohio State University*

Revolutionary Mothering as Praxis: Radical Love & Mother Scholars of Color in Graduate School. , *Dalia Rodriguez, Syracuse University*

How Africanfuturism Empowers African Experience: Amoussou's 'Africa Paradis' and Kahiu's 'Pumzi'?, *Vieux Alassane Toure, University of Illinois - Urbana Champaign, and Anne NAMATSI LUTOMLA, Perdue University*

: A Framework for African American Healing and Wellbeing: Looking Back to Move Forward. A Qualitative Work of Epistemic Honor and Justice for Our Ancestors., *Tricia Stephens, Hunter College - Silberman School of Social Work at the City University of New York, Anna Ortega-Williams, Hunter College - Silberman School of Social Work, Zuleka Henderson, Founder: The Center for Black Wellbeing, and Quenette Walton, The University of Houston*

Voices Silenced: Unmasking Cultural Erasure in White School Structures Through the Black Storytelling Tradition, *Lisa M Westbrooks, Wayne State University*

Sat168 New Materialisms and Qualitative Research

4:00-5:15

Lincoln 1065

Self-Portrait Instead of Mirror: F(r)iction Towards a Diffractive Methodology, *Viviane Viana de Souza, State U. of Rio de Janeiro, U. of Illinois at Urbana-Champaign*

Science Identity Development Across Multiple Spatial Configurations: A Narrative Inquiry Project, *Katherine Ayers, University of Memphis, Alison Happel-Parkins, University of Memphis, Olayinka Mohorn-Mintah, University of Memphis, and Terino Retic*

New Materialisms: Our anassignment letters:

Sat169 Affirmation, ethic-ing, and fugitivism

4:00-5:15

Lincoln 1051

Ethic-ing, *Andrew Mark Gillott, University of Stirling, and Mary Catherine Garland, University of Plymouth*

A letter from an (extra)ordinary tutor, *Karen S Kaufman, The University of Edinburgh, Centre For Creative-Relational Inquiry*

Informaling as missile: an anassignment letter, *Fiona Alana Murray, University of Edinburgh*

sat170 Arts-Based Research: Project-Based ABR

4:00-5:15

Lincoln 1027

Chair: Maria Eloisa Nuguid, Purdue University

Mandala Dialogues: Art's power in Focused Participatory Research, *Maria Reynalyn Helm, University of Georgia, Jiyea Park, University of Georgia, and Erny ros Ros Manlangit, University of Georgia Lamar Dodd School of Art*

The Way to Well-being: A youth-informed framework for child welfare , *Bridget Colacchio, Loyola University*

Intertwining dramatic imagination and social-scientific issues in solar energy lessons , *Fuyi Feng, Ohio State University, Mutia Syifa, and Lin Ding*

Dimensions of Academic Mentoring through Making, *Signe Kastberg, Purdue University West Lafayette, Caro Williams, University of Maryland, and Amber Simpson, Binghamton University*

Maps, Plants, Shoes, and Dough: Visuospatial STEAM Activities in Informal Space, *Maria Eloisa Nuguid, Purdue University, Sue Ellen Richardson, Signe Kastberg, Laura Bofferding, and Breanya Hogue*

sat171 Ethics & Equity

4:00-5:15

Lincoln 1022

Chair: MICHELLE Nicole WALTER, University of Melbourne

Caring for and Caring With: Audience, Reciprocity and the call for an 'Aesthetic Ethics' in Telling Our Autoethnographic Trauma Stories, *MICHELLE Nicole WALTER, University of Melbourne*

Ethical Challenges in The Use of A Case Study Approach in Researching Cybersecurity Threats in Rural Schools, Limpopo Province, South Africa, *Layane Thomas Thomas Mabasa, University of Limpopo*

Doing Research While Looking Over My Shoulder: Contemplations on Field Work, Trauma, and Ethics, *Lindy Van Vliet, Carleton University*

"Equity-Oriented Leadership in Education: A Qualitative Exploration of Implementation Challenges and Strategies", *Naila Peken, University of South Florida*

Teachers' Beliefs as a Tool to Extend the Concept of Cognitive Equity, *Ana Maria Haiduc, Purdue University West Lafayette, Rose Mbewe, Purdue University West Lafayette, and Signe Kastberg, Purdue University West Lafayette*

Sat172 Dialogues, Representations, and Expressions

4:00-5:15

Union 209

Chair: Kimberlee Perez, University of Massachusetts Amherst

The Communicative Methodology for a Present and Future Dialogic Society, *aitor Gomez Gonzalez gomez, Universitat Rovira i Virgili, Garazi López de Aguilera, University of Wisconsin-Madison, and Elisabeth Torras Gomez, Autonomous University of Barcelona (UAB)*

“You Are Most Powerful When You Use YOUR Voice”: On Norman K. Denzin, the Sociological Imagination, and the Importance of Agape, *Emily Noelle Sanchez Ignacio, University of Washington Tacoma*

Photo-Elicitation as a Tool of Representation and Narrative Sharing, *Elise Lael Kieffer, Murray State University*

Migrant narrations of place: A visual and place-centered approach to studying migrant settlement experiences., *Choon Lee Chai, Red Deer Polytechnic, Canada*

Complicating and Demystifying the Construct of “Therapist”, *Ryan Paul Bittinger, Independent Academic and Psychotherapist, and Jess A.L. Erb, Independent Academic and Psychotherapist*

Express Yourself, *Kimberlee Perez, University of Massachusetts Amherst*

Colorful Inquiry: Color Study Possibilities in Qualitative

Sat173 Inquiry

4:00-5:15

Union 210

Color Studies 1-3, *Susan Nordstrom, University of Memphis, Maureen A Flint, University of Georgia, Kakali Bhattacharya, University of Florida, and Asilia Franklin-Phipps, State University of New York - New Paltz*

**Autoethnography: Decolonial, Anti-Racist Feminist
sat174 Relational Autoethnography**

4:00-5:15

Union 215

A Racialized Settler Woman's Decolonial, Anti-Racist Feminist Relational Autoethnography: Ways to be an Anti-racist in Canada, *jebunnessa None chapola, University of Regina, SK, Canada*

sat175 Disability II

4:00-5:15

Union 217

Chair: Ramona Marie Schwartz-Johnston, National Louis University

Ghostly Human: Rethinking Writing Through Feminist Disability, *Ana Julia Eriquezzo, UMass Amherst*

Disability (Micro)aggressions: Erosive injustices in education and employment, *Tabetha Kristie Violet, University of Missouri*

Becoming in Conversation with Youth with Cerebral Palsy Who Do Not Speak: I, You, We, Me, and Us, *Ramona Marie Schwartz-Johnston, National Louis University*

sat176 Feminist Qualitative Research II

4:00-5:15

Union 314 B

Chair: Melissa D. Kurtz, University of Georgia

Engaging Adrienne Marie Brown's Emergent Strategy as Methodological Praxis in Qualitative Research, *Alycia Elfreich, Montana State University, and Samantha Silberstein, University of North Carolina Wilmington*

"Making Women Discoverable": Remembering Gendered Voices in Philosophical Research, *Jessica A Heybach, Western Michigan University*

Developing Epistemic Confidence: Applying Timeline Analysis to Advance Cognitive Stages of Reasoning, *Betsy Scotto-Lavino, George Mason University*

Throwing Fits: Heterosexuality Maintenance in the Mens Fashion Space, *Max Gonen, University of Massachusetts*

Renewing Discourse in Response to Divisive Concepts Laws, *Melissa D. Kurtz, University of Georgia*

**Indigenous Inquiries Circle: Re-Claiming History: Telling
Sat177 Our Story**

4:00-5:15

200 Ballroom

Chair: Steve Minton,

A Study of Objects at a Native American Residential School, *Tina Bly, University of Vermont*

Who Are the Potawatomi?, *Anna-Leah King, Faculty of Education University of Regina*

Sat178 Arts-Based Research: The Poetic, II

4:00-5:15

Lincoln 1064

Chair: René Saldaña, Texas Tech University

Haiku as Arts-Based Phenomenological Research, *Ken Morimoto, The University of British Columbia*

Iconographic Research Poetry, *Marcy Meyer, Ball State University*

The Making of a Collaborative Poetic Autoethnography: When Words Hurt as Much as Stones, *René Saldaña, Texas Tech University*

ICQI 2024 Action Research presentations, organized by the (p)AR SIG

As of 13-May-2024

Welcome action research and community-based participatory researchers! All of our presentations are part of the regular congress on Friday and Saturday but we have organized them into this section of the program for ease of navigation.

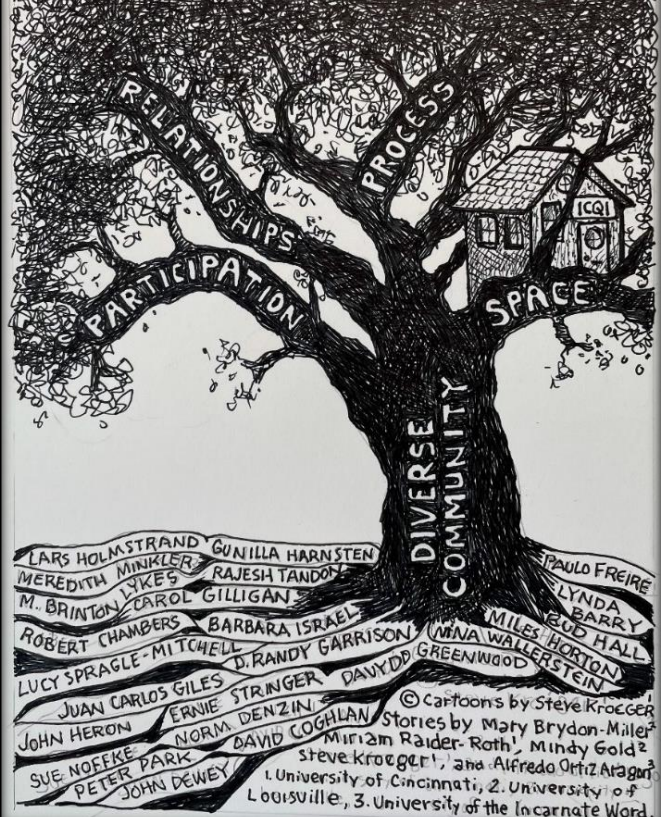
Help us cultivate our (p)AR space (see the ICQI tree house in the cartoon by Steve Kroeger below!) at ICQI by attending as many of the presentations as you can. We look forward to seeing you!

We will also have a happy hour on Friday. Please click on the QR code to introduce yourselves. We will post information here during the Congress (including happy hour information!)



All (p)AR sessions will take place in Allini Union 103.

(p)ART TREE of KNOWLEDGE



© cartoons by Steve Kroeger
Stories by Mary Brydon-Miller,¹
Miriam Raider-Roth,¹ Mindy Gold,²
Steve Kroeger,¹ and Alfredo Ortiz Aragon.³
¹University of Cincinnati, ²University of
Louisville, ³University of the Incarnate Word.

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Friday May 17th

[Friday] 9:00-10:15 am CDT, Participatory Action Research, (Moderator, Christine Schmalenbach) | Union 103

1) Karki, *Inquiry-Based Approach for Transformative Learning*

ID Number	G0JVL4MD04
Facilitator(s)	Junita Karki, Kathmandu University (junita.karki@iwschool.edu.np)

This paper delves into the significance of adopting an inquiry-based approach in education, particularly focusing on the transformative potential it holds for students in middle-level classes. It underscores the shift from traditional, transferring pedagogy to a more interactive and reflective learning model. The paper discusses the challenges posed by the existing teacher-centric curriculum and emphasizes the need for students to actively engage in transformative learning experiences. The literature review highlights the role of innovative pedagogies, such as inquiry-based learning, in developing 21st-century skills. The research methodology involves participatory action research, with a focus on middle-level students, utilizing class observations, interviews, and questionnaires. The findings suggest a need for curriculum integration and a

multidisciplinary approach. The discussion centers on the educator's role in scaffolding transformative learning and the potential benefits for academic achievement and skill development aligned with the demands of the 21st-century workforce. The paper serves as a guiding tool for educators seeking to reform their teaching methods toward a more innovative and transformative approach.

2) Schmalenbach & Ashouri, *Learning and Teaching Cooperation Together: Design-Based Research on Socio-Emotional Learning in Educational Settings*

ID Number	JQPWYLZD9P
Facilitator(s)	Christine Schmalenbach, Hamburg University, and Citka Ashouri, Universität Hamburg

Design-Based Research (DBR) in the educational context provides the opportunity for a cooperation between practitioners and researchers in their search for solutions to real everyday problems and complex situations in the field. The approach is cyclical. In the process, the different expectations, rhythms and notions from the diverse participants and settings might intersect, converge, boost the joint work or generate conflict. We will present a recently started DBR- project at two schools in Hamburg, Germany. Its topic is self-regulated socio-emotional learning in heterogeneous classrooms. The project includes data collection through ethnographic participant observation, focus groups with teachers and students and an analysis of

worksheets that are filled out during the implementation by the students. First results show how participants perceive different aspects of the project.

3) Holley, *Suspending Black Students: Rising Up for Restorative Practices for Students and School Leaders*

ID Number	Suspeers
Facilitator(s)	Marquis B. Holley
<p>This research explores school suspensions and the extent to which perceptions of racism or differential treatment are held by Black and/or African American adolescents with multiple school suspensions occurring between August 2018 to present, as well as the perceptions of families and community members. Racism in school exclusionary suspensions (RISES) is a mixed-methods study that addresses the long-standing phenomenon of out-of-school suspensions and school pushout resulting in African American elementary, middle, and high school adolescents dropping out of school before graduation and entering the school-to-prison pipeline. The importance of parental, teacher, and administrator advocacy, as well as community engagement are further explored as the researchers make the case for African American male adolescent suspensions.</p>	

4) Pant & Luite, *Exploring different layers of participation: Narratives of a Participatory Action Researcher*

ID Number	Y4LMPWL7KW
Facilitator(s)	Binod Prasad Pant, Kathmandu University School of Education, Nepal, and Bal Chandra Luite, Kathmandu University School of Education

This paper explores various levels of participation throughout the implementation of Participatory Action Research (PAR). During the two-year fieldwork conducted by the first author with schoolteachers in Nepal, several insights were gained on the role of co-researchers and the importance of collaborative knowledge-building in developing an active pedagogical approach. The paper aimed to accomplish two objectives: firstly, to investigate the various levels of participation in PAR, and secondly, to record the ongoing professional growth of the lead researcher in comprehending PAR. The first author suggested transitioning from “ignoring” to “autonomous” participation. The first author transitioned from applying influence over participatory action research (PAR) to embracing co-researchers’ voices and acknowledging their contributions to fostering lasting change. In Nepali public schools, the initial period is characterized by the neglect of issues. The regular communication and informal rapport among co-researchers facilitated the reduction of the difference between the lead researcher and teachers. In the public system, the hierarchical

structure plays a crucial role in facilitating actions, and it is necessary to engage in other-directed participation before engaging in self-directed participation. Engaging in participation, whether persuaded or not, provides individuals with opportunities to contemplate the effects of their involvement. If the prior engagement was valuable, it would result in their active and independent participation. A PAR researcher strives to ensure the participation of all stakeholders in the decision-making process to implement measures for successful change effectively. The first author's continuous professional improvement in comprehending PAR extends beyond mere knowledge of PAR. The lead investigator (the first author in this case) should actively engage in praxis by continually engaging in critical reflection on their ideas and practices about PAR. This paper is valuable for PAR researchers as it helps to ensure participation throughout the entire procedure.

[Friday] 10:30-12:00 Participatory Action Research | Union 103

5) **Norris et al**, *Participatory Action Research Dimensions of Mirror Theatre's Version of Playbuilding* (Panel—Alfredo Ortiz Aragón moderator)

ID Number	Partiing
Facilitators	Norris: Theoretical Linkages between Playbuilding and PAR Metz: Addressing Academic Integrity

	Issues in University and ESL Settings Hobbs: A Bigger Band: PAR and Person-Centred Care Hobbs: Early Warning Signs of Heart Disease-Heart DIS-Ease PlaY Ganesh: Disruptions and Accountability: Safety in PAR Ganesh: Efficacy—Action and Other Indicators
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An introductory panel explores the theoretical connections between playbuilding and participatory action research (PAR), focusing on a) how Actor/Research/Teachers employ external and internal research to devising vignettes for pedagogical purpose and b) how they are used to assist audiences in employing role play to understand the social issues concepts portrayed.

Four panels discuss how specific Mirror Theatre’s projects can be considered forms of PAR:

1. Academic Integrity issues in university setting
2. Person Centered Care with people with dementia and traumatic brain injuries
3. Early Warning Signs of Heart Disease
4. Disruptions and Accountability: Safety in PAR

The panel will conclude with an overview of a longitudinal study that provides information from audience members on “How was action used in this

experience to generate learning and provoke change?” (Ortiz Aragón’s & Brydon-Miller’s 2021, p. 567).

Ortiz Aragón, A. O., & Brydon-Miller, M. (2021). Section Introduction: Show me the Action! Understanding Action as a Way of Knowing in Participatory Research. In (pp. 563-578).

[Friday] 1:00-2:15 Participatory Action Research (Moderator: Steve Kroeger) | Union 103

6) Kroeger, *Visual facilitation as participatory meaning making*

ID Number	NOT YET ASSIGNED
Facilitator(s)	Steve Kroeger, University of Cincinnati
<p>Drawing is part of a human universal language, our mother tongue (Barry, 2019), which, like dance and song, can be inclusive and invitational. Comics present verbal and visual information in a way that the reader not only fills in gaps but must also look for meaning (Chute & DeKoven, 2006). When done collaboratively, comics construction is a kind of pedagogical site (Wilson, 2004) where we make connections and interpret webs of relationships (Haraway, 1991) among drawn images. Indeed, my use of comics first emerged from my instructional practice to engage students in meaning making. In that practice, I have seen that, whether in real</p>	

time or as part of an episodic storytelling process, the play between word and image evokes holistic responses from us in the form of emotions, memories, associations, remembrances, and creative possibility. We explore the possibilities for participation and action cartooning affords in this session.

7) Vasquez and Couvertier, *Engaging Parent Voices of Children with Autism Using a Storytelling to Storydoing Action Research Approach to Achieve Health Equity*

ID Number	NOT YET ASSIGNED
Facilitator(s)	Michelle Vasquez, Ciji Couvertier (University of the Incarnate Word)

This presentation will explore how parents of children with autism find programs, social services, and support. Additionally, how they use their knowledge and experience to improve equitable access to services for their children with others. Gaining access to services can dramatically improve the quality of life of a child. We will share how our team uses action research and storytelling methods to help parents share stories of engagement in the healthcare system using story sharing with undergraduate students studying to become future healthcare professionals. The purpose is to help health providers become aware of inequitable health treatment of specific groups. By asking parents to share their stories with students they may encounter and serve future parents of children with disabilities, they may

provide a better experience for these parents and their kids in the future. We will share lessons learned and limitations of rewriting negative experiences to positive ones.

8) Wang, *Reimagining Community Engagement and Collaboration in the Present Tense: A Participatory Action Research Approach Exhibition at FSU Museum of Fine Arts*

ID Number	47QBZAQWR5
Facilitator(s)	Zida Wang, Florida State University Museum of Fine Arts
<p>In present days, museums play a critical role in fostering connection, collaboration, and diverse perspectives. This research explores the potential of hybrid museum experiences to function as "third places" – safe spaces for collaborative storytelling, social justice engagement, and "writing a new history" of the present.</p> <p>Drawing on the Constructivist Museum and Third Place theories, this participatory action research exhibition project at the FSU Museum of Fine Arts explores how a hybrid exhibition, driven by co-curation and storytelling, empowers diverse voices and addresses social justice issues through collaboration curation.</p> <p>Through a hybrid community-based exhibition, artists, visitors, and stakeholders co-curated diverse narratives and perspectives, challenging traditional museum</p>	

hierarchies and empowering marginalized voices. The project employed digital platforms and storytelling methodologies to facilitate collaboration across physical and virtual spaces, creating a safe and inclusive "third place" for community building and social engagement.

9) Sosulski & Todosciuk, *To "see like community": Using Photovoice and community asset mapping to learn civic engagement and community practice in Social Work*

ID Number	RBJDZNRBY
Facilitator(s)	Marya R Sosulski, Michigan State University School of Social Work, and Jordynn Todosciuk, Michigan State University
<p>This project centers on the use of photovoice methods and community asset mapping in a project-based civic engagement Social Work course in community practice. The study is grounded in the principles of Asset-Based Community Development (ABCD), an increasingly common approach that uses a strengths-focus to make positive change and address community-identified social problems with community-driven solutions. Focusing on strengths is a core tenet of every kind of Social Work practice; therefore, identifying community assets and building action plans for social change in collaboration with communities is integral to social justice. The project on which this UGR-level civic engagement course is based goes beyond service</p>	

learning-style immersion and literature-based research by engaging students with their communities through the use of photovoice and community-based asset mapping. These elements encourage students to see evidence of work grounded in ABCD everywhere they look, to “see like a community” and consider the wealth of assets all around them, as well as getting first-hand experience with the wide range of creative ways that communities employ to address self-identified issues and chosen solutions to increase their collective well-being.

[Friday] 2:30-3:45 | Participatory Action Research (Moderator Adnan Turan) | Union 103

10) Turan & Koro, *Playing with Policies: Creating Awareness and Encouraging Dialogue on Refugee Education through a Board Game (Workshop)*

ID Number	Playiame
Facilitator(s)	Adnan Turan (aturan@asu.edu), and Mirka Koro (Mirka.Koro@asu.edu)

This game aims to create awareness, encourage dialogue, and promote the human rights of refugees through an educational board game focused on refugee education policies. We believe that our board game will serve as an effective tool in promoting critical thinking and policy-making approaches that can better support refugees' education. With the board game, we aim to engage participants in critical thinking and policy-making

approaches that can better support refugees' education. By providing an interactive and enjoyable tool for learning, we believe that the game will foster a greater sense of empathy and understanding among players towards the challenges that refugees face in accessing education.

Furthermore, we see the board game as an activism and advocacy tool for promoting the human rights of refugee children around the world. The game will help raise awareness about the current gaps in refugee education policies, and highlight the urgent need for more comprehensive approaches to address these gaps. Through playing the game and discussing its themes, we hope to encourage players to become more engaged in advocating for the rights of refugees and supporting initiatives that promote their education.

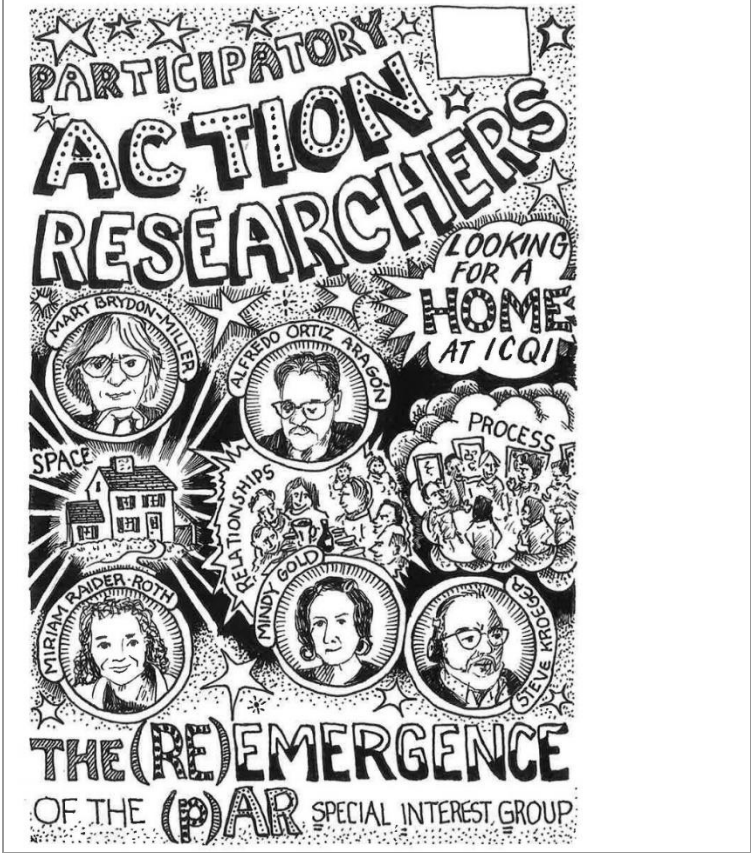
**[Friday] 4:00-5:15 | (p)AR SIG Special Session:
Do we feel at home yet at ICQI? | Union 103**

11) (p)AR-SIG (un)Panel: *Participatory Action
Researchers looking for a home at ICQI: the (re)
emergence of the (p)AR Special Interest Group*

Facilitator(s)	Alfredo Ortiz Aragón, Mary Brydon-Miller, and Steve Kroeger
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In this session, we will share a draft cartoon academic article that speaks to how five participants in (p)AR-SIG activities over the last 3 years have led to us feeling at

home (or not!) at ICQI. Based on the response to the cartoon, we will convene a conversation on how we might continue building (p)AR SIG processes that continue to grow a home for community-based, participatory, and action researchers at ICQI. We will also share about a double special issue on AR we are curating in IRQR.



Saturday May 18th

**[Saturday] 9:00-10:15 am Participatory
Action Research (moderator Marquis Holley)**

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**12) Speer, *Understanding the Significance of Action
Research to Building Relevant Schools in Belize***

ID Number	NOT YET ASSIGNED
Facilitator(s)	Todd Speer, PhD, University of the Incarnate Word
<p>As part of the U.S. government's efforts to address instability from crime and violence in Central America, it aids by building schools in remote areas. However, there is minimal research on the significance of building schools from stakeholders' perspectives. To understand the significance and improve the school building process from local stakeholder perspectives, a qualitative action research study involving 20 participants, including parents, faculty, community and international stakeholders was conducted. Data collection methods included interviews, photographs, key document analysis, and the school-building process itself. Thematic Data Analysis revealed how motivation for school, a safe learning environment, creation of opportunities, and strong communication can help grow the community. These themes highlight stakeholders' perceptions of the new school's impact and suggest improvements to the school building process. The study</p>	

emphasizes action research and qualitative methodologies and their importance to generating strong partnerships, significance of communication, and sharing resources in creating change.

13) Eldreth et al, *Participatory Approaches to Empower Agencies and Boards to Sustainably and Effectively Build Evaluation Capacity*

ID Number	AVP08K4RVZ
Facilitators	Dana A. Eldreth, University of Illinois, Urbana-Champaign, Stephanie M. Sloane, University of Illinois, Urbana-Champaign, Sarah N.A. Dodoo, University of Illinois at Urbana-Champaign, Yuliana Soto, University of Illinois at Urbana-Champaign, Rachel Jackson-Gordon, University of Illinois at Urbana-Champaign, Kelli Martin, and Jacinda Kay Dariotis, University of Illinois at Urbana-Champaign
<p>The current study promoted evaluation capacity building among mental health and developmental disability boards and agencies through a collaborative process. We iteratively identified and refined needed evaluation tools and trainings, facilitating capacity to implement sustainable evaluation practices. To achieve this, we conducted readiness and needs assessments using interviews, focus groups, and group level assessment (GLA). GLA prompts, informed by interviews and focus groups with board and agency members, centered</p>	

storytelling, data management and analysis, technical assistance topics, and strategies for data collection participation. GLA identified challenges included poor data quality and measurable outcomes, limited staff, lack of or too much data, and misaligned agency-funder expectations. Needed supports were staff training, adequate funding, better databases, and realistic program outcomes. A need for brief educational opportunities related to these topics was identified. Findings offer a roadmap for evaluators and researchers seeking to engage end-users in designing supports to move agencies to outcomes.

14) Vizcarra et al, *Action research: Building community capacity in education communities of childcare settings to improve food child eating and to prevent food waste*

ID Number	PMZZN07BM8
Facilitator(s)	Marcela Vizcarra, Universidad de Valparaiso, Carolina Henríquez, Universidad de Valparaiso, Ximena Ceballos, Universidad de Valparaiso, and Maria Stecher, Universidad de Valparaiso

Los desperdicios de alimentos son una problemática a nivel mundial, nacional y local, al afectar la sostenibilidad de los sistemas alimentarios en las dimensiones ambientales, económicas, sociales y nutricionales (HLPE 2014). En 2019, se estimó que en el

mundo, se generaron alrededor de 931 millones de toneladas de desechos alimentarios, los cuales provinieron de los hogares (61%), servicios de alimentación (26%) y comercio minorista (13%) (PNUMA 2021).

Durante la infancia los/as niños/as aprenden hábitos, actitudes y valores, y es el mejor momento para sensibilizar y concientizar sobre la importancia de disminuir los desperdicios alimentarios, promover un consumo más responsable, y reducir los impactos que genera esta práctica habitual (Priefer et al., 2016). Los comedores de los centros educativos, por su condición de servir alimentos a párvulos y/o estudiantes concentrados en un lugar, representan una oportunidad ideal para aplicar medidas educativas orientadas a incrementar la preocupación de prevenir y/o reducir los desperdicios alimentarios, los que se generan en altas cantidades, debido a factores institucionales, operativos, circunstanciales y asociados al comportamiento del individuo (Wilkie et al 2015).

Diversos estudios han cuantificado el desperdicio en comedores escolares mediante la evaluación de: cantidad de desperdicios evitables provenientes de las mermas de las cocinas; restos de exposición, que corresponden a aquellos alimentos cocinados, pero no servidos; y cantidad de restos de comida que dejan los/as niños/as en los platos; este destaca como la principal fuente de desperdicio evitable en esta cadena, y es fuertemente influenciado por la perspectiva

educacional de los centros educativos (MAPAMA 2016; Derqui et al., 2018).

Integra es uno de los principales prestadores de educación parvularia en Chile. Con 32 años de experiencia, la Institución cuenta con más de 1.200 salas cuna y jardines infantiles en todo Chile, donde más de 86 mil niños y niñas tienen acceso a una educación parvularia pública, de calidad y gratuita. En un proyecto piloto realizado en 2022, el porcentaje de ingesta promedio de guiso, ensaladas y fruta en salas de niños/as de la Fundación Integra se estimó en 37, 60 y 79, respectivamente. Similarmente, García-Herrero et al (2019) reportaron que la ensalada fue el plato más desperdiciado, con valores que fluctuaron entre 40 y 70%, dependiendo del nivel educacional (básica y jardín infantil), siendo seguido por el plato principal, que varió entre 24 y 30%.

[Saturday] 10:30-12:00 | Participatory Action Research (Moderator Mary Brydon-Miller) |

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15) Brydon-Miller et al, *Roles and Realms of Action Research as a Foundation for Doctoral Training*

ID Number	NOT YET ASSIGNED
Facilitator(s)	Mary Brydon-Miller, University of Louisville, Alfredo Ortiz Aragón, University of the Incarnate Word, Ciji Couvertier, University of the Incarnate

If recent conversations in the US, Australia, the UK, and South Africa are any indication, there are new efforts to encourage and support students in conducting community-engaged action research leading to questions about how best to prepare them for these projects. We'll be exploring how we approach these questions and considering how we might design a collaborative research project to examine our training practices and their impact on our students and their community partners. We will invite participants to discuss the following questions with us:

- How might the Roles and Realms of Action Research (Brydon-Miller, Ortiz Aragón, & Friedman, 2021) inform the nature of doctoral training in community-engaged action research?
- What do doctoral students need to know to be able to conduct community-engaged action research in an ethical and effective manner?
- What skills and dispositions should they possess?
- What programs exist to provide doctoral training in community-engaged action research and how are they structured?

Brydon-Miller, M., Ortiz Aragón, A., & Friedman, V. (2021). *The fine art of getting lost: Ethics as a generative*

source of innovative and inclusive action research methodology. In D. Burns, J. Howard, & S. Ospina (Eds.), *The SAGE handbook of participatory research* (pp. 248-262). SAGE Publications.

16) Stringer, Action Research in the Trump Era

ID Number	NOT YET ASSIGNED
Facilitator(s)	Ernie Stringer
<p>The significant influence of those embracing the dogmatism emerging in recent decades threatens the very stability of democratic societies. The divisions and antagonisms reverberating through many nations signal the need for radical changes in the ways knowledge is both produced, communicated, and enacted. Universities, as major producers and disseminators of knowledge should abandon cloistered processes of academic research to embrace pragmatic and socially relevant research strategies more integrated with all sections of society. Research based on combative approaches to investigation designed to overcome or challenge the actions of those who inhibit the introduction of socially productive projects must be replaced by more inclusive relational approaches that bring groups together rather than setting them against each other. This session will be based on an exploration of approaches to action research that seek outcomes that are truly inclusive, equitable and socially sustainable.</p>	

17) Allen et al, *Innovating Together: Action Research for Student-Driven Technological Transformation in Higher Education*

ID Number	KRL098D5RG
Facilitator(s)	Rebecca Jane Allen, Mount St. Joseph University, Brook K. Batch, Mount St. Joseph University, Gabrielle Goerler, Mount St. Joseph University, Alexa Theuerling, Mount St. Joseph University, Noah Douglas, Mount St. Joseph University, Olena Holub, Mount St. Joseph University, and Alex Nakonechnyi, Mount St. Joseph University
<p>This presentation will center on the benefits and methodologies of conducting research on higher education efficacy with students, talking about participatory action research project in collaboration with IT services, computer science faculty, and undergraduate students. The context is a project in which everyone together addressed challenges in designing student-facing IT portals such as registration and communication at the university. However, the primary focus will be on the practical aspects of participatory research with students, acknowledging them as the principal stakeholders in university issues, thus the presentation will be applicable to many conference participants, even if they come from non-technical backgrounds.</p>	

We will first discuss how action research can work to address student issues on our campus. Action and participatory research are underutilized in addressing student problems on university campuses, especially in the context of campus technology. Often, third-party systems are implemented without consulting students about their IT needs, wants, or issues. Beyond power dynamics, several reasons contribute to excluding students from the decision-making process. This oversight in technology development for university students results from prioritizing technical functionalities, tight timelines, and insufficient direct involvement of end-users. Action research emerges as a vital methodology to address these challenges by providing a structured and iterative approach to development, ensuring continuous engagement with students. This methodology fosters collaboration, facilitating a profound understanding of student experiences and preferences. Incorporating student feedback throughout the development process helps create technology attuned to their unique needs, reducing the risk of oversight and enhancing overall effectiveness within the university context.

We will then feature a case study about how we used action research to develop our student portals. Concrete examples from the development of on-campus intranet/student portals, influenced by student feedback, will be discussed in the presentation. The first action research cycle involved data collection through four focus groups with first-year undergraduate students, led by a team including two student co-

researchers and a trained researcher. The collected data revealed themes such as "Connecting with Others," where students appreciated the platform for connecting with advisors and classmates. "Information Accessibility" highlighted satisfaction with finding advisor and class information but suggested improvements. The "Changes Needed" theme outlined student desires for better access to academic records.

18) Slantcheva-Durst, *Promoting the Global Awareness of Higher Education Professionals: Utilizing Action Research in Curriculum Development for a Graduate Program in Community College Leadership*

ID Number	0L0MKRJQZG
Facilitator(s) ¹	Snejana Slantcheva-Durst, University of Toledo, Toledo, Ohio, USA snejana.durst@utoledo.edu

Graduate programs of higher education administration across the United States increasingly institute curricula components that aim to promote the global awareness in their graduates. While research presents solid guidance on the nature of global awareness, specific approaches to curriculum formatting and choices are under-studied. How do students develop global competencies? What programmatic aspects are effective? This study adopted the learning inquiry cycle of action research to inform successive steps in the design of a program that aimed to instill global awareness in graduate students in community college

¹ Snejana Slantcheva-Durst (snejana.durst@utoledo.edu)

leadership. Through the reiterated processes of action and reflection, we worked on the development, revision, and finalization of an international summer leadership academy, instituted at one large public university in the Midwest. Three cycles of the academy, over six years, were utilized, each of which included coursework, an international study trip, and active pairing of participants across the ocean. This study aimed to contribute to research on global learning in higher education and to the practice of program design, teaching approaches, and assessment of global competency.

[Saturday] 1:00-2:15 | Participatory Action Research (moderator Alfredo Ortiz Aragón) | Union 103

19) Stefanski et al, *Local Non-profit Literacy Initiatives: "But where is the Science?"*

ID Number	R685L0AZQA
Facilitator(s)	Angela J Stefanski, Ball State University, Veronica Fife-Demski, Ball State University, and Peggy S Rice, Ball State University
<p>After a particularly moving community-engaged event in which a well-known literacy scholar guided educators, students, and community members to write and share their stories, a distinguished-looking gentleman in a suit joined me and the presenter for a follow-up conversation. Upon meeting the presenter, and without</p>	

knowing his history of working with marginalized youth, he confidently asked, "How does this connect with the Science of Reading?" This community- engaged study seeks to answer that question. We interviewed 16 non-profit leaders of literacy initiatives in our local community, spent time in the communities served, participated directly in related events, and analyzed the role research (or 'The Science') played in their work. This study brings to light layers of tension between the work of non-profit agencies, the communities they serve, and what 'the science says.'

20) Ortiz Aragón, *Theorizing storytelling & Storydoing: How does participatory knowledge travel and what makes it take wings?*

ID Number	NOT YET ASSIGNED
Facilitator(s)	Alfredo Ortiz Aragón
<p>Qualitative researchers are often adept at eliciting knowledge from the experience of people living in adverse situations. They use drawing, (digital) storytelling, phenomenological interviews, photovoice, immersion and observation, and other traditional and creative means to capture and even theorize experience in grounded ways that stay true to that experience. Action researchers have heavily drawn from and contributed to the toolbox of methodologies that extend epistemology to engage people's multiple ways of knowing and have done so in ways that not only deepen knowledge about people's lives (research <i>about</i> people), but help people generate their own knowledge to help</p>	

transform their own realities (*research with and for people*). Leading action researchers have actively reframed the very purpose of research by stubbornly asking "*whose knowledge counts?*" and by developing processes that elevate both political and epistemic participation that re-centers people as co-researchers and actors.

Despite the rich history of (participatory) action researchers helping people organize and leverage their knowledge to address worthwhile practical purposes in their lives, relatively little is written about how learning and change actually occur in AR processes. Drawing on a 3 year grant I co-directed entitled "Action Research for Community Health and Wellbeing" (AR4CHW), this session will focus on the intersection of Action Knowing and Knowledge Democracy, exploring the question: ***How might we go from storytelling to storydoing in action research?*** In other words, how do support communities to: a) express their experience and knowledge on their own terms; b) convert that knowledge to tangible and usable forms (e.g., digital stories, artifacts, and zines); and then c) use those stories to influence change and educate others? How does participatory knowledge travel in this process? What are the challenges in doing so?

21) Caffer, *Action research and organizational ethnography as alternative approaches to Evaluating Leadership Development (LD)*

ID Number	TBD
Facilitator(s)	Paula Caffer, PhD, University of the Incarnate Word
<p>Leadership development (LD) programs are either entirely designed anew or customized to meet the needs of organizational cultures. Despite targeting high-potential talent (individual level), the successful transition of emergent leaders from LD programs to leadership roles and teams (group level) is predicated upon multiple factors, such as the quality of the relationship with mentors and advocates, support from supervisors, identity-role fit, timing, etc. Evaluation plans put in place to evaluate whether LD programs achieved desired outcomes often overlook critical factors as they tend to conduct cross-sectional analyses using inappropriate methods.</p> <p>Action research and organizational ethnography are alternative approaches for LD programs' evaluation. Embedded in constructivist, critical, and pragmatic orientations, the two approaches can facilitate deep interactions with emergent leaders, advocates, mentors, and supervisors during the research process while enabling participant observations of organizational cultural practices, which can have a significant influence on successful leadership transitions (Vogel, B. et al., 2021).</p>	

22) Liebenberg, *Amplifying Youth Knowledge of Well-Being Through Research Co-Production*

ID Number	G8LA9BVZR5
Facilitator(s)	Linda Liebenberg, Dalhousie University
<p>While our understanding of engaging youth in data gathering for Participatory Action Research has grown exponentially, our understanding of how best to engage youth in data analysis, and impactful knowledge mobilisation remains novel. To powerfully disrupt previously closed decision-making spaces, and engage effectively in social justice change related to youth well-being, we need to further our understanding of how to better engage youth in these later activities, bolstering their own capacity to engage with data and share findings meaningfully with powerbrokers including policymakers, service providers and community leaders. This session draws on the experiences of 5 PAR programs with Indigenous youth to demonstrate how we can foster rich collaborative data analysis and impactful coproduction of dissemination products. Drawing on the driving principles of PhotoVoice (Critical pedagogy, Feminist standpoint theory, PAR), this presentation presents a framework for thinking about critical research coproduction with youth when using a variety of arts-based methods.</p>	

[Saturday] 2:30-3:45 |

No presentations

[Saturday] 4:00-5:15 |

No presentations